



New Training Structure in Geography Education in Hungary

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The Bologna process

European effort to harmonize the systems of higher education in Europe (1999).

Root cause: educational and research capacity and quality should become number one in the world by 2010.

Weak points: a. labour force is less mobile, b. difficult to compare the qualifications

Solution: Anglo-saxonian model



The higher educational system in Hungary - today

Dual, 150 years old Prussian model, consisting of two types:

college – shorter 3-4 years education, „applicable knowledge” and trained teachers for teaching pupils aged 10-14 university – 5-6 years, professionals (eg graduate geographers) and teachers

All training (excluded law, medical, artist) should start in new system by 2006



Specialties and ambiguous elements

- Labour market (cannot be forecasted precisely) but trends – shorter teaching period, practical knowledge, skills for the future
- Governmental effort – useful, marketable knowledge during bachelor
- Increasing the mobility of labour force
- Comparable qualifications



Hungarian specifications 1

- Credit-system based B and M, fixed 3 years and 2 years 180/120 credit points
- two thirds of the given professions agreed to the bachelor content/structure --- accreditation
- Conflicts in M
- The Hungarian labour market does not understand the BSc, theory/profession based, competences



Hungarian specifications 2

- Earlier 450 programmes for students, from 2006 only 100
- Parallelism of university and college training disappear?
- One third of the students graduating can go on to Master level – conflicts (more than 45% of the generation in HE – unemployment?)



Professional background for the undergraduate level programme of Geography in Hungary 1

- Easier transfer, increased willingness to mobility, acquire skills for labour market
- Streams:
 - Practical (they leave the system) – core + applicable knowledge - this is very critical in Hungary, the geography not a real profession but academic science
 - Academic (they continue on Master) – core + narrower fields – (disadvantages – the old system survival)
 - Teacher (double major system) core I and II + teaching competences
- Extra 30 credit (one term) for professional outputs
 - In geography eg tourism, regional planning, geoinformatics



Professional background for the undergraduate level programme of Geography in Hungary 2

Teacher qualification – on Master --- uniform teacher training system (pupils on 10-18 aged)

- Didactics have opportunity to teach on 10-12 --- loss of position for geography

There is no teaching input

Major-minor system on bachelor and minor major on Master

- on bachelor core knowledge (60-80 %) in major --- it take possible to join to academical or professional stream, 20-40 % on Master
- 30-35 % in minor programme, 65-70 % on Master
- teaching profession: 20 % on Bachelor, 40 % on Master --- 50 credit

Result: double „major”, balanced system each programme 100-110 credit points



Professional background for the undergraduate level programme of Geography in Hungary 3

PR – demonstrate that it can provide valuable training for society --- maintain the number of admitted students (financed by state appr. 900)

The change after 2006 – 2-300 will be able to enter the master of teacher training, another 2-300 in professional, the most important question the 2-300 who leave the system --- the labour market not accepted yet

The institutions have regional scope --- the great competition between them at Master level --- to offer the most impressive programmes



The structure of the common undergraduate programme on Geography 1

Structure – based on module system framework
(collectively prepared)

Module types:

- fundamental (45-55/180 credits)

- professional core (45-55/180 credits)

- differentiated (55-65/180 credits)

Advantages for students and for quality control:

- programmes can convene

The structure of the common undergraduate programme on Geography 2

1. Fundamental modules

A. Natural and Social Science fundamental module (total of 10-16 credits required)

e.g. Mathematics, Informatics, fundamentals of Natural Sciences (Chemistry, Biology, Physics, European Union, Fundamentals of Economics and Social Sciences)

B. Earth Science fundamental module (total of 13-21 credits required)

e.g. Climatology, Cartography

C. Geography fundamental module (total of 13-21 credits required)

e.g. Geomathematics, Geoinformatics, Geographical Thinking - (methods and techniques of geographical analysis)

2. Professional core material

A. Physical Geography core module (total of 12-20 credits required)

e.g. Geomorphology, Soil Geography, Biogeography, Hydrogeography

B. Social Geography core module (total of 12-20 credits required)

e.g. Population and Settlement Geography, General Economic Geography (

C. Regional Geography core module (total of 12-24 credits required)

3. Differentiated professional module (55-65 credits)

A. Module for the teaching profession (teaching stream)

B. Module preparing geography/earth science – geographer – researcher (research/academic stream)

C. Module preparing practice (practical, professional stream)



The structure of the common undergraduate programme on Geography 3

Diff. A – Basic of minor + introductory readings to teaching

Diff. B – focus points

- landscape and urban planning
- regional and urban planning incl. tourism
- further fundamentals of geoinformatics

Diff. C – professional qualification is needed

- e.g. environmental, tourism, regional planning manager, geoinformatics



Structure of teaching of Geography in Hungary from 2006

Undergraduate education (180 credits)

- 80-100 credits in Geography
- 55-65 credits in a professional subject of minor x, 10-15 credits in the teaching module, or prof./academic stream
- 10 credit in thesis (in Geography)
- 10-15 credits optional

Master education (120 credits)

- For teachers: 15-25 credits in Geography, 40-60 credits in minor x, 30-40 credits in teaching module, 10 credits in thesis (in Geography or minor x)
- For academic stream: 80 credit geography, 31 credit thesis
- 4-6 credits optional

Homework for 9 institution: fit this system – under accreditation pressure – to given circumstances



Some consequences

Reform affects the primary and secondary education

Slightly different approach:

- no real natural law but processes predominate statistically
- geography not a descriptive subject
- competences 1 applied the knowledge in the practice
- competences 2 recognize problems and there are able to solve it

Please deliver experiences



Thank you for your attention



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"At 10:01, Mr. Holtz fell asleep. At 10:17, Ms. Sommer fell asleep. At 10:31, everyone else fell asleep. Those are the minutes of our last meeting."