

Disciplinary Barriers between the Social Sciences and Humanities

National Report on Hungary

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Introduction

Higher Education in Hungary in the Twentieth Century

Hungarian higher education underwent a number of reforms during the last century and in 2004 it is again being transformed. In order to understand the extent of the changes, and the specific meaning of certain concepts that emerge in relation to this process, it is important to look back on the beginning of the last century, when a major re-structuring of the system of higher education took place. In explaining the changes, it is also necessary to keep in mind the special dynamics of these events. While political power, on the one hand, influences the organisation of administration and the content of curricula with the intention of bringing about fast and thorough changes, actual modifications of institutional structures are always slower to follow.

At the beginning of the 20th century there were a number of problematic issues relating to university education, one of them concerning the question of academic freedom. The autonomy of universities at the time was relatively limited in terms of personal, educational and economic questions, and it was restricted to the internal organisation only, which was rather bureaucratic and slow. The head of the state could appoint professors without the approval of the university, and the highest state authorities had to confirm the appointments of rectors.¹

Autonomy did not mean the freedom of education or that of studying either, but the lack of methods and systematic organization in education. It is important to note that these issues characterized mainly the faculties of law and humanities, while in other faculties such problems were not experienced.² During this period, the question of academic freedom also intertwined with questions of the functions of the university, namely with the relationship of professional and scientific training and scientific research. University education was characterized by the dominance of lectures, while classes of practical nature, such as seminars or laboratory work, were of secondary importance. This led later to the division between research and education.³

In response to these problems, in the early 1920s, measures were taken to modernise higher education and scientific research. The then-minister of Religion and Public Education, Kuno Klebelsberg⁴, decided to create a high quality and European level training and education of professionals and intellectuals.⁵ According to his vision, universities were to be integrated and to become not solely educational but research institutes as well, and a healthy scientific and academic life and competition was to be founded on the existence of more high quality universities and cultural centres.⁶

¹ Ladányi, Andor. *A magyar felsőoktatás a 20. században. (Hungarian Higher Education in the Twentieth Century)* Budapest Akadémiai Kiadó, 1999. 26.

² Ibid., 21.

³ Barakonyi, Károly. "Egyetemek irányítása – a középkori egyetemtől a Bologna-folyamatig". (*Management of Universities*) *Magyar Tudomány*, 2004/4. <http://www.matud.iif.hu/04apr.html> 23 Oct 2004.

⁴ He was the Minister of Religion and Public Education from 1922-1931. Palló, Gábor. "Német tudományos modell Magyarországon: Klebelsberg tudományos rendszere." (*German Scientific Model in Hungary: Klebelsberg's Scientific System.*) *Magyar Tudomány*, 2002/11. 20 Oct 2004.

[<www.matud.iif.hu/02nov/pallo.html>](http://www.matud.iif.hu/02nov/pallo.html)

⁵ Ladányi, 45.

⁶ Ibid., 46.

Klebensberg's objective was to train intellectual professionals. He planned to achieve this by designing an education and research policy based on the German model. His belief in the implementation of the same model was visible in his desire to create Hungarian universities that were to correspond exactly to certain universities in Germany. The basic principles of the model were the unity of research and teaching, the autonomy and freedom of the university. This concept of the university opposed the idea that research was to be done in scholarly societies distinct from the educational system since the underlying notion was that the task of higher education is the modification of old concepts and the construction of new knowledge.⁷

After World War II university education underwent democratization, which primarily meant a significant increase in the number of students. The new evening courses launched meant that workers were given the chance to participate in higher education and women were also given equal opportunities in terms of admittance and education, which led to a significant change in the institutional network.⁸ The 1948-49 university reform placed the development of higher education in the fields of economics, natural sciences and technical studies into the foreground, and the University of Economics was established in Budapest.

The educational reform led to some positive changes in the academic and educational systems of the faculties of humanities and natural sciences as well.⁹ These faculties eventually came to be regulated, which led to a more organized and structured education in these disciplines.

In this era under the Soviet influence, the German model of science policy was abandoned in favour of the Russian (and French) model of a more strict division between institutions of higher education and research institutes.¹⁰ The main goal was the organization of highly specialized institutes with narrow profiles formed on the basis of the Soviet model. Research institutes at this time were separated from the universities, and thus professional training came to be the main objective of education, while research tasks were given to the institutes of the Hungarian Academy of Sciences (*Magyar Tudományok Akadémia*).

This structure necessarily influenced the status of postgraduate studies. After 1949, universities ceased to issue PhD degrees; postgraduate titles were conceptualised as pure research degrees and were taken over by the Hungarian Academy of Sciences. The Hungarian Academy of Sciences (HAS) conferred two kinds of titles, the Candidate of Science (*kandidátus*), and the Doctor of Academy (*Akadémia doktora*). In 1964 a kind of postgraduate degree was issued by the universities in the form of a so-called "small doctorate" (*kis doktori*), understood as a research degree, but of much lower quality and prestige than the titles conferred by the HAS.

The late 1940s and the 1950s were characterised by the exclusive control of the state over the educational system. The content of the courses— especially those in humanities and the social sciences - was influenced by the preferred ideology to the extent that in this era obligatory Marxism-Leninism studies were introduced in all higher education institutes, and also to the extent that efforts were made to ideologically transform the actual contents themselves. Political control was extended not only to the content of the curricula, but also to the ideological correctness of teaching staff and students. The departments of sociology and

⁷ Fehér, M. István. "The Humboldtian Idea of University." *Neohelicon* XXVIII/2. Budapest Akadémiai Kiadó. 2001. 33-7.

⁸ Ladányi, 78-9.

⁹ Ibid.

¹⁰ Némédi, Dénes and Péter, Róbert. "Sociology - Hungary." In *Three Social Science Disciplines in Central and Eastern Europe. Handbook on Economics, Political Science and Sociology (1989-2001)* eds. Max Kaase and Vera Sparschuh. Bonn/Berlin: Social Science Information Centre (IZ) 2002. 438.

psychology in Budapest were closed down for ideological and political reasons, while at regional universities departments of English, French and German studies were also suspended.¹¹ These events may help to explain why, after the collapse of state socialism, the concept of academic autonomy became such an important issue in any debate concerning the educational system.

The 1960s, again, saw a set of reforms, primarily due to the growing number of students and a need for professionals in the industry. This demand was satisfied by increasing the number of correspondence and part-time students particularly in the area of technical studies.¹² In 1969 a governmental policy paper gave more decision-making competence to the universities, and more rights to students to participate in the management of the institutions¹³. Nevertheless it was only in 1985 that legislation gave the right to both universities and colleges for self-governance. Teachers were now allowed to decide on the content and methodology of teaching, and students were allowed to evaluate their teachers, and to attend courses of their own choice besides the obligatory ones.¹⁴

From 1988, the changes in educational structures took place faster than the transformation of political institutions. The right of appointments were given back to the universities, and the influence of party politics almost entirely disappeared. There was no longer obligatory ideological education, the higher education institutions (from here on referred to as HEIs) could determine the subjects and the content required for accomplishing certain degree programs.¹⁵

After the political changes in 1989 there were initiatives to reform the educational system in order to abolish the Russian model, in terms of ideology as well as by relocating research in part to universities. In 1990 the right to establish non-state funded – religious or private foundation - higher education institutions was enshrined in law, and the ministerial regulation of the number of students in each discipline was eliminated. The power of the ministries in co-ordinating education was reduced, but the right to appoint rectors and college directors, to appoint professors and to establish educational institutional units were kept within the state authority.¹⁶

However, it is important to point out that this reform was intended to re-establish the pre-Second World War educational system without realising that those structures had become outdated, they were inefficient, and no longer corresponded to the needs of society. In addition, the fact that this old model was not able to satisfy the needs of larger institutions in terms of management and administration - which now had to cope with a quickly increasing number of students in higher education and a decrease in funding – also posed a problem.

Apart from this main direction of events, there were also other important factors that fundamentally influenced the changes that have taken place during the last 10 years. First of all, the number of students has actually increased by approximately 400%, almost half of whom have been studying at non-state funded institutions.¹⁷ Secondly, the needs of the labour market and international higher education trends made it necessary to transform the whole educational system. The assessment of these needs and the international trends entailed the

¹¹ Ibid., 86.

¹² Ibid., 99.

¹³ Ibid., 107.

¹⁴ Ibid., 118.

¹⁵ Ibid., 120.

¹⁶ Ibid., 130.

¹⁷ Vitaanyag 2003. A Magyar felsőoktatás modernizációját, az Európai Felsőoktatási Térséghez való csatlakozását célzó felsőoktatásfejlesztés koncepciója. Oktatási Minisztérium. 2003. December. 8. (*Draft Policy Paper 2003* – Ministry of Education)

creation of new standards and objectives. These norms are thought to provide employers with appropriately trained professionals as well as to ensure that students can make use of the possibilities of mobility between institutions and to other countries.

In 1993 doctoral training and the right to establish their own system of qualification, namely to confer doctoral titles, was given back to universities. The introduction of PhD schools was necessary and became inevitable if Hungary wanted to have scientific degrees compatible with European ones. Therefore in 1994 PhD training was established, and the 1999 law on the integration of universities provided the new conditions for setting up doctoral schools.¹⁸ Although the PhD is now a recognised title, the older types of postgraduate degrees, in particular the Doctor of the Academy is still the most prestigious degree to be obtained in Hungary.

The actual system of higher education in Hungary is still influenced by the changes related to the political transformations in 1989, as well as by the modification of social needs and expectations. At the same time, the system is currently undergoing another set of far-reaching changes caused by the implementation of the Bologna process, which make the situation highly complex. That is why this report will try to bring together both aspects of the present situation, the implications of the first set of changes from the early 1990s which are still operative, and the course of events initiated within the Bologna process, since it is the interaction between these two clusters of forces which frame the present moment in the fields of higher education and research in Hungary.

¹⁸ Fábri, György. “Képzetek és akaratok: a magyar felsőoktatás hosszú évtizede. 1988-2002.” (*A Decade of Hungarian Higher Education 1988-2002*) in a workshop “Management Culture in Higher Education” 03/11/2004. www.univpress.hu 2004/010/25.

1. The relationship between state and education

1.1. Education

The present system of higher education (HE) is dual with two separate lines of education, one part of which is comprised of universities (*egyetem*), and the other of colleges (*főiskola*).

Colleges are higher education institutions with degree programs offering higher education at basic level where students obtain degrees (that are similar to the level of Bachelor degrees). They train students for more immediate professional occupations. The length of training is generally 4 years (8 semesters). In certain cases with an additional one or two years of education the higher level (university) degree may be obtained.

Universities are higher education institutions with more specialized and extensive degree programs than colleges, where students obtain degrees that more or less correspond to the level of Masters degrees. They are regarded as higher quality educational institutions, which provide general education as well as training for professions and may lead to PhD degrees. The length of training in these institutions is 5 years (10 semesters).

Since the early 1990s the relationship between the state and education has become more decentralised, and responsibility is now divided between several actors. Horizontally it is between the ministry of education and other ministries, and vertically between national, local and institutional levels.¹⁹ The state has increased the autonomy of HEIs. Now they have the right to set up their own internal organisational structure, institutes, departments, faculties, research and educational management units, provided these meet the quality and infrastructure requirements set down by the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság*). Academic appointments are also within the competence of the HEIs, and the requirements for each position have to be laid down in their bylaws. They have the right to create their own curricula, and use their own methodologies as long as they meet the requirements for the knowledge, skills and competencies set out for the particular qualification.

Concomitant with the change in the political system in 1989 was the change in institutional management. Two bodies, the Conference of Rectors (*Rektorok Konferenciája*) and the Conference of College Directors (*Főiskola Igazgatók Konferenciája*) were set up, which then worked together with the ministries on behalf of the educational institutions in decision- and policymaking.

In spite of this process of decentralisation, the introduction of the concept of quality assurance in academia also opened a certain space for the indirect regulatory power of the state. In Hungary, as in other former socialist countries, quality assurance started with accreditation, which was partly the result of the need to acquire compatibility with HE in European countries²⁰. Setting up of doctoral schools also required the creation of an organization responsible for accrediting and quality assurance, which was to be the *Hungarian Accreditation Committee (Magyar Akkreditációs Bizottság)*, established in 1993. The declared purpose of this new assessment and evaluation system, introduced at the time, was to certify the quality of HE, but it also serves as a means of control over institutional

¹⁹ Vitaanyag. 2003. (*Draft policy paper*)

²⁰ Rozsnyai, Christina, "Quality Assurance Before and After 'Bologna' in the Central and Eastern Region of the European Higher Education Area with a Focus on Hungary, the Czech Republic and Poland", *European Journal of Education*, Vol. 38, No. 3, 2003, 274.

processes.²¹ On the other hand, the current claim that education has to satisfy market demands opened the space for efforts to regulate the output of higher education. The body responsible for strategic, financing and operative questions is the *Higher Education and Research Council (Felsőoktatási és Tudományos Tanács)*. These two intermediary institutions, the Higher Education and Research Council and the Hungarian Accreditation Committee, co-operate with the state through a committee composed of their own representatives and the representative of the Ministry of Education.

The importance of the *Hungarian Accreditation Committee (HAC)*²² is visible in the fact that all institutions must be recognised by the state in order to be able to grant degrees, and the prerequisite of the recognition is to be accredited. Within this process, the HAC is responsible only for supervising the professional and infrastructural conditions, and for coordinating the needs of the labour market with the output of HEIs. The HAC accredits both programs and institutions, and makes recommendations in the field of educational policy pertaining to general issues of the quality of Hungarian higher education.

The HAC is an independent professional organisation and an independent legal entity operating since 1992. It is financed from the state budget, and the funds are channelled through the Ministry of Education. The HAC has 30 full members, who are delegated by higher education institutions, research institutes and professional organisations. Additional, non-voting members may be invited to assure the representation of all major disciplines, and by law the committee includes one representative from the national student organisation. The HAC has disciplinary committees and a pool of over 500 external experts. Apart from providing external accreditation it also aims at developing the system of institutional internal quality assurance.

The *Higher Education and Research Committee (HERC)* was set up in 1993. In case of program accreditation the HERC assesses whether the output of the planned training is required for the labour market.²³ It has an advisory board, which selects members of the committee, but members of HAC, leaders of HEIs, or public servants in ministries dealing with education and research are excluded from applying for these positions. On the basis of labour market forecasts and the number of applicants within disciplines it offers suggestions regarding the number of state-funded places in the various disciplines in higher education.

After 1989 besides state-run universities, church-run and private or foundation universities also appeared. At present, there is a greater diversity of educational institutions. They can be established by foundations, religious legal bodies, and private entrepreneurs. The state contributes to the funds, but is not responsible for the maintenance of the institutions.

Another major change, the integration of HEIs, took place in 2000. During this process, universities and colleges that had previously been independent, now became faculties of the new, large institutions. In May 2003, there were 18 state universities, 12 state colleges, 5 church-run universities, 21 church-run colleges, 1 foundation university and 9 foundation colleges²⁴. The next step was the decision to become a signatory to the Bologna Agreement in 1999. This was followed in 2002 by the intention to become a member of the European Higher Education Area. The Hungarian educational system is currently in flux and its instability is caused by several factors: the political changes of the past, the desire to meet the

²¹ Ibid., 276.

²² All information is based on the website of the HAC at www.mab.hu.

²³ Az FTT 2004. évi munkaterve. (*Agenda of the HERC for 2004*)

²⁴ Vitairat 2003. (*Draft Policy Paper*).

standards of European higher education, as well as the gap between the proposed objectives and the lack of financial resources.

1.2. The relationship between state and research

The division between education and research was the legacy of the Soviet model, although decreased to a certain extent after 1989, still remains one of the main characteristics of the Hungarian research system. While a part of research was relocated to the universities (certain segments remained located there even in socialist times), a significant part of research activities is still organised and supervised by the Hungarian Academy of Sciences. The *Hungarian Academy of Sciences* (henceforth HAS, or the Academy) was established originally to preserve Hungarian national culture and language. It has had a crucial role in science and culture since 1825; even though the system of comprehensive national science policy following the German model was established only in the 1920s.²⁵

The HAS was part of the reform of the science policy, and up until World War II it received full funding from the state, and was allowed to keep its full scientific autonomy. Even though the plans of the time were never realised due to the world economic crisis, the National Council for Scholarship managed to educate an elite group of scientists whose members were later to become the leading scientists of socialist Hungary.

At the end of the 1940s the German model of science policy was replaced by the Soviet model, which meant the imposition of a division between research and teaching. Accordingly, research was the task of institutes set up by HAS, and teaching took place in higher education institutions. The Academy was integrated into the newly developing political and institutional system, and was placed under direct Communist Party and state control. Its duties included the operation of postgraduate training, the task of developing a unified, centralised system of new academic qualification. Furthermore, the Academy was in charge of supervising scientific societies, directing the publication of scientific books and journals, and promoting international scientific relations. Research and technological developments became important from the late 1960s, although within the discursive frames of Soviet objectives. Due to this, some areas, mainly the natural sciences, were considered crucial to the state's productive capacity.

The HAS was intended to play an important part in disseminating the official ideology of Marxism-Leninism and its application in the field of science. After 1963 the direct political pressure became more relaxed. In the 1970s the ideological control eased off further, the former specialised nature of the institutes began to vanish and the notion of internal competition and the pressure to increase performance diminished.

Due to the party leadership's focus on performance as a means of competition with the West, intellectuals or researchers who were not supportive of the political system were allowed to work again in the research institutes of the HAS. Nevertheless, they were excluded from university teaching, since their views did not conform to the ideological education these institutions were supposed to provide for future intellectuals.

On the other hand, in spite of the political pressure of the times, these research institutes were able to set up international contacts, and had generally greater freedom than the universities, which were under strict political control.

²⁵ Palló, Gábor. "Német tudományos model Magyarországon: Klebesberg tudományos rendszere." *Magyar Tudomány*, 2002/11. 8/2/2004.

At the end of the 1980s a reform process began to evolve, but the already existent infrastructure based on state financing was maintained and modernised.²⁶ In 1994, the Academy was re-established as a scholarly public body on the principle of self-government. It is now a non-governmental organisation, even though 75% of its funding comes from the state. The remaining 25% come from external sources, such as fees and grants.

Between 1990 and 1995 the research network had decreased by half. However, the HAS still maintains research institutes, and co-operates with university research centres, and supports research groups affiliated to various university chairs.²⁷

In 1996 a science policy reform based on the principles of state science policy was initiated. According to this, the state finances core research as well as research in topics of national focus and interest, and ensures only the basic support in natural sciences, which may also find funding from private or business sources. The aim of the reform is to restore the system of state financing, and to separate the fields of core research and project financing. Within this framework the objective of the HAS was defined as conducting scientific work, publishing scientific achievements, and the aid and promotion of research.

Today, the power of the Academy can be observed in two fields. First, it maintains research institutes and supports research groups affiliated to various university chairs. Secondly, in order for a university to establish a doctoral program, it needs to be accredited by the doctoral board of the Hungarian Accreditation Committee, whose members are doctors of the Academy, and the head of the doctoral program must also be a doctor of the Academy.²⁸ In this way the HAS confirms the relevance of its scientific degree, can influence the training of future researchers, and the framing of research programs.

²⁶ Tamás, Pál. "Follower or Activists. Social Scientists in the Reality Shows of Transformation." In *Three Social Science Disciplines in Central and Eastern Europe. Handbook on Economics, Political Science and Sociology* (1989-2001) eds. Max Kaase and Vera Sparschuh. Bonn/Berlin: Social Science Information Centre (IZ) 2002. pp. 376-85.

²⁷ Glatz, Ferenc. Akadémia es tudománypolitika a volt szocialista országokban 1933-1999. (*Academy and Science Policy in the Former Socialist Countries.*) Magyar Tudomány, 2002/4.
www.matud.iif.hu/02apr/glatz.html.

²⁸ <http://www.mta.hu>.

2/a. Infrastructural definitions of Social sciences and humanities in education

2/a.1. Ministerial definition of fields of science and disciplines

The social sciences and humanities are defined by the governmental body responsible for education, the Ministry of Education (*Oktatási Minisztérium*). The fields of science and the disciplines were codified in 2000 in a governmental policy paper 169/2000. (IX. 29), which is based on the OECD Frascati Manual 1993. (See Table 1). This division reproduces an international standard and disregards the fact that educational and other scientific institutions have various traditions according to which they use the terms and the categories of fields of science and disciplines. This discrepancy becomes visible when we try to find correspondence between the terms used in English and those used in Hungarian.

2/a.2. Translation of the categories

The translation of the categories social sciences (*társadalomtudományok*) and humanities (*bölcsészettudományok*) poses a problem in Hungarian. The disciplines included in each category are different in higher education institutions, in the policy paper of the ministry of education, and in the Hungarian Academy of Sciences (HAS).

The first contradiction occurs between the definition provided by the Ministry of Education and the structures of higher educational institutions. In university structures we find that the categories correspond to structural units. The category of humanities is always the name of a faculty. Apart from history, philosophy, and literature, it may also include sociology, cultural anthropology or political science, all of which in the ministerial policy paper are included in the category social sciences. The reason for the fact that the category of social sciences does not occur everywhere as a faculty is that this category was non-existent until a few years ago. However, the opposite may happen in cases where there is only a faculty of social science at a university. Apart from social science, this faculty may include philosophy, or the history of philosophy, or the history of science,²⁹ disciplines that are under the category of humanities in the ministerial policy paper.

On the other hand, the category social sciences occurs in the structure of the Hungarian Academy of Sciences as one of the three scientific sections. It refers to non-life and non-natural sciences, and includes the disciplines listed as both belonging to the category humanities and social sciences in the policy paper (See Table 1 - 3 at the end of this chapter).

The problem of the categories, as far as education is concerned, is solved by the fact that the Bologna process necessitates the central regulation of fields of study or training and the common definition of the categories social sciences and humanities (see Table 2). In spite of the current ministerial regulation, in order to understand the relation of the two fields of sciences, it is necessary to provide some historical background about the development of social sciences in Hungary.

²⁹ Technical University of Budapest at www.bme.hu.

2/a.3. The tradition of humanities and social sciences

2/a.3.1. Humanities (*bölcsészettudományok*)

Before the codification of disciplines by the ministry, the term ‘humanities’ was used for university faculties. The faculty of humanities in the traditionally humanist universities in Hungary includes history, philosophy, philology, Hungarian language and literature, psychology, and aesthetics.

According to the current accreditation requirements set down by the Hungarian Accreditation Committee, a faculty of humanities of higher education institutions must have the following degree programs as a minimum requirement: philosophy, Hungarian language and literature, history, and a foreign language and literature program. These 5-year programs at the faculties of humanities provide general education, specialization in a certain area of a discipline, and optional teacher training. They also enable students to continue education by attending a PhD degree program.

During state socialism disciplines in humanities were teacher-training oriented, but from the 1990s they are no longer able to promise definite job opportunities. At present, due to the increasing number of students, apart from teacher training and the possibility of continuing education at PhD level, the question of employability arises. Often, students with a university degree in Humanities continue education on a postgraduate course which gives them a specialisation in a field - usually in economics, sales or marketing – that offers better chances for employability. In spite of the difficulties in finding employment, the number of students applying for places in the faculties of humanities is still on the rise. The implementation of the Bologna process which exerts pressure to determine the skills and competencies and the objectives of university training in terms of employment may cause a reconceptualisation of the role of the humanities (see chapter 8 on the Bologna process).

2/a.3.2. Social sciences (*társadalomtudományok*)

The history of the social sciences in Hungary can be described in two different ways. In a more strict sense, looking at the development of institutional frameworks, it is some four decades long, but if we speak about the broad range of interests in sociological topics, it can be traced back to the end of 19th century.

Already in 1900 the first association of social sciences was founded, as was the first journal dedicated to social issues. Yet, in education it was only after 1945 that sociology was introduced to universities, which finally resulted in a chair. This chair, however, was abolished in 1948 and was not re-established until the 1960s.³⁰ Since the official ideology was Marxism-Leninism, and since everyone was considered equal, the state apparatus did not approve of a need to have a special science to deal with society. Issues such as poverty or the question of the Roma minority could not be raised publicly in those times. Consequently, sociology was regarded as a dangerous import from capitalism, and it could be reintroduced only after serious political fights.

³⁰ Némedi and Péter, 437.

However, by the 1960s, when the repression due to the defeat of the 1956 revolution had eased, the party regime wanted to have the support of the intellectuals. Some of them thought the modernisation of science could transform socialism for the better, and the existence of scientific institutions would also support the regime's international reputation. As a result, some intellectuals were able to establish a Group of Sociology at the Hungarian Academy of Sciences in 1963, in the hope that research could be done there without the ideological control of the party. Some of the researchers came to the institute from economics and history since the number of students allowed to study sociology was restricted.³¹

There were also more critical intellectuals who had been excluded from the official career structure; some had been forced to emigrate.³² These dissidents acted also as mediators between the scientific community and the world outside the iron curtain, facilitating communication. They produced a discourse of social science that included political and philosophical issues, and had considerable influence even on the state-recognised social sciences.³³

It was in the 1970s, that the institutionalisation of sociology in education began. A department within the faculty of humanities was established which offered a university degree (MA) in sociology. Other disciplines like economics and law had separate universities or faculties. Since this process had already started, and the discipline of sociology was already quite well developed, after 1989 the existing institutional structures were not destroyed, and traditional institutions were able to integrate modern social research and new social science disciplines. As a result of the institutionalisation, sociology and later other social sciences became teaching professions as well as fields of research.

Now there are departments of social sciences at almost every university. At ELTE University Budapest (Eötvös Loránd Tudományegyetem) social sciences began to expand into an Institute of Sociology already in 1985.³⁴ An MA program in social policy was introduced there, as well as an MA in social work. Finally, in 2002 the Faculty of Social Sciences was established here. This event implied that there was a necessity to define the boundaries and to decide which disciplines should be included. Political Scientists and Cultural Anthropologists were asked to join the new faculty.

Today, apart from ELTE, there is a Faculty of Social Sciences at the Budapest University of Economic Sciences, and another one at the Technical University of Budapest. During the period of transition other disciplines appeared which include political science, cultural anthropology, media or communication studies, and Roma studies. It is important to note that in the smaller universities these disciplines, as well as sociology itself, still belong to the faculty of humanities.

In general, the new programs are a result of a bottom-up process, initiated by the higher education institutions. However, it also has to be noted that the professionalisation, that is, the recognized career structure and institutionalization of the new social science subjects, is much slower. It is further problematized by the fact that one still cannot get a degree in certain subjects, only a certificate of specialization, and also that there are even fewer PhD programs in certain social sciences (see university structures below). As far as representation is

³¹ Ibid., 437-8.

³² Ibid., 438.

³³ Szabó, Máté. "Political Science – Hungary." In *Three Social Science Disciplines in Central and Eastern Europe. Handbook on Economics, Political Science and Sociology* (1989-2001) eds. Max Kaase and Vera Sparschuh. Bonn/Berlin: Social Science Information Centre (IZ) 2002. 260.

³⁴ This Institute of Sociology is different from the Institute of Sociology at the Academy. In higher education the term 'institute' refers to an organizational form, above the level of a department, but still below the level of a faculty, comprising several departments.

concerned, cultural anthropology³⁵, for instance, still has no journal independent of Ethnology.³⁶

So far as sociology is concerned, there have also been changes in the structure of the Hungarian Academy of Sciences. The *Social Conflicts Research Centre*, the *Institute of Sociology* now together with the *Cultural Research Group* were established in the early 1990s. In 2001 the Research Centre for Social Sciences was set up to promote multi- and interdisciplinary research. The Research Centre also hosts the *Hungarian Association of Sociologists*, and the editorial office of the *Szociológiai Szemle (Journal of Sociology)*. Research in social sciences has also had to adapt to the changing market demands. Thus the main fields of research now seem to be in ecology, cultural research, innovation-, organization research, and social policy.³⁷

The question of employment may also be relevant for the more theoretically oriented social sciences, although here both the state and party politics may offer resources to carry out surveys, while economics and social work provide, if very different, routes into the labour market.³⁸

2/a.4. University structures (see Appendices 1-3)

In Hungary, structurally, universities are divided into faculties and departments. In case there are several departments dealing with different branches of the same field, they are gathered under a structural unit called *institute*.

Within universities the following structure can be found: faculties correspond more or less to fields of science, and institutes correspond more or less to disciplines and departments to subdisciplines. In smaller universities it is the departments themselves that correspond to disciplines.

When we look at the structure of higher education and the division of disciplines given by the Ministry, we can see that these are not followed by the institutional or organisational structure of higher education institutions. Also, there are differences between the levels of education, which means that disciplinary structuring varies at the level of university education and at the level of doctoral training. There are PhD schools in fewer disciplines than we have university degree programs.

The universities described below are the products of the integration that took place in 2000. Therefore they include - as faculties - a number of other institutions that had previously been smaller universities or colleges. With the exception of the University of Economics and Public Administration, all of the higher education institutions described have a faculty of humanities, and all of them have departments in disciplines that belong the humanities and social sciences (according to the definition of the ministry). However, there is variety in the institutionalization of disciplines which is well illustrated by the universities' structures.

³⁵ In order to sign a shift from "ethnography" – which according to the Marxist classification covered a descriptive research procedure – the term "ethnology" (coined by A. Chavanne in 1786) came to be used in Hungary after the political changes. It is seen as the equivalent of cultural anthropology in the U.S. see Sárkány, 2002.

³⁶ Buskó, Tibor László. "Az intézeti modell múltja és jövője. A magyar társadalom mezoszintje, átalakulásának főbb tendenciái. 1990-2001." (*The Past and the Present of the Institutional Model 1990-2001*) *Világosság* 10-12 (2002): 52.

³⁷ Website of the Research Center for Social Sciences at the HAS. www.socio.mta.hu/001.htm 25 Oct 2004.

³⁸ Tamás, Pál. "A megélt válság, avagy világnépek a szociológiában" (*Crisis and World Views in Sociology*). *Szociológiai Szemle* 2002/3. 135-149. P.1. <http://www.mtapti.hu/mszt/23323/tamas.htm> 10/11/2004.

It is also interesting to note the ways new disciplines, such as cultural anthropology, social policy, political, media and communication studies, and Roma studies are integrated within the existing structure.

2/a.4.1. ELTE University Budapest (Eötvös Loránd Tudományegyetem)

ELTE is the oldest, continuously operating, and at the same time, the largest university in Hungary. In the city of Nagyszombat, it was founded in 1635 by Péter Pázmány, Archbishop of Esztergom and the Jesuit order came to be in charge of the institute. The university bore its founder's name until 1950 when it was renamed Eötvös Loránd. In the beginnings the university had two faculties, that of humanities and theology. It also contained a secondary education institute ("gimnázium"). Further enlargements followed, first in 1667 with the Faculty of Law and in 1769 with the Faculty of Medicine which made the university a classical structure four-faculty 'universitas'. Currently two of the original faculties exist, the Faculty of Humanities (Bölcsészettudományi Kar) and the Faculty of Law (Jogi Kar). In 1998 it was enlarged with the merger of the College for Teacher Training (Tanító- és Óvóképző Főiskola), Gusztáv Bárczi Training College of Special Education (Bárczi Gusztáv Gyógypedagógiai Főiskola) and the Institute of Sociology.

The further restructuring in 2003 resulted in the Institute of Sociology, and Department of Political Theory becoming independent of the Faculty of Humanities, and they now function as the Faculty of Social Sciences (Társadalomtudományi Kar). Also, under the name of the Faculty of Pedagogy and Psychology (Pedagógiai és Pszichológiai Kar), the former Institute of Psychology and Pedagogy became independent units. At present ELTE's faculties are: Faculty of Law; Bárczi Gusztáv Faculty of Special Education; Faculty of Humanities; Faculty of Informatics; Faculty of Education and Psychology; Faculty of Elementary and Nursery School Teachers' Training and Faculty of Social Sciences.

The Faculty of Social Sciences was established in 2002, and now includes a number of institutes and departments. The fact that it is a new organizational unit shows the problem of institutionalization of new disciplines. Cultural anthropology, as a specialization has a "departmental unit" in the Faculty of Social Sciences, while ethnology remained in humanities. Even though the Department of Art History and Media Research is part of the Faculty of Humanities, there is a Research Center for Communication and Media Sociology at the Faculty of Social Sciences. The fact that the same field of study is institutionalized in two different faculties again reveals the problem that arises with new subject areas that are not strictly bound to a single discipline. The Gender Studies Research Center, which occasionally offers multidisciplinary courses for students of various faculties, is also located in the Faculty of Social Sciences.

PhD schools are disciplinarily framed, and they can be found in the fields of history, literature, linguistics, philosophy, art history, sociology, political science, ethnography and cultural anthropology. However, theoretically there is a possibility for cross-faculty or cross-departmental work at this level.

At ELTE, the faculty structure reproduces the boundaries between the disciplines at the level of administration. One representation of this is the way the institutional structure may prevent teaching at other faculties since professors are registered within a faculty, which is where they are on the payroll. Due to administrative difficulties, faculties cannot pay their staff for teaching students from other faculties, or may not be able to put teaching staff from

outside the faculty on the payroll. Since most acts of cooperation of this kind are the results of personal efforts, the administrative inflexibility can easily discourage new initiatives.

In fact, there are more possibilities for cooperation and for the mobility of students at the smaller universities where the faculty of humanities includes social science subjects such as sociology and political sciences or cultural anthropology (see University of Pécs, for example).

2/a.4.2. University of Miskolc (Miskolci Egyetem)

In 1949 the Hungarian Parliament decreed the establishment of a Heavy Industries Polytechnic University in Miskolc. However, this new technical university already had a two and a half century-long history. The predecessors of the then two-faculty institute (Faculties of Mining Engineering and Metallurgical Engineering) were functioning in Selmecebánya until 1919, and in Sopron, until 1949. The university's heavy industrial base was gradually changed by the 1983 establishment of the Faculty of Law, the 1990 launch of the Faculty of Economics and the 1996 accreditation of the Faculty of Humanities. Currently the University of Miskolc is divided into the following: Faculty of Materials and Metallurgical Engineering; Faculty of Law; Faculty of Arts; Comenius Training College; Faculty of Economics; Faculty of Mechanical Engineering; Faculty of Earth Science and Engineering; Bartók Béla Institute of Music and the Institute of Health Care Studies. The university has a departmental structure including social sciences and humanities. As the Faculty of Humanities is relatively new, the lately emerging social science disciplines like political science, sociology, as well as cultural and visual anthropology were already included as departments in it. It has a PhD school in literature, but none in social sciences.

2/a.4.3. University of Pécs, (Pécsi Tudományegyetem)

The history and origins of the University of Pécs date back to 1367 when the first Hungarian university was founded in Pécs and to 1921, when the Royal Hungarian Erzsébet University (M. Kir. Erzsébet Tudományegyetem) relocated from Pozsony/Bratislava to Pécs.

At present with its nine faculties – Faculty of Law; Medical School; Faculty of Humanities; Faculty of Health Sciences; Illyés Gyula Faculty of Education; Faculty of Business and Economics; Pollack Mihály Faculty of Engineering; Faculty of Sciences and the Faculty of Music and Visual Arts – the university offers a broad range of training and degree programs at undergraduate, postgraduate and doctoral levels.

The modern University of Pécs was founded on January 1, 2000 through the merger of the Janus Pannonius University of Pécs, the Medical University of Pécs, and the Illyés Gyula Teacher Training College of Szekszárd.

Even though it has only a Faculty of Humanities, four social sciences departments - namely Sociology, Social Policy, Social Work, and Modern History - constitute the Institute of Sociology and Social Sciences. The Department of Political Science, however, is not part of the institute, which indicates that the process of institutionalization of the new disciplines results in various formations depending on the local context.

This university seems to be very active in initiating new programs or offering new content under the same label. For instance, its Department of Communication and Media Studies undermines the idea that one discipline corresponds to one department. While communication is the main discipline, there is a specialization in cultural anthropology. Interestingly, besides this specialization there is also a Department of Cultural Anthropology together with Ethnology. In fact they are two different programs, the specialization program covers cultural studies, art, media, and both quantitative and qualitative methodologies, while Ethnology is based on traditional methodologies.

The University of Pécs is the only HEI that has established a program in Roma Studies. This program is based on various disciplines: social psychology, philosophy, demography, pedagogy, cultural anthropology, ethnography, and sociology, where questions of the Roma culture are considered from the perspective of each discipline.

Apart from philosophy, linguistics, psychology, the University of Pécs also has the only interdisciplinary school in humanities and social sciences in Hungary. The program includes history, ethnography and cultural anthropology, political sciences.

There is also an example of creating a PhD program in a discipline that is otherwise not recognised at the level of college or university degree programs, or by the ministerial definition of disciplines. This program is a PhD program in Cultural Sciences (*Kultúratudomány*). However, it is integrated into the doctoral school of Literary Science.

2/a.4.4. University of Debrecen (Debreceni Egyetem)

The University of Debrecen, similarly to the other integrated higher education institutes in Hungary, came into existence on January 1, 2000, by merging several independent colleges and universities. However, its origins date back to the establishment of The College of Debrecen (Debreceni Református Kollégium) in 1538. Upon a 1912 statute, the Royal University of Debrecen, on the basis of the three academic departments of the former College of Debrecen, was founded.

Currently, the university has 13 faculties: Faculty of Law and Public Administration; Faculty of Medicine; Faculty of Agriculture and Regional Development; Faculty of Humanities; College Faculty of Health Care Studies; Faculty of Dentistry; Faculty of Pharmacy; College Faculty of Pedagogy of Hajdúböszörmény; Faculty of Informatics; Faculty of Economy; Technical College Faculty; Faculty of Agriculture and the Faculty of Natural Sciences.

At the University of Debrecen, there are several institutes, but there are only two social science departments, political science and sociology, which constitute an institute within the Faculty of Humanities. Debrecen has PhD schools in literature and in linguistics, and there are two multidisciplinary PhD schools, one including philosophy, pedagogy and psychology, and the other including history, ethnology and cultural anthropology. However, there is no PhD school in social sciences.

2/a.4.5. University of Szeged (Szegedi Tudományegyetem)

Historians consider the university of Kolozsvár (Kluj, Romania) (founded in 1872 and relocated to Szeged in 1921) to be the legal predecessor of the University of Szeged. In the year 2000, the University of Szeged – currently having 11 faculties - came into existence with the merger of other institutions. At present, the university has the following faculties and colleges: College of Agriculture; College Faculty of Food Engineering; Faculty of Arts; Faculty of Economics and Business Administration; Faculty of Health Sciences; Faculty of Law; Faculty of Medicine; Faculty of Music; Faculty of Pharmacy; Faculty of Science and the Juhász Gyula Teacher Training College. This university has several institutes, each of them comprising departments. In the Faculty of Humanities there is an Institute of Social Theory, which includes the Department of Philosophy and Sociology. As the name of the institute shows social sciences here are conceived of as more theoretical.

There are PhD schools in literature, history, linguistics, in pedagogy and sport, but none in social sciences.

2/a.4.6. University of Economics and Public Administration (Budapesti Közgazdasági és Államigazgatási Egyetem)

In Hungary the higher education level of the training of economics and commerce began at the K. K. Joseph Polytechnikum in 1857, out of which developed the Economic Section of the Royal József Technical University by 1914, which is one predecessor of the present University of Economics and Public Administration in Budapest. The other predecessor of the University was the Faculty of Economics of the Royal Hungarian University of Sciences, dating from 1920, which in 1934 became the Faculty of Economics at the Royal Hungarian József Nádor University of Technology and Economics. In 1948 the government separated the Faculty of Economics and established the independent Hungarian University of Economic Sciences which was given a new site for teaching. At that time the University had only one faculty. In the year 1952 three more departments, those of General Economics, Industry and Trade were organized, which became Faculties by 1955. This structure actually remained for almost three and a half decades.

In 1953 the University was named after Karl Marx, which symbolized that the university was under direct control of the Communist Party. In the late 1960s, parallel with the introduction of market-oriented economic reforms, modern economic science played an increasing role in the Karl Marx University of Economic Sciences, and beside these other social sciences appeared. It was only with the social and economical changes that took place in Hungary in the late 1980s, early 1990s the University's name could change, too. From 1991 its name was the Budapest University of Economic Sciences.

During the integration of universities in the year 2000, the Budapest University of Economic Sciences and the College of Public Administration which was established in 1977, merged, which resulted in a new name once again: the Budapest University of Economic Sciences and Public Administration. The university has 4 faculties and 54 departments. The four faculties are: the Faculty of Business Administration; the Faculty of Economics; the Faculty of Social Sciences and the Faculty of Public Administration (College level).

The Budapest University of Economics and Public Administration is an example of those universities that established only a faculty of social sciences, and no faculty of humanities. However, at this university, the faculty of social sciences is conceptualised in a way that it also includes disciplines that are traditionally categorised under humanities (e.g. philosophy, history of philosophy, psychology and pedagogy).

Within the Department of Sociology and Social Policy, social sciences is integrated into economics and public administration. Sociology taught here tends to focus on the sociology of economics.

The university conducts multidisciplinary empirical research in social sciences, dealing with the interaction of society, culture, economics, European integration. It also hosts the TÁRKI Applied Social Science Research Centre, a Gender Studies Research Centre, a Women's Studies Centre, and the "Századvég" School of Political Science.

2/a.5. Barriers between the humanities and social sciences in education

Barriers between disciplines can exist due to the structural organization within universities. The reason for such barriers lies in the implication of the division between faculties, namely that a faculty is a larger and separate organisational and administrative unit. Therefore at universities where there are faculties of both humanities and social sciences, these faculties carry out their administrative work independently of each other, and they may even be located in relatively distant places. These facts may actually hinder cooperation in teaching or research and may also be an obstacle to mobility. At smaller universities with only a faculty of humanities this does not cause problems, and the extent of co-operation depends almost solely on the willingness of staff.

Regardless of the division caused by the structure, universities have autonomy in deciding whether they allow mobility between faculties. In terms of humanities and social sciences there is consensus among professionals that mobility is important. At the moment, mobility at the universities means that students are allowed to attend elective courses in other disciplines but within the limits of 10% of all the courses.³⁹ While in this respect there are no strong barriers, the distance between campuses, and the prerequisites for attending specialization courses might make this mobility difficult. In the current university structures with disciplines corresponding to departments, the mobility of students depends on the internal regulation of each university and on the location of the campuses.

This historical background explains the particular role of sociology in the state socialist era as opposed to traditional disciplines in humanities with a firm institutional background. However, the new programs like political science, cultural anthropology, communication and media studies became popular, and as the number of students increased these newly formed disciplines required institutional legitimation, so they were established as departments. In larger universities, where there was a faculty of social sciences, it had to be decided which faculty the new programs should belong to. In the cases of cultural anthropology, communication and media studies the decision to locate them in social sciences (at universities where there is a faculty for social sciences) may also be indicative of a willingness to increase the distance from the traditional disciplines. In this sense, the codification and institutionalisation of social sciences in the last decade may have created a field where new initiatives could be realized, at least as far as education is concerned.

Another difference if not a barrier is that there are hardly any PhD schools in social sciences, which implies that the institutionalisation of tertiary social sciences education has not happened yet.

³⁹ ELTE University, Budapest, Szervezeti és Működési Szabályzat (ELTE Bylaws) www.elte.hu.

2/b. Infrastructural definitions of social sciences and humanities in research

2/b.1. Introduction – Hungarian specificities

In Hungary, as in many other places, the real gap is not primarily between the social sciences and humanities, but between the natural sciences and the social sciences and humanities. This gap might be explained by the difference of disciplines in terms of their nature. In the natural sciences it is often easier to research the same areas that international research deals with, but the social sciences and humanities tend to be more circumscribed, situated in regional and local contexts. Consequently, these disciplines are more difficult to make profitable as they have such a strong regional specificity. In the natural sciences it is much easier to be a scientist or researcher of internationally comparable standard.

In social sciences and humanities often there is no adequate and sufficient local funding for regional and local research, and often there are difficulties in applying for international funds, since Western European or North American patterns, terminologies, and ideas may not be applicable to the regional, local specificities of Hungary. Research priorities defined by the EU may only partly overlap with Hungarian needs. Therefore if one is involved in these disciplines it is easy to be at the mercy of current political affairs and issues.

The fact that the scientific community is relatively small means that the outcome of initiatives often depends on personal contacts. While this might be exclusionary in certain cases, the existence of a network also means that initiatives can be realized faster, even if they happen on a smaller scale. Therefore workshops, projects, and journals might step over the boundaries of disciplines in spite of the relative rigidity of the traditional institutional structures.

The relative smallness of the scientific community also means that the key personalities in each field have a lot of influence on the content of education and on the direction of research. Since the structure of humanities has more or less remained the same, the influential people in that area did not change. On the other hand, some of the social science disciplines have only recently been institutionalized, so there has been a lot of new input in terms of academic staff. Due mainly to the fact that younger generations had more opportunities to travel, to establish international contacts and to gain knowledge of current trends, their more up-to-date skills make it easier for them to apply for grants.

There is an additional problem in naming to be clarified here. In Hungarian, the word ‘institute’ (*intézet*) can have several meanings. As was mentioned in the previous section, the word can refer to a group of departments in higher education institutions, but it also refers to research institutes, some of which belong to the Hungarian Academy of Sciences (HAS), some to the ministries, while some are private foundations.

2/b.2. Location

Scientific research in the Humanities and Social Sciences may be done in the following places:

-
- Higher education institutions
 - Research institutes of the Hungarian Academy of Sciences and the research units of the HAS located at universities
 - Private or foundation research organizations

Research in social sciences and humanities is institutionalized on a disciplinary basis. Research may be done at universities or at research institutes, all of which are divided on a disciplinary basis. In case of applying for funds for projects there are funding bodies, whose panels are also disciplinary. Both the HAS research institutes, and the individual researchers at universities can determine their own research agendas. In case of national funding bodies the research priorities are drawn up by the ministries, and the Higher Education and Research Council carries out evaluations of the priorities of scientific research financed by the Ministry of Education. The decision-making power in the case of applications for funding in a certain field is with the panel.

2/b.2.1. Research and funding at higher education institutions (HEIs)

During state socialism the majority of Hungarian research networks was outside the universities, at the research institutes of the HAS. However, from the 1990s university research became the most supported sector of Hungarian science policy. Universities now have the right to set up research institutes and their own research programs. Research institutes and research groups may also operate within the structure of the universities, as part of departments, and every university department is also a place of research.

With a specific and innovative research or educational purpose so-called Research Centers may be set up within the infrastructure of the HEI, with the permission of the Faculty Senate (*Kari Tanács*). These Research Centers may be related to several departments at the same time, and they can initiate specialist programs and are eligible to apply for funding.⁴⁰

The fact that HEIs become research places may be problematic in terms of interdisciplinary research, because institutional disciplinary and department structure defines and fixes the standards of the discipline the researchers and teaching staff acquire. This may be an obstacle to the current transdisciplinary trends in research in social sciences.⁴¹

Another problem with research at HEIs is that the inflow of large number of students into the educational institutions may hinder research, as there is less time for staff to spend on research activities. Besides, the collapse of the difference between mass and elite education at PhD level may prevent the formation of small research groups capable of effectively working together.⁴²

According to statistical data, the number of research units at the HE institutions increased mostly in the domain of the social sciences. In 2003 it was 373.⁴³ The considerable increase was due to the fact that some research activities had been relocated to the universities. Further, some of these research units at the HEIs are actually under the supervision of the Hungarian Academy of Sciences. One of the reasons for the fact that the number of social science research places and institutes doubled in HEIs is that the material

⁴⁰ University of Pécs. Bylaws. www.pte.hu.

⁴¹ Szekeres, András. "Merre tovább diszciplínák? A társadalomtudományi kutatás intézményi feltételei. Magyarországon 1990-2001". (The Development of Disciplines. The Institutional Conditions of Social Science Research in Hungary 1990-2001) *Világosság*. 2002/10-12.

⁴² Kulcsár Szabó, Ernő. "A kultúra hermeneutikája és filológiája között". (Between the Hermeneutics and the Philology of Culture) <http://nyitottegyetem.phil-inst.hu/lit/bolcsesz.htm>.

⁴³ KSH, Oktatás. Budapest 2003. (Hungarian Central Statistical Office). <http://portal.ksh.hu/portal>.

requirements of the HAC to set up a HEI institute or PhD program are far easier to meet than in the case of the natural sciences.⁴⁴

*Funding by the Ministry of Education*⁴⁵

Research at higher education institutions is funded from the state budget, although there is also a possibility to apply for funding from funding bodies for specific projects. Until 1996 it was the Scientific Research-Development Fund (*Tudományos Kutatás-Fejlesztési Alap*) which was managing amounts for research received by the Ministry of Education from the state budget. Apart from the money spent on the salary of university teachers, research funds were used for the same purpose, which primarily meant that no distinction was made between teacher carrying out or *not* carrying out research and secondly, research topics were not prioritized. Besides, universities were not places of research, since research was to be conducted at the institutes. The amount to be distributed was finite, and year-on-year it was being identified according to the changes in GDP.

1996 saw the amendment of the act of parliament, according to which amounts for funding tasks, for managing the operation of the institute and for normative financing came to be separated. This amendment brought considerable changes to and renewed the system of financing higher education research. The Ministry of Education, as well as creating the system of normative research funding, created a system of scholarships for funding excellent performance in research; The Békésy György Post-doctoral Scholarship, the Széchenyi István Scholarship, and the Magyar Zoltán Post-doctoral Scholarship.

The body responsible for coordinating and managing issues concerning investments, education and research is the Higher Education Development Basic Program (*FEFA-Felsőoktatási Fejlesztési Alapprogram*). Since 1999 it has been managing the administrative tasks of three independent organizational units: the National Infrastructural Development Office (*Nemzeti Infrastruktúra Fejlesztési Iroda*), the Office for Higher Education Development Programs (*Felsőoktatási Fejlesztési Programok Irodája*), and the Office for Higher Education Applications (*Felsőoktatási Pályázatok Irodája*).

Allocation of research funds in the universities

Normative research funding is based on the number of students attending courses in a given department.⁴⁶ This implies that the popularity of the subject among students, and the positioning of the profession in terms of labour market opportunities influence funding for research activity. The allocation of research funds between the departments from the state budget is the task of the universities themselves. When calculating the normative index which determines the proportion of funds each department receives, having a Doctor of Sciences of the HAS in employment accounts for double, and member of the Hungarian Academy of Sciences accounts for triple of the sum.⁴⁷ The implication of this is that departments which employ more doctors or members of the HAS receive more money. The possible consequence of this may be that the departments promoting new disciplines without many members or

⁴⁴ Buskó, 49.

⁴⁵ Based on Kámán, Éva and Heltai, Gyöngyi A társadalomtudományi alapkutatások finanszírozási rendszere 1990-2001. (*The Funding of Social Science Research*) Jan 2002. www.unipresszo.hu/anyagok/.

⁴⁶ Tamás, 7.

⁴⁷ ELTE ByLaws.

doctors of the HAS will be disadvantaged to a certain degree, although this could be balanced by the popularity of the subject among students.

2/b.2.2. Subsidized research units of the HAS

Higher education institutions may also co-operate in the field of research and education with the HAS. This may take the form of a subsidized research unit within the educational institution, whereby an institute of the HAS may function as a department of the HEI, or may co-operate in doctoral training. Subsidized research units are located in departments, therefore organized according to disciplines, but they may research specific topics that require interdisciplinary approaches.⁴⁸

According to the concept of Subsidized Research Units accepted in 1994, research groups are obliged to apply for funding (from 1996 every 3 years, from 1999 every 4 years), which periodic financing is designed to maintain the ability to adjust to the up-to-date importance of different areas of science.

From 2000 the status of subsidized research units at universities has been further stabilized: among the changed conditions of the integration, the terms of infrastructure and operation on the part of the universities, and the direct expenses of research on the part of the Academy are guaranteed. Evaluation of research places subsidized by the HAS is also carried out by the host institution and by the relevant scientific section of the Academy.

2/b.2.3. The research institutes of the Hungarian Academy of Sciences

A large part of research in the country is carried out at the research institutes of the Academy, and is funded by the government. There are 48 research institutes in 2004.. These research institutes are supervised by the *Council of Academic Research Units, (Akadémiai Kutatóhelyek Tanácsa)*, which has the power to make proposals for the budgetary support and investment allocation for each research institute.

The Council carries out its scientific task in cooperation with the scientific departments of the Academy. The Council has three advisory boards, each representing a field of science, and they determine the amount of the budget support and investment for the research institutes and research units in their respective field of science. The advisory boards – in cooperation with the scientific departments and scientific committees – evaluate the activities of the research centres.

Disciplinary structuring of the HAS – (See table 3)

Scientific departments and committees are disciplinary. However, the disciplinary structuring of the HAS is different from that codified in the governmental policy paper and also from the structure of HEIs. An important issue here is that the term *social science (társadalomtudományok)* includes all the non-life and non-natural sciences, therefore it includes philology, history, and philosophy., which are otherwise referred to as humanities.

⁴⁸ List of subsidized research units at www.mta.hu.

The proportion of disciplinary sections reflects the original aim of setting up the Academy which was the promotion of national culture and language. So-called national sciences (Hungarian language, history, literature, and ethnology) are represented by two sections, whereas social sciences are represented by only one section.⁴⁹ This division also influences the allocation of funds between the institutes. Decisions are made by the General Assembly, where institutes have to compete for the money. Therefore the minority position of social sciences (as understood by the ministerial definition) gives them less chance.

2/b.3. National funding bodies for state-funded research projects in the humanities and social sciences

Hungary has the following national funding bodies for state-funded research in the humanities and social sciences:

1. The Hungarian Scientific Research Fund (OTKA)
2. National Priorities for Research in Social Sciences
3. Other state-funded research institutes
4. Individual research: Eötvös State-funded Scholarship (Fellowship) and Bolyai Scholarship for young post-doctoral scholars
5. Non-state funded research institutes

2/b.3.1. The Hungarian Scientific Research Fund (Országos Tudományos Kutatási Alap – OTKA)

This was established in 1986 in order to maintain, preserve and enhance scientific competency. From its beginnings OTKA has attempted to follow the models of western funding bodies for sciences. Since 1991 it has been autonomous and operates on the basis of an application system adjusted to western systems based on ‘peer review’. Its revenue comes from the annual budget of the Republic of Hungary, and from payments and contributions from domestic and foreign legal entities and natural persons. It aims to provide financial support, through a competitive bidding scheme, to scientific research projects and it ensures the conditions of performing such research and the publication of the achievements.

Its President, and the Vice-Presidents are appointed by the Prime Minister - on the joint proposal of the President of the Hungarian Academy of Sciences and the Minister of Education and Culture - for a period of three years. Both of these bodies also delegate experts into the OTKA committee, and there are representatives also from HEIs.

The disciplinary division of OTKA is the same as that of the HAS and the panels in social sciences (according to HAS terminology) are in the disciplines, but there are no panels for cultural anthropology, theatre and film studies, both of which are scientific sections of the HAS, and there is no panel in communication and media studies, which has no scientific section, although it is a codified discipline according to the ministry.

As for disciplinary divisions, evaluation is conducted by disciplinary committees, and most of the applicant research groups are also located in a disciplinary research institute or at a university department. The evaluation criteria include international recognition of the

⁴⁹ Enyedi, György. “A társadalomtudományok százada”. (*The Century of Social Sciences.*) Magyar Tudomány, 2001/2. 9/9/2004 <http://matud.iif.hu/01feb/enyedi.html>.

program and of the participants among the most important ones. The head of the project should have a competitive list of publications and a considerable citation index figure for the previous 10 years.

The fact that international recognition is among the most important criteria here is indicative of the aim of the funding body to promote international competitiveness. However, the difference between local and national interests and international interests may cause a divide. Those academics whose research fields are locally bound may not be able to compete in terms of international recognition.

2/b.3.2. National Priorities Social Science Research Fund (*Országos Kiemelésű Társadalomtudományi Kutatások Közalapítvány - OKTK*)

OKTK was established in 1992, specifically with the aim of financing social sciences research. Awarding funds happens with the involvement of the given ministry concerned, and the Prime Minister is in charge of supervision. The objective of the fund is to increase the efficiency of governmental work, defining programs that can help solve social problems. The fund also helps to publish the findings. According to EU requirements, OKTK encourages and supports research where topics are independently defined. The recipients of the funds include the research institutes of the HAS, HEIs, public collections and others.

2b/. 3.3. Other state-funded research institutes

The *20th Century Foundation /21st Century Foundation (XX Század Alapítvány/XXI Század Alapítvány)* was established by the government in 1998 as a public foundation for the research of Central and Eastern Europe's history and society. Every ministry has its own research institute(s); in the social sciences it is the Teleki László Foundation (*Teleki László Alapítvány*) supported by the Ministry of National Cultural Heritage.

2/b.3.4. Individual research

The *Eötvös Scholarship* is awarded to young scholars to do research in agriculture, humanities, medicine, technology, art, and social sciences. Evaluation is carried out by disciplinary committees. The references of two scholars are important and the list of publications.

The *Bolyai János Research Scholarship* was established to solve the problem of post-doctoral employment, and is awarded to outstanding teachers and researchers at higher education institutions.⁵⁰ In the evaluating panel every discipline has its expert committee who make the decisions concerning the ranking of applications. The fields of science and disciplines according to which applications are evaluated correspond to the division in the HAS. Within these sets, the disciplines correspond also, but there are fewer. In terms of social sciences and humanities the disciplines are: economics and law, languages and literature, philosophy and history. This reinforces the structural division of the HAS, where

⁵⁰ <http://www.mta.hu>.

the representation of the field of social sciences is one section as opposed to the 2 sections of the natural and life sciences.

2/b.3.5. Non-state funded research

There are sources of funding, other than the state, such as participants of the business sphere, civil initiatives (non-profit foundations) like the *Institute of 1956* (56-os Intézet), or the *Collegium Budapest*. Financing may come from abroad through the system of research grants operated by international organizations (e.g. *Tempus program*), through bi- and multilateral cooperation signed by Hungarian administrative bodies, or through the *Fulbright Foundation*, or the *Soros Foundation*.

2/b.4. Conclusion

The existing dual system of research, both in HEIs and in institutes of the HAS is costly and the system is producing a large deficit.⁵¹ There are various research units located at higher education institutions, research institutes or at private or foundation research institutes. Most research in the social sciences and humanities is funded by the state. The research units in the HEIs correspond to the institutional disciplinary structure. There is no direct barrier to cooperation between disciplines, other than the problem of administration or communication across structural units. However, even research groups subsidized by the HAS located at universities are organized on a disciplinary basis.

The research institutes of the HAS and their scientific committees are also disciplinary, although they may conduct interdisciplinary research. There is no clear structural distinction between social sciences and humanities here, since all the disciplines belonging to these two fields of science are covered by the category social sciences (*társadalomtudományok*).

There is only one major national funding body that supports research in the humanities as well as in other disciplines (OTKA), but there is one designed particularly to fund research in the social sciences (OKTK). The Soros Foundation also funds social sciences. National foundation research funds may support topics in humanities with a historical, national or local interest. On the whole, research is organized and funded on a disciplinary basis. However, in terms of methodologies and cooperation between academics from various disciplines there is no obstacle to innovation initiated by the researchers.

⁵¹ Némedi and Péter. 44.

Table 1 – Disciplinary structures laid down in the Governmental policy paper 169/2000. (IX.29)

Social Sciences	Humanities
Business and Management	History
Economics	Literature
Public Administration and Law	Linguistics
Sociology	Philosophy
Political Science	Education, Pedagogy and Sport
Military Science	Psychology
Multidisciplinary Social Sciences	Ethnology and Cultural Anthropology
	Religion
	Communication and Media Studies
	Multidisciplinary Humanities

Table 2 – Revised disciplinary structures in the new governmental draft policy paper .../2004. (...) ⁵²

Humanities	Social Sciences
<p><u>Hungarian</u> Literary Studies, Linguistics, Finno-Ugric Languages, Comparative Literature.</p>	<p><u>Political Science</u> International Relations, Political Science</p>
<p><u>History</u> History, Archeology, Ethnology</p>	<p><u>Social Studies</u> Sociology, Cultural Anthropology, IT-expert-Librarian, Communication and Media Studies</p>
<p><u>Modern Philology</u> Modern Languages, Roma Studies</p>	<p><u>Social Work</u> Social Work, Social Pedagogy</p>
<p><u>Ancient and Eastern Philology</u> Ancient, and Eastern Languages and Cultures (includes various subjects)</p>	
<p><u>Pedagogy and Psychology</u> Pedagogy, Psychology</p>	
<p><u>Free Humanities</u> Philosophy, Aesthetics, Film Studies, Communication and Media Studies, Art History, Religion (includes various other subjects).</p>	

⁵² http://www.om.hu/letolt/felsoo/kormrendelet_tobbciklusu.pdf.

Table 3 - Relevant scientific sections for the humanities and social sciences in the Hungarian Academy of Sciences

Linguistic and Literary Scholarship	Philosophy and Historical Sciences	Economics and Law
Literature, Literary History	Philosophy	Sociology
Religious Ethnography	History of Art	Political Science
Cultural Anthropology	Pedagogy	Demography
Oriental Studies	Psychology	Military Science
Ethnography	Archeology	Statistics
Modern Languages	History	Regional Studies
Linguistics	History of Science and Technology	Economics
Theatre and Film Studies	History of Antiquity	International Relations
Music		Public Administration

3. Disciplinization: process and problematics

3.1. The process of disciplinization in Hungary

The institutionalisation of disciplines may be recognized by the fact that there are degree programs, libraries, journals published in the subject, and professional associations or research opportunities in the subject area. The ultimate end of the process of institutionalisation has been reached when a subject area starts being taught in educational institutions.

In Hungary, institutionalisation can go through several stages. When it comes to a new subject area, at first there are only a few courses offered; then it may become a specialization or a program, and research centres at universities may be set up. Finally, a department is established, which implies that the basic content of the subject area has been agreed upon, and there are a sufficient number of students interested.

By the time a new discipline has become a degree program, it is implied that, contrary to its previous institutional formations, it offers also a recognized career structure that either results in job opportunities or provides the basis for an academic career track.

The extent of the recognition of a discipline within educational institutions can be measured by the degree-granting power of a given program of studies. This has further repercussions, since the number of students in a program and the level of qualification granted determines the level of funding from the state budget. The proportion of the state-provided resources increases with the level of qualification and with the number of students. Higher recognition of a discipline also results in an increase in the opportunities for research publication, for the formation of professional networks, and organization of conferences.

3.2. Specialisation

There are different levels of success in institutionalisation to be distinguished. Offering a specialism consists of a number of courses offered to students covering the selected subject area, which may or may not be directly related to their main subject. At the end of the course of study in the chosen field there is usually a comprehensive examination, and a note in the diploma that the person has fulfilled the requirements necessary for the given specialisation. Students who attend a degree program may decide at a certain stage in which subject area they want to acquire their specialism.

However, specialisation programs do not usually provide a path to continue with the given subject, although they allow for theses to be written in the subject, which might be published later. This form of institutionalisation does not require the accreditation of an external organisation. It is within the competence of a department to authorise, but also unlikely to receive separate funding. Due to the Bologna reform specialisation as a form of education is going to be withdrawn, since it does not correspond to any form of training within the two-cycle system that is being implemented.

3.3. Research Centres

Another form of institutional legitimation of new subject areas is the establishment of research centres.⁵³ This usually means the allocation of space and institutional recognition of an initiative by teaching staff within the university. It is a form of cooperation between the staff of one or several departments on a specific research or educational project. In order to achieve its aims, it may initiate new training and research programs and may establish a department or a specialisation. The approval of research centres depends on the Faculty Senate.

Research centres receive no extra funding, but may be given space within the institution, and may use the infrastructure and the facilities. They have to carry out research or teaching, and may apply for funding for various projects. The fact of having space and a name within the institutional structure may also be a source for networking or publication opportunities, and it means a certain recognition of the subject area.

3.4. Departments

The establishment of departments within the faculties of a higher education institution (HEI) is the sign of the ultimate institutionalisation of disciplines or subdisciplines. Some departments correspond to a single degree program, or several departments may together offer a degree program. Each program offered must be enlisted in a discipline, as required for accreditation.

Once a degree program is constituted and a department is established, and the program is successful, the number of students will consequently increase. As the financing of HEIs is normative, the number of students attending determines the amount received from the state budget which in turn may be used for research, publications, and conferences.

Currently, university degree programs are offered in the disciplines codified in the ministerial policy paper (see Table 3). With the implementation of the Bologna reform, only Bachelor degree programs will have to be enlisted in a certain discipline, while the plans are that Masters degree programs may offer training in not yet institutionalised areas of study or in multidisciplinary programs.

Departments may issue degrees at various levels. Three types of degree programs may be established; currently these are college, university and PhD degrees. From September 2005, in accordance with the Bologna Agreement, there will be Bachelor, Masters and PhD programs. The first Bachelor degree programs will start in September 2005, the first Masters programs in 2006. However, due to the Bologna process, the number of disciplines in which the one-year common core training is provided as part of the Bachelor programs will decrease. The Hungarian Accreditation Committee does not encourage the institutionalisation of new subject areas.

3.5. Actors in disciplinization

The establishing of a degree program is initiated by educational institutions and approved within the legislative frame of the state. In order to be able to grant a degree the institutions themselves and their programs have to be accredited. The actors in giving permission to establish new programs on behalf of the state are the Hungarian Accreditation Committee (HAC) and the Higher Education and Research Committee (HERC). The

⁵³ The information here is based on the bylaws of the University of Pécs and on information from interviewees.

responsibility of the latter is to assess whether the planned training is required for the labour market. On the basis of labour market forecasts and the number of applicants within disciplines it makes suggestions regarding the number of state-funded places in the various disciplines in higher education. The activity of this organization links the concept of employability and market demand to disciplinary boundaries.

The accrediting and quality assurance providing body is the Hungarian Accreditation Committee. It also collaborates with HEIs and is open to innovative initiatives. As well as accrediting degree programs, the HAC regulates the launching and operation of doctoral schools, and makes decisions on the disciplines in which an institution may offer post-graduate and doctoral training.

The HAC evaluates universities and colleges (with special regulations for church-run and private institutions applying for state recognition) every eight years. Its decision-making committees are organized on a disciplinary basis. In case of the accreditation of interdisciplinary programs the HAC sets up interdisciplinary committees, and the participating disciplines have to be listed.

3.6. Requirements for establishing Bachelor and Masters degree programs

In parallel with the institutionalisation of disciplines as departments, there are also other means of disciplinization, namely the codifying of disciplines as areas of fields of study. Since the two-cycle training starts in 2005, all new degree programs now have to be either Bachelor or Masters programs. At present only the proposed requirements for Bachelor degrees have been laid down; those for the Masters programs are still being drawn up.

Bachelor programs have to fit into the disciplinary division of the governmental policy paper, and have to be organised in a way that Masters training can be built upon them. They have to meet certain requirements concerning teaching staff, and the person responsible for a degree program must be a full-time university professor. Teaching staff must publish articles in scientific magazines, and the infrastructure must be satisfactory, including the site of the institution, library with periodicals in the discipline, IT provision and research facilities.

New programs must specify in what way the qualification is going to satisfy the demands of the labour market, or a social need. The proposal for accreditation must also describe the international trends concerning the new program. The HAC supports the establishment of a new undergraduate education program or a specialized postgraduate program if the material taught in it significantly differs (at least 40%) from similar degree programs. Their characteristic differences have to be defined, and the objectives and requirements of the old programs have to be compared to the new one in order to prove that those cannot satisfy the objectives that the new program has set.

It also has to be evaluated whether or not a specialized postgraduate education would be more effective for achieving the specified program objectives. The areas of study, the subjects taught, and the proportion of theoretical and practical education, as well as the system of assessment must be acceptable. This shows HAC's attempt to discourage the establishment of new degree programs at Bachelor level.

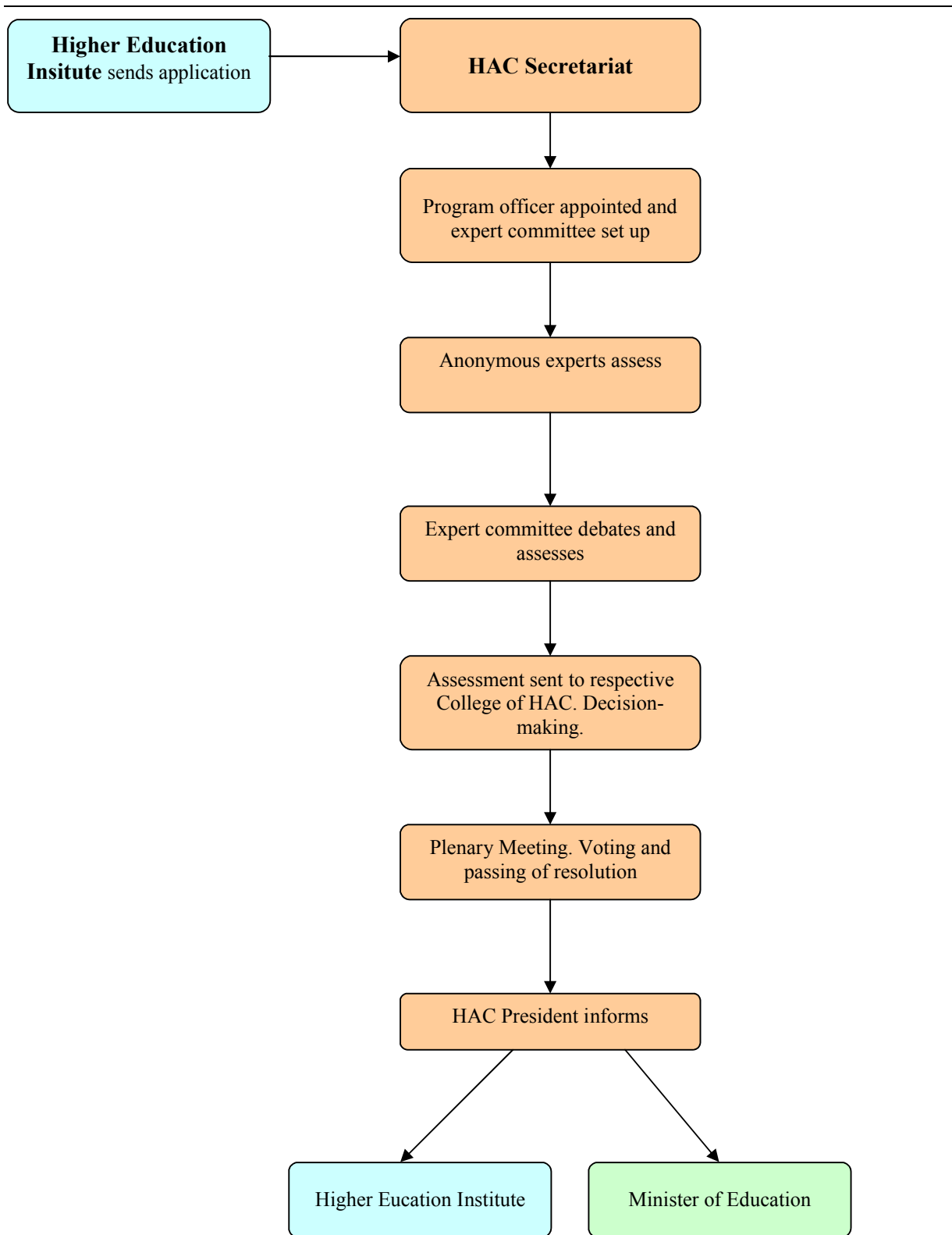
MA programs can be accredited if there is at least one running accredited undergraduate degree program in the discipline (or in each of the disciplines) covered by it. The HAC at this level is more open to multidisciplinary, but these programs have also to be firmly rooted in an existing discipline.

3.6. PhD schools

There is another form of disciplinization, which is the approval to establish a PhD school. The requirements for this are very high, particularly concerning the qualifications of the teaching staff. There may be multi- or interdisciplinary PhD schools, and the opportunities for scientific work for the students are the highest here, since these schools are involved in organizing conferences, workshops and may involve the students in research activities. It is the doctoral committees of the Hungarian Accreditation Committee – whose members are also members of the Hungarian Academy of Sciences - who approve the operation of doctoral schools and decide on the field of science, and on the discipline in which a university may pursue doctoral training. There may only be one doctoral school in one discipline at a university, but within a discipline there may be multidisciplinary topics.

3.7. The procedure of program accreditation

- First the higher education institution sends an application to the HAC Secretariat.
- Once the discipline of the program is identified there, an expert committee and its program officer are suggested by the HAC (in case of interdisciplinary programs an interdisciplinary committee is set up).
- The expert committee invites two anonymous experts to assess the proposal.
- The expert committee debates these and gives its opinion to the respective College of the HAC (field of science committees).
- The College formulates a decision and goes to the plenary meeting.
- The Plenum votes on the issue and passes a resolution.
- The HAC president informs the Minister of Education and the higher education institution of the decision.



4. Change in disciplinization: 2 case studies

These following two cases illustrate to what extent the initiatives to establish new, interdisciplinary programs can be put into practice, and how the process of accreditation, the administrative bodies, and the autonomy and personal efforts of academic staff together influence these processes.

4.1. Case Study No.1:

Gender Studies Research Centre at ELTE Faculty of Social Sciences

The first case study is that of the *Gender Studies Research Centre* at ELTE University Budapest at the Faculty of Social Sciences. Women's Studies or Gender Studies is an example of how change is brought about in disciplinization, and to what extent it is possible to establish and institutionalise a previously not recognized subject area. In both cases data were gathered from the website of the universities and on the basis of interviews with the heads of the units, Mária Adamik from ELTE, Budapest and Margit Feischmidt from the University of Pécs.

The situation in Hungary

It is important to note, that Women's Studies/Gender Studies is not yet a fully recognised discipline in Hungary in the sense of being codified in the ministerial categorization of existing disciplines. There is no relevant scientific section in the Hungarian Academy of Sciences (HAS), nor a disciplinary committee in the funding bodies for Gender or Women's Studies. There is no department of Women's or Gender Studies at any state-funded Hungarian university.

Women's Studies and Gender Studies occur in two institutional forms in Hungary. They are either located in a Research Centre or are a specialization within an existing 5-year university (Masters degree) program. As a specialization, courses are offered to students, but no recognized degree is granted. Research Centres may or may not conduct teaching, but they are eligible to apply for funds for research projects.

Apart from the centre in the case study, Gender Studies is present in some form at other universities as well. At the University of Miskolc there is a Gender and Equal Opportunities Research Centre, at the University of Pécs there is a multidisciplinary course, at the University of Szeged there is specialization, at the University of Economics and Public Administration there is a Gender and Cultural Studies Centre as well as a Women's Studies Research Centre, to mention a few.

Single courses dealing with the issue of gender are also taught in various departments, such as philosophy, English or American studies and sociology. There are also conferences and workshops organized which deal with the issue of women and gender. The latest conference *Gender and the Educational System* organized by the University of Economics and Public Administration (December 5, 2004).

Location within the university

The Gender Studies Research Centre at ELTE is located within the Department of Social Policy and Social Work, in the Faculty of Social Sciences. In 2001, the Institute of Sociology asked the Faculty Committee to officially recognize gender studies and to give permission to offer a specialization to the students in the department. The proposal was accepted.

As the setting up of a research centre within a university remains within the competence of the institutional management as part of its autonomy - even though the ministry does not recognise gender studies as a discipline - it became possible to conduct teaching and research in the field.

Teaching activity

The Centre offers one or two courses each semester, and the courses are elective, which means students from the university may attend them and get credits, but no qualification or certificate is given at the end of their studies. In accordance with the credit system, students from other faculties can theoretically attend these courses. However, the financial problems and the lack of administrative staff currently hinder this kind of mobility.

Number of staff

The Head of the Research Centre is a permanent member of staff; otherwise visiting professors from various disciplines cooperate with it and participate in both teaching and research activities. Although the university management agreed to establishing the centre, there are no additional resources for staff, so only researchers work there. Their status may vary.

Disciplines involved

The program of the Centre is multidisciplinary but based in sociology, and teachers are invited from various fields such as sociology, law, and humanities. The general objective of the Centre is to link theory and practice. Currently, only at the level of PhD effective interdisciplinarity occurs. Students from other disciplines are allowed to cooperate with the centre in writing their PhD dissertations.

As well as not being bound by a discipline, the centre places emphasis on gender activity connected to public life, so there are attempts to attend public meetings with the students, and to raise issues with the objective to inform, educate and influence public debates. Teaching is just one of the roles of the Centre. It also organises workshops and cooperates with civic women's organization.

Funding

As the research centre is not a teaching unit within the university there is no funding from the state budget allocated to the faculty. However, as an institutional unit it is eligible to apply for funds.

Research capacity and publication opportunities

The subject area is not recognized by the Academy, the Ministry of Education or by the accreditation committee, but it is possible for members to apply for research funds in the field of social research. The national funding board (OTKA) is not supportive of publishing gender topics. However, interdisciplinary (e.g. *Replika*) and sociological journals occasionally publish articles dealing with the issue of gender.

Barriers to institutionalisation

The fact that women's studies/gender studies is not a codified discipline excludes the possibility of establishing a department, or the launching of a Bachelor degree program. In addition, problems of the universities with financing administrative staff to organize and maintain new units prevent such initiatives.

As far as the future is concerned, it is the personal conviction of the head of the Research Centre that in case the question of accreditation arises, gender studies should be situated at the level of Masters programs, and built on a social science basis. Initiatives of academic staff and their personal relation with colleagues may bring about change, but the organisational work has to be done by them.

On the other hand, the existence of the Department of Gender Studies at the Central European University in Budapest sets a significant and influential precedent, although the position of the Department - as well as that of the whole CEU - is very specific. CEU is a foundational university for post-graduate education in the social sciences and humanities. It is accredited in the USA, while the Hungarian accreditation is in process in 2004. At this point, the CEU as an institution is on its way to getting the accreditation in Hungary, the finalization of which is expected in the spring of 2005. However, the Department of Gender Studies will not be accredited as a part of this process, since Gender Studies is not listed as a discipline in the ministerial paper. Teaching at CEU is done in English, and the student body is highly diverse, coming primarily from the large region of Central and Eastern Europe and the former Soviet Union, but also from other parts of the world.

The Department of Gender Studies - previously the Program on Gender and Culture - offers an MA in gender studies and PhDs in comparative gender studies. The department at this point has a stable faculty of 14 members, some of whom are employed in the Department of Gender Studies only, while others are also related to other CEU departments, or serve as recurrent visiting scholars.

The MA program started in 1995/96. It is a course-based one-year program, worth 40 credits (32 credits of a course work, 4 research colloquium credits, and 4 thesis-writing credits). The program is a combination of multidisciplinary and interdisciplinary approaches. It combines humanities and social sciences, with some courses located more clearly in traditional disciplines, while others tend to be interdisciplinary.

Interdisciplinarity, nevertheless, is one of the main focuses of the PhD program, where a diploma in Comparative Gender Studies is given. The requirements to be fulfilled by doctoral students enrolled in the program consist of 58 credits accumulated over three years of studies, passing the Comprehensive Exam at the end of the first year, and the writing and defence of the doctoral dissertation. Students are supposed to work on a topic which is interdisciplinary, and has both comparative and integrative dimension. At present, the third generation of PhD students is going through the first year of studies.

The Department is visible and influential in various ways. In the first place, its very existence proves that women's studies/gender studies cannot be disregarded in academic life. A number of Hungarian students study there each year who afterwards go onto the market with their disciplinary legitimation acquired at CEU. And another form of influence is also realized through the CEU library, which is well equipped when it comes to women's studies/gender studies, and which is open to the Hungarian intellectual community at large.

4.2. Case Study No. 2: Specialization in Cultural Anthropology in the Department of Communication at the University of Pécs

This specialization program illustrates an example of a failure to institutionalise an interdisciplinary subject area in the form of a university department. This has produced a situation at the University of Pécs, where there is a department of Ethnology and Cultural Anthropology as well as a specialization in Cultural Anthropology within another department, which has different curricula and a conceptualisation of the subject area. However, the fact that for the successful institutionalisation it has cooperated with communication and media studies resulted in another interdisciplinary institutional form, where the mobility of students - since they are within the same department - is not restricted. Currently the Department of Communication Studies - which has just been renamed Communication and Media Studies in order to comply with the new disciplinary divisions (See Table 2) - offers three specialization opportunities: theory and practice of mass communication covering editing and journalism; social communication covering social and cultural theory; and network communication concerned with the social and cultural consequences of open computer systems.

The roots of communication studies in this case are in the humanities with linguistics, and ethnology, and it has moved towards conceptualising its subject area as a social science. The inclusion of information technology is also an innovative addition to theory, fieldwork and research methodologies.

The situation in Hungary

Cultural anthropology (CA) appeared in the early 1990s at ELTE university in Budapest, and at the universities of Miskolc, and Pécs, where specialised programs were established within the Faculty of Humanities. It claimed to differentiate itself from the traditional concept of ethnography (sometimes translated as ethnology), which followed a Marxist tradition of "description, analysis and comparison of ethnic, cultural and social differences".⁵⁴ Even today a program on ethnography has to cover Hungarian and European comparative and general ethnography and the study of people living outside Europe. General requirements include Hungarian and world literature and linguistic philology.⁵⁵

The introduction of cultural anthropology was an attempt to modernize the discipline and to be able to participate in international cooperation. There were also sociologists,

⁵⁴ Sárkány, Mihály. "Cultural Anthropology" in *Three Social Science Disciplines*. pp.558-67.

⁵⁵ Hungarian Accreditation Committee www.mab.hu.

political scientists, and social psychologists interested in the discipline, and wanted to include more theoretical approaches to society and culture.

The content of CA is still being formed. There are debates concerning the curricula and the methodologies, sometimes even within a department. CA is currently codified as a discipline within the field of social science, while ethnology remains in humanities.

Location within the university

CA is a specialization within the Department of Communication and Media Studies, which is part of the Faculty of Humanities, since there is no Faculty for Social Sciences in the University of Pécs. There were initiatives to modernize linguistics and to include the concept of communication, and to conceive of it as a kind of social science. At the same time there were attempts from within CA to be independent from traditional ethnology. When the Soros Foundation provided resources for the institutionalisation of new disciplines, the Department of Cultural Anthropology was established. By 1997 its existence became insecure due to lack of teaching staff and then it became part of the Communication Studies program.

Disciplines involved

CA deals with social research, history of anthropological and social theories, and critical theories of modernity, as well as cultural methodologies both qualitative and quantitative, such as media research, discourse analysis, or fieldwork. Humanities and social sciences are considered equally important. The staff come from various fields.

Funding

Due to the popularity of communication and media studies in Hungary there are a considerable number of students in the department (including the correspondence courses). Therefore state-funding is considerable. This provides opportunities for publications and for the organization of conferences.

Research capacity and publication opportunities

At the national research funds (OTKA) there is no board for applications of this kind, but the resources of the department make research possible. There is no independent PhD program in CA and there is no professional journal for CA either. However, journals like *Replika*, *Tabula*, *Régió*, and the journal published by the department provide publication opportunities.

Barriers to institutionalisation of interdisciplinarity

Lack of teaching staff may be a barrier to setting up an independent department, or the fact that the name of the discipline covers a disputed area of subjects or methodologies. Here the ministerial regulation of disciplines may force an innovative activity to cooperate with an

already existing department and to try to fit its curricula into the existing one. However, this kind of multidisciplinary cooperation may result in real innovation as far as the transgression of boundaries is concerned.

What facilitates change?

In this case the initiatives are always the results of personal effort on behalf of academic staff, often inspired by international influence, and with the intention of modernizing traditional curricula and methodologies.

5. The establishment and legitimation of professional identities in the academy

5.1. The building of disciplinary structures

In primary education the existing curricula cover disciplines that are considered to provide a foundation for future education, although in secondary education there are possibilities to take additional classes in a chosen subject. Hungarian language and literature, and history are obligatory, while the social sciences are not part of education until age 15. The comprehensive, secondary school final examination at the age of 18 (“*érettségi*”) (see the table at the end of this section) includes history, Hungarian language and literature, mathematics, one foreign language and a subject selected by the student. The compulsory exam is also the entrance examination for higher education institutions in the relevant subjects.

In higher education the disciplinary positioning is relatively fixed. At universities there are mandatory and elective courses, and elective courses of other departments may be attended. Students can attend non-degree programs as elective courses, which may be in another discipline, but they get no degree for this, only credits or a certificate. However, mandatory courses usually provide the disciplinary grounding for the students. The attendance of certain courses may be based on prerequisites and thus limits participation.

With the introduction of the new structures in higher educational institutions students entering higher education (HE) have to select the field of study (*képzési ág*) they want to do, and participate in a common-core training for the first year. This first-year education provides a basic disciplinary foundation for all the subdisciplines or degree programs that follow from it (see Table 2).

PhD schools are disciplinary or multidisciplinary, and a few are interdisciplinary, so these theoretically do not observe strict boundaries. It is possible to attend the classes of other doctoral programs if approved by the head of the program, and depending on the personal effort of the PhD candidate, there is no obstacle to finding supervisors from a discipline other than the discipline of the school. However, in practice there is little crossing over, and in the national register PhD dissertations are registered in a discipline.

The discipline of the PhD school and the supervisor affects the personal relationships and the opportunities of the student. Teaching opportunities are likely to be located within the same department where the PhD school is, and in case there are research activities going on, the student may also get involved in those. Therefore relevant experience in teaching and research will be based on the same discipline. However, there seems to be no reason why someone could not establish other relationships and find other opportunities at a later stage.

5.2. The establishment of academic status and derived identity

Due to the dual structure in terms of research and education, the establishment of professional identities happens in two different ways. Professionals in the academy are either working as teaching staff at universities, or as researchers either in universities or in research institutes. The system of legitimation reflects the division between education and research in

academe in Hungary. Both the educational system and the Hungarian Academy of Sciences (HAS) have their own forms of legitimating procedure. The scientific qualifying system is based on the educational / academic duality. After a PhD one can go through the evaluation of the disciplinary committee of the HAS, or complete a habilitation leading to a full professor position at the university.

As has been stated before, in the state socialist period the most prestigious form of academic recognition was given by the HAS, the Doctor of Sciences of the HAS. Before achieving this degree, one could apply for the title of ‘*kandidátus*’, which is no longer in use. Universities also had the right to confer a title, that of the ‘little doctorate’⁵⁶, although this did not have much prestige. There has been a change in legitimation as a part of the reform of the education system that is now regulated by the Ministry of Education. Since the establishment of PhD schools, the PhD degree is the minimum academic requirement.

5.3. Universities

All appointments are initiated, and evaluated by the Institutional Senate of each university, where the members of the Senate are professors and associate professors of the university (all faculties must be represented), members of the administration, representatives of trade unions, and students. The basic requirement for all academic positions is to have a PhD (which entails also having publications in scientific journals). For the other positions there are different requirements. The most prestigious university position is that of a full professor (*egyetemi tanár*), followed by the associate professor (*docens*), the senior lecturer (*adjunktus*). The assistant lecturer (*tanársegéd*) is the only position which does not require a PhD

In order to become an associate professor one must have a PhD and appropriate scientific experience, must be able to supervise educational process and scientific work, and to hold a lecture in a foreign language, professorship is different in that it requires being known in the discipline for scientific research activity, both nationally and internationally, and having the ability to teach and to assist doctoral or research work. The most important criterion for professorships is the passing of the process of the *habilitation*.

Previously senior lecturers, associate professors and full professors were entitled to tenure, but now only associate and full professors are. Members of the Hungarian Academy of Sciences also have tenure if they are at a university.

Senior lecturers and assistant lecturers only get renewable contracts.

5.3.1. The habilitation

The habilitation is traditionally the highest official recognition of professional identity in the higher education system. Today only those institutions eligible to establish doctoral schools and to confer doctoral titles are entitled to conduct habilitations.

During the procedure of habilitation the candidate has to prove that he/she has carried out scientific work and published scientific articles; teaching experience, as well as the ability to lecture in a foreign language, together with publications in a foreign language are also required. The procedure itself consists of the presentation of a scientific lecture with a subsequent debate in front of a committee set up by the university, after which decisions are

⁵⁶ The ‘little doctorate’ or ‘*kis doktori*’ was introduced in 1964. It was awarded by the universities until 1949. See Rozsnyai, p. 280.

passed by majority vote. The committee consists of the professors of the university, with members invited from other institutions, and all of them with a PhD degree as a minimum requirement. The head of the committee has to be a full professor.

It is now being debated whether the obligatory habilitation should be cancelled, since the Bologna Agreement obliges its signatories to set requirements for academic positions that may be met by any citizen of the European Union.

5.3.2. The national process of recruitment

The Recruitment of university professors and associate professors in state-funded institutions must be done by public advertisement in the official *Education Gazette (Oktatási Közlöny)*. Then an expert committee selects from the applications. Each university determines the requirements of employment and promotion in its bylaws.

When the Institution Senate of a higher education institution approves of an applicant for full professorship, the Rector submits the proposal to the Minister of Education, after which the Hungarian Accreditation Committee has to approve the appointment. The name of the selected person is then sent to the office of the Hungarian President, who grants the title in an official ceremony.

Appointments are in a certain department in a specific discipline. But once an appointment is obtained, and as long as a person has the appropriate qualifications, he/she can also teach in different programs and disciplines. Sometimes this is related to scholars' decisions to re-focus their interests for personal reasons, but it is particularly the case with reorientation towards new disciplines.⁵⁷

5.3.3. Research

As research takes place in HEIs as well as at research institutes, the universities may employ researchers also. The requirements for such a position are determined by each university. However, all researchers must hold a university degree. The highest position is that of a scientific researcher (*kutatò professzor*) followed by the position of scientific advisor (*tudományos tanácsadó*). Both of these positions require the title of Doctor of Sciences by the Hungarian Academy of Sciences.

A scientific researcher has to be a full or correspondent member of the HAS, has to have completed 6 years of successful research, teaching or professional experience, has to be able to lead the research work of students and young researchers. He/she must have extensive relationship with national and international researchers and be able to lecture in a foreign language. The same requirements apply for the scientific advisor, but for this position a habilitation or a Doctor of Sciences of the HAS— as opposed to being the members of HAS - is sufficient (for a description of the titles see 5.4.).

The other researcher positions are senior research fellow (*tudományos főmunkatárs*), which requires a PhD degree, and research fellow (*tudományos munkatárs*) requiring three years' experience of research or teaching, two languages, independent creative or scientific achievements.

⁵⁷ Némédi and Péter, 438.

5.4. The Hungarian Academy of Science (HAS)

The most prestigious disciplinary organization is the HAS, and membership requirements are very rigid. It is a two-tier organization in terms of hierarchy. The first tier comprises researchers who can work towards the doctoral title of the HAS with a PhD from a university. The second tier comprises those who have achieved the “Doctor of the Hungarian Academy of Sciences” title, and the members of the Academy.

The procedure of application is as follows: PhD researchers apply for the position of Doctor of the HAS by writing a scientific dissertation. The appropriate sections evaluate the previous research work of the candidate who then has to defend the dissertation, and in case of success, the title is granted.

The next position in the hierarchy is membership of the Academy, of which there are two levels. The first is that of a correspondent member, the second full membership. (Currently there are 298 full members of the Academy). These positions entitle their holders for state-provided financial support for life. More importantly, they grant their holders significant power and influence in academic life. Thus members of the HAS sit on funding boards, and they are also heads of PhD schools

Theoretically, research institutes of the HAS are independent from universities. However, in practice most of the people working for HAS research institutes are teachers, lecturers, professors at universities as well. Therefore, researcher and teacher identities are often intertwined.

As research is usually tied to the infra-structural framework, belonging to an institute is vital. It is essential that a researcher works for a research institute since applying for funds individually is not possible, only on behalf of an institute.

5.5. Professional associations

Professional associations are disciplinary, but membership in any of those associations is not considered to be essential for the establishment of an academic identity. Those associations are rather professional platforms, or often forums related to different research institutes. The advantages or privileges of being a member often mean that one can get professional journals at a lower price, or lower fees for conferences and meetings. The requirements differ for each association. In certain cases one must hold a degree in the given discipline or have some professional experience in research, at other times it is enough to have student status in a given discipline. If one does not have training in the discipline, a recommendation of two colleagues may be required. Professionals apply for membership, and they have to pay a fee.

Among many others, there are the following associations: the Hungarian Association of Literary Historians, the Hungarian Association of Psychologists at the HAS, the Hungarian Sociological Association (700 members), the Rudolf Andorka Social Science Society (it supports sociological and demographic research by providing fellowships), and the Association of Hungarian Historians (provides connections between academic life and the public).

6. Current debates on the construction of knowledge

6.1. Changes in disseminating knowledge and the role of institutions

There have been a number of issues raised in public debates concerning the changing conceptions of knowledge and science and their relation to society and to social needs. The following is a selection of some of the topics that occur in the scientific journals, and at conferences and projects organised at a national level. These are organized to gain a comprehensive insight into the current situation and its origins, and intend to outline the problems and the future plans.

The debate on knowledge is closely linked to the process of institutional reform. First, the validity of knowledge production within the traditional institutional structure is questioned. Today new forms of professional knowledge production and distribution have come into existence questioning the validity of the institutional model of the nineteenth and twentieth centuries. Knowledge production has turned into a network-based teamwork organised around problems and paradigms, and the importance of managerial functions has increased.

The global and regional centres of knowledge production networks are organised around nodes, but their success no longer depends on nation-state administration but on their own managerial abilities. At the same time, the methodology of production and dissemination of knowledge are questioned, although there is disagreement as to the possible links between institutional changes and scientific thinking. The resistance to conceptualise science as being informed by its institutional background may also be due to historical sensitivity.⁵⁸

6.2. The tradition of European universities

In 2000 the Institute of Philosophy of the Hungarian Academy of Sciences (HAS) carried out a project “The Changing Functions of European Universities: Studies in the History of Higher Education.”⁵⁹ in order to situate educational reform in an international context. The research focused on the history of the various models of universities, and their changing role in society.

The importance of this project is that it helps gain an overview of the past and present of European universities and therefore locates the Hungarian university model in socio-historical and theoretical-philosophical context. This positioning is especially important as the precedent to the implementation of the Bologna Agreement, since the various institutional forms have each their corresponding notion of what knowledge is and what is its function and value in society. Concepts, such as *model*, *function*, *autonomy* and *integration*, as well as that of *reform* and *crisis*, that are currently being used in educational debates are also discussed. The project was concerned with the relation of universities and philosophy, the history of universities, the relation of institutional transformation and conceptualising science in Hungary; and with speculation on the future of virtual universities.

⁵⁸ Fábri, “Egyetemi átalakulás és tudományos gondolkodás a mai Magyarországon.” (Transformation of Universities and Scientific Thought) in *Az európai egyetem funkcióváltásai: Felsőoktatási tanulmányok*. Szerk. Tóth Tamás. Budapest Professzorok Háza, 2001. 33. 8 Aug 2004.

<http://nyitottegyetem.philins.hu/Tarsfil/kut/tanulm/fabri.htm>.

⁵⁹ www.phil-inst.hu.

6.3. *The development of competencies*

The other important issue is the question of how to integrate the value of skills and competencies with content knowledge in education. In Hungary there have been attempts to include these new approaches into the national curriculum and to introduce an alternative teaching programs as supplements into primary and secondary schools.⁶⁰ In the years 2004-2008 the programs that have already been developed will be tested and corrected.

This project aims to modernise the content and the methodology of education. New programs have to represent the strategic goals of the national core curriculum. They may be integrative, which means that they comprise several areas of knowledge and subjects, or interdisciplinary. The educational program packages focus on the development of six main competencies. These are the understanding and producing of texts, mathematics, foreign languages, the use of information and communication technologies.

In correspondence with the European educational policies the program also includes social and environmental and career building competencies. Apart from the development of creating and understanding texts as well as the focus on mathematical skills, it is considered equally important that students learn to apply knowledge to real life situations. Social and life-style competencies include skills and competencies that promote the achievement of individual harmony and social cooperation. The activities of the programs may be integrated into the traditional subjects.

6.4. *The redefinition of knowledge*

The development of competencies and skills in education is also discussed from a cognitive point of view. The problem manifests itself at two levels. On the one hand there is the difference of values and interests between the knowledge offered by the traditional institutional structure and the demand of society. On the other hand there is a difficulty in delaying the output of training and the needs of the labour market. Another aspect to consider in the process of integration and globalisation are the national and local variants of traditional educational systems and their conceptions of knowledge.

Using the concept of competencies can be seen as the possibility of an *objective* benchmarking system. The key notion in understanding competencies is that of the model or schema, as it is used in cognitive sciences. A person being may develop increasing levels of competence, which correspond to the levels of higher education. At Bachelor level the student knows the simple schema of the profession and their application. At Masters level the student is aware of most of the schematic tools of the profession, knows the conditions and limits of their application, and recognises the phenomena that require the development of the models, while at PhD level the student can extend the validity of the schema and can develop the methodologies of their application. This concept can be translated into the language of labour market and of social needs, and conceptualising knowledge this way makes it possible to measure its content, extent and structure.⁶¹

⁶⁰ Based on Vass, Vilmos – Gönczöl, Enikő: Az oktatási programok fejlesztése. (*The Development of Educational Programs*) Új Pedagógiai Szemle 2004 October. 05 Nov 2004 www.oki.hu.

⁶¹ Based on Scharle, Péter. *The Concept of Schema in Cognitive Psychology and the Levels of Multi-level Higher Education*. Magyar Tudomány, 2004/7.

When it comes to the reconceptualisation and the validation of knowledge, two types of knowledge are distinguished.⁶² The classical humanist notion values pure knowledge, while the other, the pragmatic engineering vision, values applied knowledge. The act of representation in the humanist tradition becomes the act of doing in the pragmatic conception. The traditional view of classical humanities is based on codes like languages, and on taxonomy. The scholar is considered to be an organiser and a historian whose aim is to discover origins.

The types of knowledge are also divided as school-based and street-based. The classical school-based university education is transferred vertically, while street-based knowledge is transferred both horizontally and vertically at the same time. School-based knowledge focuses on content and takes place through teaching, while street-based knowledge focuses on how to do things and is based on modelling. The implicit aim of education in the first mode is the cultivation of personality, while in the second mode the aim is achieving goals. This concept parallels the difference between the traditional notion of the aim of education and science and the new objectives now being defined in terms of social needs and labour market demands.

6.5. Science and society

At the *World Science Forum* organized in Budapest in 2003 the situation of science and its relation to society was the main issue. As for research in humanities, its reintegration is possible by focusing on the relation between natural sciences and society. This definition of objectives, however, highlights the necessity of establishing interdisciplinary frameworks. It was suggested that universities and the business sphere should find new models of cooperation in order to construct new types of networks for knowledge production.

Describing the structure of science in the 21st century, it was stated that the growing amount of applied research as opposed to basic research indicates a shift of focus to the complexity of everyday life, which suggests that disciplinary divisions cannot be maintained. Problem-centred research tasks are not disciplinary, but require a transdisciplinary framework. The new institutional framework of knowledge production is heterogeneous, based on project-oriented teamwork as opposed to disciplinary, institutional organizations. It is important to understand that the contexts of research and application-development cannot be divided. Application in this sense implies solving the problems of society and of the economy.⁶³

Another issue was raised in an international project on the state of social sciences in Central and Eastern Europe.⁶⁴ It addressed, among other issues, the status of knowledge from the perspective of the three disciplines included in the research (sociology, political sciences and economy). In mapping the state of affairs, many authors addressed the concealed position social sciences had in previous times, and the deep change in the sphere of knowledge created by their new recognition. It was emphasized that the new knowledge produced in the region will have to address very different tasks, caught in between the processes of a new homogenization and a need for differentiation.⁶⁵ While the new homogenization can be taken

⁶² Pléh, Csaba. *Types of Knowledge and the Status of the Humanities: Creating and Maintaining Knowledge*. Presentation at the meeting *Information Society, Interdisciplinarity, and the Future of Humanities* (2000)www.mta.hu.

⁶³ Fábri, György et al. *World Science Forum Budapest 2003: Tudás és közösség: a közös felelősség*. (Knowledge and the Community: The Common Responsibility) *Világosság* 2003/9-10 37-47.

⁶⁴ Kaase, Max and Vera Sparschuh. *Three Social Science Disciplines in Central and Eastern Europe*.

⁶⁵ *Ibid.*, 14.

as a term to cover all the endeavors in different disciplines to be in accordance with new trends in research and production of knowledge as they can be seen on a global level, the need for differentiation indicates the necessity of regional researchers to address very particular questions which come out of their specific, regional context. The problem is well presented in the conclusion of the report on sociology, where the dilemma between two conflicting demands is presented as the question of national legitimation in the domain of knowledge.⁶⁶

7. Interdisciplinarity

7.1. Introduction

The term interdisciplinarity as an objective in the areas of research and education is being used more and more frequently both by the Ministry of Education as well as in the publications of the Hungarian Academy of Science (HAS). The fact that conferences to debate the areas and relevance of interdisciplinarity in science and in research have been organized both by the institutes of the HAS and by universities indicates that there is an interest to incorporate the new trends. The Hungarian Accreditation Committee (HAC) also supports interdisciplinary work. This willingness of the policy-makers suggests that the institutionalization of the facilities for interdisciplinary work may not be very far away.

It is important to note that often there is no common reference in the discussion about these issues, no clear definition of terms and no distinction between multi- and interdisciplinarity. Both the debate and the actual practice range from the occasional juxtaposition of disciplines to borrowing tools of analysis and concepts from other disciplines. Therefore when locating interdisciplinarity in Hungary, all the activities included are either inter- or multidisciplinary. Interdisciplinarity occurs both in education and in research, and there are a number of journals that provide space for interdisciplinary publications.

7.2. Attitudes to interdisciplinarity

During the reforms of higher education, policy makers often turned to foreign examples, and domesticated the language of international trends. In science and research, the changing system of application for research funds (and EU funds) restructured the academic elite, since new standards had been set, which often required a different approach from the traditional one. Now the knowledge of foreign languages, and the knowledge of international trends are creating a new elite. On the other hand, the validity of the traditional education structured according to disciplines is also questioned, since the world of business is no longer interested in the certificates of traditional higher education institutions (HEIs). Employers want a flexible education that is easy to transform, to develop and to specialize in order to meet the needs of the market.

The Ministry of Education, also recognizes that structures need to be changed. The integration of HEIs in the year 2000 meant the unification of universities and colleges with an increased number of departments in various disciplines, and this unification may eventually promote mobility. Administration and management were also integrated, so an environment was created where there could be cooperation in education and research.

⁶⁶ Ibid., 448.

This integration is intended to support mobility, but it remains to be seen whether a larger administrative body can promote interdisciplinary or cross-departmental cooperation. However, currently boundaries between faculties and universities are still strong, and the lack of funding and administrative difficulties require a lot of energy on behalf of innovative academics. Due to this, educational interdisciplinarity is organized around personalities willing to make the additional effort.

According to the plans of the ministry and the Hungarian Accreditation Committee (HAC), Masters programs will not be codified. Higher education institutions will have autonomy in establishing any kind of program in order to support specialization and interdisciplinarity.⁶⁷ There is also an agreement that interdisciplinarity should take place at the level of Master or PhD, and later in research projects. However, the creation of the facilities and the provision of funds requires more effort. The lack of funds in education and research may encourage the preservation and fixing of boundaries, academics want to keep their existing positions safe, and the higher costs of administration may also hinder innovation. Besides, institutions are still structured according to disciplines, although research-funding panels may set up ad hoc multidisciplinary committees or panels if needed.

The opinion of the scientific community in social sciences is that disciplinary boundaries have not much resistance. In spite of the traditional division between qualitative and quantitative approaches, qualitative methodology is opening the way to interdisciplinarity.

There is also a process of convergence between humanities and social sciences in terms of methodology even if it is not always labeled as interdisciplinary work. In these cases interdisciplinary attempts remain nominally within a discipline, where they can be seen as acts of inclusion of other disciplinary methodologies. In sociology this implies the employment of various methodologies, such as textual analysis, qualitative and quantitative methods, ethnographic research, historiography and focus groups, just to mention a few. Courses taught at ELTE Department of Sociology include discourse analysis, narrative psychology and other narrative theories. At the Institute of Sociology at the HAS there are researchers from various fields, history, economics, sociology, and they can define their own methodologies.

At a conference held in Szeged, the objective of interdisciplinary work in the fields of social sciences and humanities was defined as pointing out their common feature, namely the constitution of their disciplinary identity through narratives. It was also important to question what kind of identity-constituting effect interdisciplinarity has.⁶⁸

In history, although mainstream history was originally concerned with quantification, now there is an integration of literary and narrative theories, as well as methods from economics, and sociology. Historians are now invited to boards and committees in both humanities and social science projects.

7.3. Locating interdisciplinarity

As the previous chapters have shown, institutions of education and research as well as funding boards are structured on a disciplinary basis. However, international competition affects science, and even if institutional boundaries are relatively rigid, at the level of personal work or workshops there are opportunities to cross them. At this level, crossing over is also

⁶⁷ Vitaanyag, 13.

⁶⁸ Conference on Interdisciplinarity at the University of Szeged, Part 1: "The problem of narrative identity in social sciences". (oct. 2001).

facilitated by the fact that the scientific community is relatively small, and people in academia are often members of several institutions at the same time, teaching at two universities, doing research in an institute and being a member of a professional association.

At present, within the existing system, there are also some institutionalised formations of interdisciplinarity at each level of education, as it will be shown in the following sections.

7.3.1. Primary and secondary education

In primary and secondary education there is a prescribed national curriculum. From the year 2004, new, alternative programs are being introduced in the first year of primary education to help teachers create their local curricula by adding these to the core. These programs are integrative and contain several areas of knowledge, and they are also interdisciplinary trying to develop certain competencies and skills throughout a number of disciplines.⁶⁹ They emphasize the role of pedagogy and psychology in education, encourage group work and cooperation between students as well as teachers, and they build on students' earlier experiences so they can link curricular and extra-curricular activities. The stress on cooperation is intended to help students understand the perspectives of various disciplines, their relations to each other, and to teach them how to coordinate the various perspectives.

However, this opportunity is not widely used since the teachers often do not have the necessary skills to teach within the new frame. To solve this problem there is training provided for teachers as well as a freely accessible curriculum that can be downloaded from the website of the ministry. There is another difficulty, the fact that making the national curricula flexible is in contradiction with a rigid output of the comprehensive examination at the age of 18. However, the aim is to try to harmonize the two in future.⁷⁰

7.3.2. Higher education

In universities and colleges students are allowed to attend classes in another department or faculty, the extent of which depends on the internal regulation of the institution itself. The actual location may also prevent mobility, since campuses of different faculties may be located too far from each other. There may also be problems of administration if the university is too large, which means that faculties may have difficulties in cooperation. At the moment, mobility between various universities is impossible, however, the introduction of an integrated credit-system may make it attainable in the future. In what follows, some examples of inter- or multidisciplinary in undergraduate programs in humanities and social sciences are provided.

There are a number of multidisciplinary degree programs at the University of Pécs. One example is Roma Studies, which deals with the question of the Roma people from a variety of perspectives, such as language, culture, and sociology. It differs from the traditional departments of philology, which usually cover language development, literature, and the history of the people or peoples speaking the given language, in including sociology.

Due to this particular feature the problem arose whether it should be included in the field of humanities or social sciences in the new disciplinary division which determines the discipline of the common core training (see Table 2 and 3). Currently it is registered as

⁶⁹ Gönczöl, Enikő and Vass, Vilmos.

⁷⁰ Vass, Vilmos. A Nemzeti Alaptanterv felülvizsgálata és implementációja. (*The Revision and Implementation of the National Core Curriculum*) 29 Sept 2004 www.magyarfelsoktatás.hu/24.05/13.html.

humanities, together with other modern languages, which may restrict the access of students from social sciences, even though the situation of the Roma is one of the EU research priorities in social sciences.

The Department of Communication and Media Studies at Pécs has an interdisciplinary program; it offers specialization in mass media, cultural anthropology and network communication. Students receive common core training in communication, and then continue with their selected specialism, but the easy access to courses in the various fields (all linked to forms of communication) and methodologies may provide a concept of flexible boundaries between the fields of humanities and social sciences as well as between information technology.

At the University of Pécs there is also a unique interdepartmental course on gender inequalities. It was initiated in 2004 with the cooperation of departments of psychology, sociology and social policy, literary studies, and communication studies. Lecturers from all of these departments were invited and students from these departments may all attend. It is important to note that at this university all social science departments also belong to the Faculty of Humanities.

The Department of Environmental Sciences at the *College of Nyíregyháza* has a transdisciplinary course on the history of environmental science. The basic idea of the course is not to apply a traditional disciplinary approach, but to develop a less anthropocentric conception, where humans are an integral part of nature. With the introduction of the credit-system this course will be available for all students of natural sciences at the HEI.⁷¹

The Central European University has to be taken again as a special example here. It is a graduate institution, which by definition offers MA and PhD programs in social sciences and humanities, and some of its departments clearly correspond to disciplines (like Departments of Economics, of History, or Legal Studies). But, in addition, a number of departments are conceptualised as interdisciplinary, like Gender Studies, the Department of International Relations and European Studies, the Department of Medieval Studies, Political Sciences or the Nationalism Studies Program. The departments that are more clearly discipline-bound tend to have interdisciplinary courses. Students are allowed to take courses from other departments, but with certain limitations (courses are either cross-listed among departments, or students have to ask for special permission from their department). In that sense, it can be said that interdisciplinarity is promoted within the institution as whole, and many departments tend to accept students from very different disciplinary backgrounds.

7.3.3. PhD schools

PhD training was re-launched a decade ago, and disciplinary boundaries are still very strong. The Hungarian Accreditation Committee determines in which disciplines universities may conduct doctoral training. However, the HAC strongly supports multidisciplinary doctoral programs, and interdisciplinary work at PhD level. According to their definition, interdisciplinary research takes place in two or more areas of science and/or discipline. Multidisciplinary research is conducted within several disciplines in the same area of science, while transdisciplinary research embraces several areas of science.

⁷¹ <http://www.magyarfelsooktatas.hu/24.055/29.html>.

There are a number of multidisciplinary doctoral schools both in social sciences and in humanities, but many of these were set up mostly to meet formal requirements, and not with the purpose of real co-operation. In practice most of these schools are located within a department and have teachers from the same discipline.

There is a multidisciplinary PhD school in humanities including the history of science, technology and engineering at the Budapest University of Technology. There is one interdisciplinary PhD school at the University of Pécs, which combines history, ethnology and cultural anthropology, and political science. Also at Pécs, within the PhD school for Literary Studies theories of literary, social sciences, art, and philosophy are included. There is also an interdisciplinary PhD program in cultural studies within this school, which includes literary sciences, sociology, cultural anthropology, theories of art and communication. However, the degree awarded is a PhD in Literary Sciences.

Any PhD student can write an interdisciplinary dissertation if s/he finds two supervisors, or a supervisor from another discipline. It is mainly a question of personal persistence and receiving the approval of the head of the PhD school. However, even if this is successful, PhDs are awarded in a traditional discipline.

7.4. Research

It is in the field of research that the term interdisciplinarity is used most frequently. The usual policy of research funding boards is to establish an ad hoc interdisciplinary panel. Still, explicitly interdisciplinary research is not easy to track down, since research applications are usually registered in a single discipline on the database. Only in the abstract may there be signs of interdisciplinary approaches. Since it is impossible to trace all the research activities, a few examples of interdisciplinary research groups will be listed here. Among the research projects funded by the National Scientific Research Foundation (OTKA) some may be considered interdisciplinary, although they are all registered in a discipline.

The *Vulgus Research Group*, located at the University of Debrecen, is a subsidized research group of the Hungarian Academy of Sciences. Based in the Department of Philosophy, it carries out problem-centered research – focusing on the concept of *vulgarity* - including the following disciplines: aesthetics, philosophy, art, architecture, literary theory, political theory, cultural studies.⁷²

The *Communication Theory Research Group* located at ELTE University Budapest is a subsidized research unit of the Hungarian Academy of Sciences. It is the only research group in Hungary that deals with the way communication affects the structures of public space, media and public discourse, and politics. Its membership includes economists who incorporate sociological, economical and media communication approaches, while from humanities concepts of linguistics, semiotics, cognitive sciences and philosophy are included. They conduct communication research in general, their approaches are interdisciplinary, and they use empirical and theoretical components, such as semiotics, mathematical modelling, qualitative analysis, and the description of social phenomena.⁷³

⁷² Website of the research group 15 Nov 2004. <http://www.extra.hu/vulgo/vulgus.htm>.

⁷³ Hain, Ferenc. "Információs társadalom és kommunikáció kutatás". (*Information Society and Communication Research*). *Világosság* 20. 03/3-4.

The *Literary Theory Research Group* at the University of Szeged is currently conducting research on interdisciplinary, dialogic theory of interpretation of verbal, visual, and multimedia cultural text. The approaches of semiotics, linguistic theories, new rhetorics, poststructuralist theories, theories of images and representation, the hermeneutics of art history, film theory and other theories are used.

The Department of Communication and Media Studies at the University of Pécs organized a conference in 2004 on *Underground Culture and Alternative Publicity*. It was concerned with the history and problems of alternative culture in Hungary. The fields of social sciences, history, cultural anthropology, sociology, art history, literary studies were all included.

7.5. Journals

In Hungary a number of journals exist which devote themselves to interdisciplinarity and publish articles, studies from different disciplines. Characteristically, a number journals or weeklies merge literature or literary and socio-political issues (e.g. *ÉS, Beszélő, 2000*). In these publications beside mostly contemporary literature (poems as well as prose) short stories by both Hungarian and international authors, critiques, essays, reports, studies on the connections, relations between society, literature/journalism and politics, current political or cultural issues are published.

Also, a number of journals with mainly literary or history profiles offer platforms for writing from other areas of humanities and social sciences (such as philosophy, historiography, sociology). Examples of this group of interdisciplinary journals are *Holmi*, which publishes mainly literature (poems, prose, translations) essays, research, documents and letters, reviews and also critique from the area of humanities; and *Aetas*, a primarily history-historiography profiled journal which welcomes texts from other areas of social sciences too.

The efforts of the periodical journal, *Café Babel* (published from 1991-2003), can be considered truly interdisciplinary, as their mission was to publish articles, studies, essays from miscellaneous fields and disciplines. Each issue was organized around one topic/concept from the fields of sociology, history, art history, theatre history, cultural history, political science, cultural studies, philosophy, psychology, linguistics, music, and philosophy of law.

Another, explicitly interdisciplinary journal was *Replika*, also organized around issues, articles from various disciplines, sometimes academic articles, sometimes anthropological research and interviews were published in a variety of topics ranging from music to technology and culture, written by Hungarian authors as well as including translation of international articles.

It is important to mention *Vilagosság*, a journal of the humanities published by the HAS, which is basically located in the humanities and considers people in the humanities as its target audience. Its focus is on new interdisciplinary research, the changes ICT brings about in society, and the relation of knowledge and society.

8. The impact of the Bologna process on disciplinization

8.1. *The Bologna Agreement*

The current and the future form of the education system in Hungary are influenced by the fact that Hungary became a signatory to the Bologna Agreement in 1999. The objective of the reform of the higher education system is to be incorporated in the community of European countries, and to build a knowledge-based society. It aims to make the services of the higher education system competitive on the international markets and to be able to adapt them to the changing needs of society.⁷⁴ As part of the process, the dual system of colleges and universities is gradually being transformed into a linear education.⁷⁵

The issue is open to public debate, key documents are posted on the Internet accessible from the website of the Ministry of Education, and there are draft versions of governmental policy papers that are discussed by educational authorities and experts. Structural changes have already started taking place, since the year 2005 will be the beginning of the new degree programs and the first time the new comprehensive exam following secondary education will be taken. There are articles and comments in the media, both from the policy-makers, and from academics and students. However, it is not always explicit that the changes are affected by the Bologna process, rather it is often discussed as an educational reform with its various political interests.

8.2. *The implementation of the Bologna process*

The transformation of the institutional structure of higher education has already started, and the planned period of implementation is to last from September 2005 to December 2007.⁷⁶ The dual structure of colleges and universities is being replaced by a linear structure. This means that a 3-year Bachelor degree-cycle is followed by a 2-year Masters degree cycle. Currently only the Bachelor degree programs are being elaborated. The Masters programs will be elaborated in the next two years. The third cycle is the PhD, currently accessible from the five-year university programs, and in the future accessible following the Masters programs.

In accordance with the objectives of the Bologna process, the objectives of education are also undergoing a change; the focus now is on the satisfaction of the demands of the labour market. The increasing number of students and the lack of resources called for rationalization, which was followed by the integration of the universities. While the initial reform of the education system was concerned with autonomy and the codifying of the rights and responsibilities of the various actors in education, the continuation of the reform aims to realise a more rationalised system, with clearly defined objectives in terms of output.

⁷⁴ Vitaanyag 2003. (*Draft Policy Paper*)

⁷⁵ *National Report on the Implementation of the Objectives of the Bologna Declaration in Hungary*. Budapest, July 2003. http://www.bologna-berlin2003.de/en/national_reports/index.htm p.7.

⁷⁶ Governmental policy paper .../2004. (.....) http://www.om.hu/letolt/felsoo/kormrendelet_tobbciklusu.pdf.

8.3. The various actors in the process and their roles

As the implementation of the measures taken to join the European Higher Education Area is carried out by legislative means, it is the state and the ministry who play an important role in this process. Policymaking takes place with the involvement of representatives of both the state and the educational institutions. The actors are the National Bologna Committee, which comprises members of the Higher Education and Research Council (HERC), Hungarian Accreditation Committee (HAC), Ministry of Education (ME) representing the state, and on behalf of the educational institutions the Hungarian Rectors' Conference and the College Directors' Conference.

The state defines its own role as shifting from being the maintainer of the educational system to becoming a consumer of services, and as ensuring the efficiency and legality of the expenditure of public money. Power is divided between the actors in higher education institutions whose rights, obligations and responsibilities are defined legislatively by the state. The basic idea is to separate the tasks of the state (strategic, financial and operative) from professional tasks, and give these latter to HEIs.

As part of its financial responsibilities, the state decides on the number of grants, the extent of financing, and their allocation in the various fields, but it does not make decisions concerning the number of students in the various institutions and programs. It finances research in the educational institutions on the basis of a normative qualitative index, and introduces professional management in HEIs to ensure the efficient use of public money. As a result, the aim is to have university management structures that can coordinate the needs of the institution with the expectations of the society.⁷⁷ The most problematic part of this is the concept of the Board of Directors (*Igazgató Tanács*), which would represent the interest of the state in the management of the HEI, and whose proposed members would be prominent representatives of social and economic fields. It would exercise decision-making power in questions of strategic guidelines, developments, investments, and finances. The Rector (responsible for management) and the President of the Senate (responsible for academic questions) would be subordinated to this board strategically. This implies a decrease in terms of autonomy.

The Minister of Education makes recommendation to the President concerning the appointment of the presidents and the members of the Higher Education and Research Council and the Hungarian Accreditation Committee. The President of the Hungarian Republic has only formal responsibilities which include the appointment of rectors but no longer the formal appointments of professors.

The ministry is also responsible for preparing laws and policy papers, co-ordinating national science policy, and for the legal supervision of non-state funded HEIs. With the help of the HAC it revisits areas of study (considered as points of entry into higher education) every 10 years and branches of study (considered as points of exit from higher education) every 5 years, and if necessary alters them. It also has the right to suspend the degree-awarding rights of institutions or departments, and it operates the budget allocation system and the allocation of state-financed places.

⁷⁷ *National Report on the Implementation of the Objectives of the Bologna Declaration in Hungary*. Budapest, July 2003. http://www.bologna-berlin2003.de/en/national_reports/index.htm.

8.4. The impact of the process on disciplinization

8.4.1. The structuring of the two-tier system and the decreasing number of inputs

Bachelor degrees are grouped according to a common core that more or less corresponds to a discipline. (The proposed division of fields of training in the Humanities and Social Sciences can be seen in Table 3.) Looking at the table we can see highlighted the areas that define the common core training. This common core is the core knowledge that may be learnt by students from several degree programs. This training lasts for one year, and is followed by a specialization period of 2 years, and results in a Bachelor degree. Following this, students may continue in a Masters degree program. The common core training is supposed to ensure a certain flexibility in the learning path, since after the first year students can decide which degree program they want to enter. The problem with the grouping is that certain degree programs that cannot be easily listed in a certain discipline will now have to be codified in one.

In the new policy paper there are 14 areas of study (inputs), each corresponding to a field of science, and there are 80 specialization or branches of study (outputs). In the second cycle there might be several Masters programs following each specialization. The HAC discourages the establishment of new Bachelor programs. In order to be accredited at least 40 % of the program has to differ from all other programs. The number of inputs or areas of study is going to be reduced, particularly in the humanities and social sciences. The objective is the construction of new core knowledge, but it has still to be determined what counts as core knowledge, what can serve as the common foundation for a number of disciplines.

The general idea is that 20% of students finishing secondary education will be eligible for state funding to continue vocational training, 70% to study in Bachelor programs, and 50% of the latter will get funding to continue into Masters programs. These proportions are expected to change depending on the number of applicants (+/- 10%).

8.4.2. The problems of divisions

At the level of Bachelor degrees the field of humanities remains more or less the same as the one outlined by the OECD. However, the concept of social sciences as a category has changed. Economics, public administration and law are no longer considered as part of social sciences, and the new disciplines formed in the last decade have been added.

Setting the above division was not unproblematic. During the preliminary debate, the Board of Deans in the Humanities proposed to include sociology and social work both in the field of humanities and social sciences, but the suggestion was rejected.⁷⁸ Some professors argued that a stronger barrier is being implemented with the Bologna process in spite of its focus on the promotion of mobility. They also claim that cultural anthropology should be accessible from history, but its location in social sciences and the common core training may prevent the accessibility. The other issue was the Roma Studies program, which should be accessible not only for students of philology, but also for students of sociology. Moreover,

⁷⁸ Bölcsész Dékáni Kollégium állásfoglalása. 2004 márc 8. 17 Sept 2004 (*The Statement of the Board of Deans in the Humanities*) <http://uni.miskolc.hu/~btmtt/bologna.htm>.

Communication and Media Studies should be accessible from Hungarian language and literature, and philosophy should be a separate degree program. The professors do not accept the term “Free Humanities” to cover common core learning for disciplines such as communication and media studies, philosophy, aesthetics, and film studies, since the meaning of the term is unclear.⁷⁹ They also agreed that a higher level of mobility between the Bachelor programs of humanities and social sciences is needed.

8.5. Resistance and problem areas

There have been a number of disagreements regarding the proposed changes. The most criticised element of the new policy is the setting up of the Board of Directors. Representatives of higher education worry about institutional autonomy, and how they will retain it if market demands influence professional, educational and organizational decision-making. They claim that the composition of the membership of the Hungarian Accreditation Committee, the Higher Education and Research Council, the proposed board of directors imply a desire for state centralisation of power, which may lead to the involvement of party politics in institutional governance.

The Hungarian Rectors’ Conference⁸⁰ is concerned that the percentage of the GDP to be spent on research is too low, and the plans in policy papers should set feasible objectives. They argue that the decision-making power concerning the number of students should be given to the institutions themselves, and they think that the question of elite education at the time of an increasing number of students is unsolved.

The Hungarian Academy of Sciences⁸¹ also argues that research activities do not get enough emphasis even though two-thirds of these takes place at universities. They question the need for radical change in the educational structure, because they claim these historical formations so far have been successful, and on the other hand there are not sufficient financial resources to support the reform. Rather than imitating “fashionable” economising trends, it would be more important to focus on the primary conditions of quality. They are also concerned with elite training and suggest that the educational system should try to maintain meritocracy and equal opportunities at the same time.

The Student Self-Governance (*Hallgatói Önkormányzat*) argues that more power should be given to students in the decision-making process. They oppose the use of business language, which conceptualizes institutions as service providers and students as users. Instead they propose that students should be seen as partners in the functioning of the HEIs. One of the obstacles to positive changes, they claim, is the average age of academic professionals. Although PhD training has been initiated, young scholars do not have much chance to be employed, or to participate in research.

In terms of mobility, there is a claim that in humanities after two terms of common training students should be allowed to shift the program within the same area, as well as move

⁷⁹ A bölcsészettudományi kar levele a rektornak. Miskolci Egyetem. (*The Letter of the Faculty of Humanities to the Rector, University of Miskolc*) <http://www.uni-miskolc.hu-btmmtt>.

⁸⁰ <http://www.bkae.hu/bologna/download/MRKallfolfin.doc>.

⁸¹ Az MTA véleménye a felsőoktatás modernizációjáról (*The Opinion of the HAS of the Modernization of Higher Education*) www.mta.hu/hirek/mta/kozlemenyek_hir.php.

to other areas of study. According to academic teaching staff, the new process is limiting the current mobility, which should be kept.⁸²

Conclusion

It seems that the barriers between social sciences and humanities in Hungarian higher education and research are not clearly established. There are at least two major reasons for this: terminology, and the tradition of institutionalisation. The disciplinary content of both categories is flexible, and this is reflected in the institutional structure of higher education institutions and research institutes. Traditionally, rather than being conceptualised as two separate fields, any of the two might contain disciplines of the other one in different contexts.

Institutionally, social science disciplines are sometimes integrated into the faculty of humanities at universities. This seems to pose no serious barriers in terms of mobility of both students and teachers, in fact tends to make it easier. Faculties of social sciences are relatively recent, but if there is a faculty of humanities as well, then this situation may create structural barriers due to separate administration and possible distance in terms of location.

Apart from the university structures, the state affects the disciplinary divisions by codifying them in a policy paper. The implication of this becomes more apparent with the introduction of the two-tier educational system, which is based on the disciplinary distinctions of the new policy paper. It determines the types of degree programs at Bachelor level, thereby limiting the possibility for initiating interdisciplinary degree programs.

In education, the general idea is that disciplinary training is necessary at Bachelor level and inter- or multidisciplinary should occur at higher levels. In spite of this, PhD schools tend to be disciplinary, and even if they are multidisciplinary it is often done in order to meet the requirements for accreditation. How Masters programs will be created in terms of interdisciplinarity remains to be seen.

Research is located in disciplinary institutions. Registration in databases and the research panels are also divided by disciplines. However, in spite of the lack of promoting interdisciplinarity structurally, there are no preventive measures, and the system is relatively open to initiatives in organizing research, conferences and workshops on a smaller scale. In terms of methodologies, content and interest, some representatives of disciplines in both social sciences and humanities tend to question the boundaries and attempt to outline new objectives and approaches. The successfulness of transgressing the boundaries in practice often depends on individual effort. Interdisciplinary teaching, publishing or research may be organized around academic personalities rather than being the result of centralized policies. Professional identities are not rigidly fixed; although initially disciplinary-based, one can change or move at a later stage.

The current changes as part of the implementation of the Bologna process are twofold in terms of barriers between social sciences and humanities. On the one hand there is a discursive promotion of interdisciplinarity, on the other hand fields of social sciences and humanities are being codified as distinct areas. The introduction of the common core training, which will start in September 2005 will also have twofold effects. On the one hand, it will provide mobility within the degree programs of one branch of study giving common

⁸² *Letter of the Council of Deans in the Faculty of Humanities at the University of Miskolc*. 2004. március.2. www.uni-miskolc.hu.

knowledge to a larger body of students in related disciplines. On the other hand, it might hinder the cooperation between disciplines as well as between fields of science because at this point mobility from one branch of studies to another (and not having the same common knowledge) is not yet envisaged. The codification of this disciplinary division was not unproblematic among professionals, and it resulted in certain disciplines being codified both as social science and as humanities. How the actual implementation will take place and what its effects will be remains to be seen.

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Appendices

ELTE Budapest

FACULTY OF HUMANITIES

▶ Institute of English and American Studies	▶ Department of English Studies ▶ Department of English Linguistics ▶ Centre for English Teacher Training <i>Further departments</i>
▶ Institute of Philosophy	▶ Department of General Philosophy ▶ Department of Logic <i>Further departments</i>
▶ Institute of German Studies	▶ Department of German Languages Literature ▶ Department of German Linguistics <i>Further departments</i>
▶ Institute of Informatics and Library	▶ Department of IT <i>Further departments</i>
▶ Institute of Hungarian Linguistics and Finno-Ugric Studies	▶ Department of Finno-Ugric Studies ▶ Department of Phonetics <i>Further departments.</i>
▶ Institute for Art Theory and Media Research	
▶ Institute of Ethnography	▶ Department of Folklore <i>Further departments.</i>
▶ Institute of History	▶ Department of Eastern-European History ▶ Department of Economic and Social History <i>Further departments</i>
▶ Institute of Hungarian Literary History	▶ Department of Modern Hungarian Literary Theory ▶ Department of Comparative Literary Studies <i>Further departments</i>
▶ Institute of Oriental Studies	▶ Department of Iranian Studies <i>Further departments.</i>
▶ Institute of Art History	
▶ Institute of Antiquity	▶ Department of Egyptology <i>Further departments</i>
▶ Institute of Archeology	
▶ Institute of Slavic and Baltic Philology	
▶ Institute of Romanology	
<i>Other units</i>	▶ Department of General and Applied Linguistics ▶ Centre for Training Interpreters and Translators ▶ Department of Music

FACULTY OF SOCIAL SCIENCES

▶ Institute of Empirical Studies	▶ Department of Statistics ▶ Department of Methodology for Social Sciences Research
▶ Institute of Social Studies	▶ Department of Social Work and Social Politics ▶ Department for the Training of Social Workers
▶ Institute of Sociology	▶ Department of History of Theory ▶ Department of Historical Sociology ▶ Department of Sociology
▶ Institute of Social Relations	▶ Department of Social Psychology ▶ Department of Sociology of Minorities

▶ Department of Political Sciences	▶ Department of Cultural Anthropology
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University of Szeged
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▶ Institute of German Philology	
▶ Institute of Ethnology, Antiquity, Oriental Studies and Archeology	
▶ Institute of Pedagogy and Psychology	
▶ Institute of Social Theory	
	▶ Department of Philosophy
	▶ Department of Sociology
▶ Institute of History	

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▶ Institute of German Studies	
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▶ Institute of Hungarian Philology	
▶ Institute of Psychology	
▶ Institute of History	
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▶ Institute of Philosophy	
▶ Institute of Political Science and Sociology	
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▶ Department of English-language Literatures and Cultures	
▶ Department of English Linguistics	
▶ Department of Aesthetics	
▶ Department of Philosophy	
▶ Department of Communication	
▶ Department of Political Science	
▶ Department of Ethnography and Cultural Anthropology	
▶ Institute of Sociology and Social Sciences	
	▶ Department of Sociology
	▶ Social Policy
	▶ Social Work
	▶ Modern History

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FACULTY OF HUMANITIES

▶ Department of Applied Linguistics
▶ Department English Language and Literature
▶ Department of Philosophy
▶ Department of German Language and Literature
▶ Department of History
▶ Department of Modern Hungarian History
▶ Department of Pedagogy
▶ Department of Political Science
▶ Department of Sociology
▶ Department of Cultural and Visual Anthropology

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Faculty of Public Administration
Faculty of Business Administration
Faculty of Economics
FACULTY OF SOCIAL SCIENCES

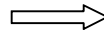
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| ▶ Department of History of Economics |
| ▶ Department of Philosophy |
| ▶ Department of Psychology and Pedagogy
(Human Behaviour Research Centre) |
| ▶ Department of Political Science |
| ▶ Department of International Relations |
| ▶ Department of Applied Research (TARKI) |
| ▶ Department of Sociology and Social Policy |
| Other organizational units |
| ▶ Women's Studies Center |
| ▶ Gender and Culture Research Center |

	Type of school	Age	Qualification	Meaning of qualification	Next Level of Education
Elementary education	Elementary school ("általános iskola")	6-10	-	-	8-grade secondary school
	Elementary school ("általános iskola")	6-12	-	-	6-grade secondary school
	Elementary school ("általános iskola")	6-14	Certificate of elementary school leaving ("általános iskolai bizonyítvány")	The certificate obtained at the end of elementary education (8 grades) is needed to studying further in secondary education, but it is essential to any kind of job, (basically it proves the literacy of the person.)	4-grade secondary school
Secondary education	8-grade secondary school ("8 osztályos gimnázium")	10-18	Certificate of secondary school final examination ("Érettségi")	This qualification is necessary to admission to higher education.	College or university
	6-grade secondary school ("6 osztályos gimnázium")	12-18	Certificate of secondary school final examination ("Érettségi")	This qualification is necessary to admission to higher education.	College or university
	4-grade secondary school ("4 osztályos gimnázium")	14-18	Certificate of secondary school final examination ("Érettségi")	This qualification is necessary to admission to higher education.	College or university
	Secondary technical school ("szakközépiskola")	14-18	Certificate of secondary technical school final examination ("Szakközépiskolai Érettségi")	Secondary technical school education is less comprehensive than education in "gimnázium" (Studying further in higher education may require more effort from student in preparation for university entrance exams.)	College or university
	Secondary vocational school ("szakiskola")	14-18	Secondary vocational school certificate ("szakbizonyítvány")	With this certificate student is qualified to work in the job s/he was trained for during secondary education.	-
Higher education	College (4 years) ("főiskola")	18-22	College level degree (similar to Bachelor level) ("főiskolai diploma")	Lower level degree that university degree, usually qualifies student for elementary/secondary school teaching positions.	After obtaining university level degree (usually means one extra year of studying, student can go on to doctoral schools.)
	University (5 years) ("egyetem")	18-23	University level degree (similar to Master level) ("egyetemi diploma")	Highest level degree of higher education (apart from PhD level)	PhD studies

**Level of education /
age at which students
start specialization**

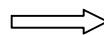
Types of specialization

1a.
Elementary school (from age 6-14)
Age 14 (8th grade), 12 (6th grade) or 10 (4th grade)
(depending on which type of secondary education student chooses. Options are: 4-, 6- or 8-grade secondary schools = "gimnázium")



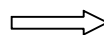
- Sciences, Natural Sciences
- Humanities and Social Sciences
- Visual and Performance Arts, Music

1b.
Elementary school
Age 14
(possible option are: 1) secondary school = "gimnázium"; 2) secondary technical school = "szakközépiskola", 3) secondary vocational school = "szakiskola, szakmunkásképző")



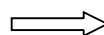
- Sciences, Natural Sciences
- Humanities and Social Sciences
- Visual and Performance Arts, Music
- Vocational Training (in secondary technical and vocational schools)

2.
Secondary school (from the ages of 10, 12 or 14 to age 18)
(*"gimnázium"*)
Age 16 (10th grade)
(type of chosen secondary school already predetermines specialization)



1. Sciences, Natural Sciences *or*
2. Social Sciences *or*
3. Humanities

3.
Secondary school
(*"gimnázium"*)
Age 17-18 (11th and 12th grades)
(final specialization = final decision of higher education institution)



1. Sciences, Natural Sciences *or*
2. Social Sciences *or*
3. Humanities

Table of Contents

Introduction	2
Higher Education in Hungary in the Twentieth Century	2
1. The relationship between state and education	6
1.1. Education	6
1.2. The relationship between state and research	8
2/a. Infrastructural definitions of Social sciences and humanities in education	10
2/a.1. Ministerial definition of fields of science and disciplines	10
2/a.2. Translation of the categories	10
2/a.3. The tradition of humanities and social sciences	11
2/a.3.1. Humanities (<i>bölcsészettudományok</i>)	11
2/a.3.2. Social sciences (<i>társadalomtudományok</i>)	11
2/a.4. University structures (see Appendices 1-3)	13
2/a.4.1. ELTE University Budapest (Eötvös Loránd Tudományegyetem)	14
2/a.4.2. University of Miskolc (Miskolci Egyetem)	15
2/a.4.3. University of Pécs, (Pécsi Tudományegyetem)	15
2/a.4.4. University of Debrecen (Debreceni Egyetem)	16
2/a.4.5. University of Szeged (Szegedi Tudományegyetem)	16
2/a.4.6. University of Economics and Public Administration (Budapesti Közgazdasági és Államigazgatási Egyetem)	17
2/a.5. Barriers between the humanities and social sciences in education	18
2/b. Infrastructural definitions of social sciences and humanities in research	19
2/b.1. Introduction – Hungarian specificities	19
2/b.2. Location	19
2/b.2.1. Research and funding at higher education institutions (HEIs)	20
2/b.2.2. Subsidized research units of the HAS	22
2/b.2.3. The research institutes of the Hungarian Academy of Sciences	22
2/b.3. National funding bodies for state-funded research projects in the humanities and social sciences	23
2/b.3.1. The Hungarian Scientific Research Fund (Országos Tudományos Kutatási Alap – OTKA)	23
2/b.3.2. National Priorities Social Science Research Fund (<i>Országos Kiemelésű Társadalomtudományi Kutatások Közalapítvány - OKTK</i>)	24
2/b.3.3. Other state-funded research institutes	24
2/b.3.4. Individual research	24
2/b.3.5. Non-state funded research	25
2/b.4. Conclusion	25
3. Disciplinization: process and problematics	29
3.1. The process of disciplinization in Hungary	29
3.2. Specialisation	29
3.3. Research Centres	30
3.4. Departments	30
3.5. Actors in disciplinization	30
3.6. Requirements for establishing Bachelor and Masters degree programs	31
3.6. PhD schools	32

3.7. The procedure of program accreditation	32
4. Change in disciplinization: 2 case studies	34
4.1. Case Study No.1:	34
4.2. Case Study No. 2:	37
5. The establishment and legitimation of professional identities in the academy	40
5.1. The building of disciplinary structures	40
5.2. The establishment of academic status and derived identity	40
5.3. Universities	41
5.3.1. The habilitation	41
5.3.2. The national process of recruitment	42
5.3.3. Research	42
5.4. The Hungarian Academy of Science (HAS)	43
5.5. Professional associations	43
6. Current debates on the construction of knowledge	44
6.1. Changes in disseminating knowledge and the role of institutions	44
6.2. The tradition of European universities	44
6.3. The development of competencies	45
6.4. The redefinition of knowledge	45
6.5. Science and society	46
7. Interdisciplinarity	47
7.1. Introduction	47
7.2. Attitudes to interdisciplinarity	47
7.3. Locating interdisciplinarity	48
7.3.1. Primary and secondary education	49
7.3.2. Higher education	49
7.3.3. PhD schools	50
7.4. Research	51
7.5. Journals	52
8. The impact of the Bologna process on disciplinization	53
8.1. The Bologna Agreement	53
8.2. The implementation of the Bologna process	53
8.3. The various actors in the process and their roles	54
8.4. The impact of the process on disciplinization	55
8.4.1. The structuring of the two-tier system and the decreasing number of inputs	55
8.4.2. The problems of divisions	55
8.5. Resistance and problem areas	56
Conclusion	57
Acknowledgements	58
Bibliography	59
Appendices	62