

Boletín de la Asociación Asturiana de Bibliotecarios, Archiveros, Documentalistas y Museólogos AABADOM. Oviedo: AABADOM, 1990-. Quarterly. ISSN 1131-6764.

Cuadernos de ADAB. Granada: Asociación de Titulados Universitarios en Biblioteconomía y Documentación, 1990-. ISSN 1130-2321.

Item: revista de biblioteconomia i documentacio. Barcelona: Col·legi Oficial de Bibliotecaris-Documentalistes de Catalunya, 1987-. Biannual. Text in Catalan. Continues *Butlletí de l'Associació de Bibliotecaris de Catalunya* (1982-1986), ISSN 0212-0135. ISSN 0214-0349.

Lligall: revista catalana de arxivística. Barcelona: Associació d'Arxivers de Catalunya, 1988-. Annual. ISSN 1130-5398

Métodos de información. Valencia: Associació Valenciana d'Especialistes en Informació, 1994-. Bimonthly. Available on-line: <http://www.uv.es/cde/mei/> [Consulted: 2 Dec. 1999]. ISSN 1134-2838.

C Others

Educación y biblioteca: revista de documentación y recursos didácticos. Valencia: Tilde, 1989-. Monthly. ISSN 0214-7491.

El profesional de la información: IWE. Barcelona: Swets & Zeitlinger, 1998-. Monthly. Continues: *Information world en español*. Available on-line: <http://www.doc6.es/iwe/>. [Consulted: 3 Dec. 1999]. ISSN 1386-6710.

ANNEX V: Major conferences on LIS held by Spanish universities and professional associations

This is not a comprehensive list. Only the main conferences that have been regularly held are included.

Congreso ISKO-España. Organiser: Capítulo Español de la International Society for Knowledge Organization – EOCONSID. Biennial. IV Congreso, April 1999, Granada.

Congreso Nacional de ANABAD. Organiser: Asociación Española de Archiveros, Bibliotecarios, Arqueólogos y Documentalistas. VII Congreso, April 1999, Toledo.

<http://www.anabad.org/activida.htm>

Jornadas Andaluzas de Documentación JADOC. Organiser: Asociación Andaluza de Documentalistas. II Jornadas, November 1999, Granada.

<http://www.sistelnet.es/aad/jornada.htm>

Jornadas Bibliotecarias de Andalucía. Organiser: Asociación Andaluza de Bibliotecarios. XI Jornadas, May 2000, Sevilla.

<http://www.aab.es/7.htm>

Jornadas Españolas de Documentación. Organiser: FESABID with any regional professional association. Biennial. VI Jornadas, October 1998, Valencia.

<http://www.florida-uni.es/avei>

Jornadas EUBD. Organiser: Escuela Universitaria de Biblioteconomía y Documentación, Universidad Complutense de Madrid. Annual. VI Jornadas, March 1997, Madrid.

Jornades Catalanes de Documentació. Organiser: Col·legi Oficial de Bibliotecaris-Documentalistes de Catalunya. Biennial. VII Jornades, November 1999, Barcelona.

<http://www.cobdc.org>

Jornades d'Arxivística de Catalunya. Organiser: Associació d'Arxivers de Catalunya. VII Jornades, May 1999, Vic (Barcelona)

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Mihály Pálvölgyi

Library and information education and research in Hungary

The paper analyses the situation of Hungarian librarianship, LIS education and research. It describes the effects of the recent transformations in society, economy, technology, management, and politics on Hungarian librarianship and LIS education, requiring a reconsideration and reinstitutionalisation of library science, libraries, and LIS institutions.

The interdependencies of library and information science with computer science, communication science, business management and cultural issues are analysed. Major functions of LIS education (training, education, research, PhD studies, continuing professional education) are highlighted. The interrelationships of LIS programmes with other programmes – informatics/information technology, information/knowledge management, communication science are described.

Research activities are analysed in close relation with international contacts. Examples of initiatives in open, distance learning are shown. Strategy and perspectives for the near future are described.

Bibliothekare und Informationsspezialisten für Ungarn – Ausbildung, Forschung und Entwicklung

Der Beitrag analysiert die Situation des Bibliothekswesens, der Bibliotheks- und Informationsausbildung und der Bibliotheksforschung in Ungarn. Er beschreibt die Auswirkungen der kürzlich erfolgten Veränderungen in Gesellschaft, Wirtschaft, Technologie, Management und Politik auf das ungarische Bibliothekswesen und die Ausbildung im Bibliotheks- und Informationswesen, wodurch eine erneute Prüfung und eine neue Institutionalisierung von Bibliothekswissenschaft, Bibliotheken und Ausbildungsinstitutionen erforderlich wurde.

Die Abhängigkeiten des Bibliotheks- und Informationswesens von der Computer- und Kommunikationswissenschaft, dem Wirtschaftsmanagement und kultureller Aspekte werden untersucht. Die Hauptfunktionen der Ausbildung im Bibliotheks- und Informationswesen (praktische Übungen, Ausbildung, Forschung zur Erlangung eines Doktorgrades,

Fortbildung) werden herausgestellt. Die Zusammenhänge der Ausbildungsprogramme im Bibliotheks- und Informationswesen mit anderen Programmen (Informatik/Informationstechnologie, Informations/Wissensmanagement, Kommunikationswissenschaft) werden dargestellt.

Die Forschungstätigkeiten werden in enger Beziehung zu den internationalen Kontakten analysiert. Beispiele von Initiativen des offenen Fernstudiums werden beschrieben sowie Strategien und Perspektiven für die nahe Zukunft aufgezeigt.

La formation pour bibliothèques, l'information et la recherche en Hongrie

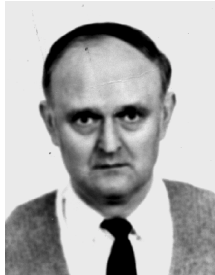
La contribution analyse la situation des bibliothèques, de la formation des bibliothécaires, de l'information et de la recherche.

Elle décrit les conséquences des changements récents dans la société, l'économie, la technologie, du management et de la politique ainsi que leurs répercussions sur les bibliothèques et la formation des bibliothécaires et des documentalistes en Hongrie qui ont nécessité une nouvelle vérification et une nouvelle institutionnalisation des sciences bibliothécaires, des bibliothèques et des institutions de formation.

Les dépendances des bibliothèques et de l'information des sciences informatiques et communicatives, du management économique et les aspects culturels sont présentées. Les fonctions principales de la formation dans les bibliothèques et l'information (services pratiques, formation, recherches pour le doctorat), la formation continue sont décrites. Les relations des programmes de formation dans le secteur bibliothécaires et de l'information avec d'autres programmes (l'informatique, la technologie et le management de l'informatiques, la sciences de la communication) sont exposées.

Les activités de recherches dans leur contexte international sont analysées. Des exemples d'initiatives d'études ouvertes et à distances sont décrites et des perspectives pour un avenir proche indiquées.

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Modern library science in Hungary evolved at the turn of the century, mainly along German, but also American and English lines, taking into account the Hungarian traditions. The Western orientation of the profession remained partly even after World War II, with growing conceptual and social institutionalisation from the 1950s (theory building, legal regulation, strategies, networking, association, research institutes, conferences, training institutions, schemes for continuing professional education etc.) The concept of information science has become accepted mainly based on information theory, communication science, documentation, and library science elements. (Szepesváry, 1990)

Due to dramatic changes in politics, economy, legal regulation, society, management and technology in Hungary in the 1990s, the values of people, their interests, attitudes, and information needs have changed tremendously. These often controversial changes challenged the information professions.

– Library science and library work integrated the strategic, business and project management principles and techniques, effected by the growing complexity of library and information work, and the changing functions, and new services in libraries. Financing issues have to be reconsidered with a view on shrinking budgets and new focus on library economy.

Computers have been implemented into all types of library mainly through funds and competitions: including library management software, OPACs, and CD-ROMs. Internet access has become available even at secondary schools supported through the Sulinet programme. (Schoolnet. 1998) IT-developments resulted in the increasing integration of libraries into the national and international networks and systems, as well as new perspectives of the growth of the idea of lifelong learning. Libraries have become integral part of the broad information and communication sector, integrating both traditional and electronic information sources and services. This sector is now full of players: information crea-

The major interdependencies of library and information science in Hungary: computer science, business management and cultural issues

Changes and challenges

Hungary, celebrating the millenary of its statehood, can be proud of famous libraries both in the past, like the Bibliotheca Corviniana of King Matthias in the 15th century, or present, e.g. the new National Library that gave home to so many BOBCATSSS symposia.

tors, providers, publishers, suppliers, consultants, information managers, brokers, and last but not least intermediaries.

The two surveys in English language compiled by the Ministry of Economic Affairs about the latest development of information technology and telecommunication in Hungary are worth looking at. (Ministry of Economic Affairs, 1998). In Hungary one can already also see evidence of the Internet's presence and its potential effect upon the local population. (Martin, 1999.) The ongoing integration of Hungary into Europe is a major catalyst leading to the establishment of Euro-info services, and European documentation centres, operating often in close contacts with libraries.

Due to international projects, e.g. TEMPUS, Phare etc. and intensifying international co-operation, Hungarian librarians and library educators have been exposed to new ideas, new schemes, new strategies, new understandings of library and information science during the nineties. After BOBCATSSS was established at the Stuttgart meeting in 1992, annual symposia were held in Budapest year after year until 1998, attracting library and information science educators, professionals and students from all Europe.

Policy and strategy development

Foreign advisers came to assist in formulating new strategies of Hungarian higher education libraries, as well as the whole library system (Blaise Cronin, Christine Borgman, etc.). In spring 1995 it came to presenting the concepts of modernising/restructuring Hungarian higher education libraries for a potential World Bank project.

New higher education, library and information policy resulted in issuing two important laws. The new law on higher education issued in 1993 and modified in 1996 emphasises the aspect of integration and makes it imperative that LIS education also be radically transformed as regards its forms, methods, and relations.

The new law on the protection of cultural goods, on preserving institutions (libraries, archives, museums, etc.), public library services was issued in 1997. It declares the strategic importance of governmental maintenance of library and information services, and effects the operation, funding of libraries, as well as continuing professional education efforts, and stimulates professionals to introduce new methods, techniques and co-operation schemes.

The overall National information strategy, showing the way and identifying the actions towards information society, was issued in „as early as“ 1996. It is a broad strategy, integrating also library and information services. (Nemzeti informatikai stratégia, 1996) A new strategy tailor-cut for the library and information sector, and based on the National information strategy, has been developed by the Library Department of the Ministry of Cultural Heritage since 1998. Priority tasks include the creation of a legally regulated environment, library system development, establishment as well as reorganisation of institutes of key importance (Library Institute, National Library Advisory Board), implement quality control in libraries, and facilitate the active participation in areas of library co-operation of European integration. (Koreny, 1999.)

Interdependence between library science and computer science

It is high time that the new and first Hungarian handbook on library and information science appears in 2000 (Horváth, 2000), as it is still confusion as regards interpreting major terms.

Elements of computer science and computer technology have been integrated into libraries and LIS schools step by step. First the computer infrastructure had to be built up through national and international funds, like TEMPUS, Phare and Catching Up with European Higher Education, Soros etc., then librarians and LIS Department staffs had to be trained how to use computers most effectively in their work (in serving the users, in course teaching etc.). International providers (e.g. Dialog Corporation) of information services have also contributed to this „learning process“ through contracts very beneficial to LIS departments.

There is a great appetite in Hungarian libraries for computer/information technology! IT competence is very much sought for, and about half of CPE courses for librarians focus around new information technology. Acquiring European Computer Driving Licence has become an imperative in many jobs, and positions, including also libraries and this fact is considered in LIS curriculum development, too.

Interdependence between library science and business management

Due to the above mentioned changes in Hungary and the emerging complex library structures and functions the concepts of strategic management, information management and project management have been widely implemented in Hungary.

The Information Management Phare project explored how the concept information management (Contribution to economic development, 1998) can be brought into LIS education, and can be used in shaping more flexible career profiles, exploring job areas also in electronic information management sector.

In order to transfer the necessary skills in strategic management, library management, information management curriculum and courses have to be revised, and new textbooks have to be published). Five Aslib Know How guides were translated into Hungarian and published in a series of „Aslib menedzsment füzetek“ in 1998. The British Council organised a number of training workshops in library management, some with Maurice B. Line. Some of the workshops were mainly for librarians, some for LIS students.

Project management has also become a necessity. Most of the infrastructure development is based namely on applying to external funds, and carrying out projects in teams and consortia. A number of Hungarian libraries (National Széchényi Library, OMIKK, public libraries in Kecskemét, Békéscsaba, Szentendre etc.) as well as LIS Departments acquired project-management skills at high level, being (local or general) co-ordinators of major Hungarian or European projects (TEMPUS, Phare). Basics of project management are integrated into management courses at LIS departments, but there is also an elective course at some schools at „advanced“ level.

Library education and the cultural role of libraries

The rapid changes in the 1990s (privatisation and globalisation of publishing houses, media, TV and movies) have been controversial from the point of view of transferring real cultural values. Business terms have been introduced to culture, too, saying it also a product that may or may not generate profit. The issue of culture should be reconsidered. The wider context was reflected in the topic and discussions of the 31st annual conference of the Association of the Hungarian Librarians: The book – its creator, publisher, supplier and the library. Tradition and modernity. (Pápa, August 5-7 1999). The librarian is regarded as one of the players on the information (book etc.) market, for whom information processes, especially in the public library, involve a lot of social and cultural aspects.

Librarians have to be efficient in intermediating between information sources and information users by applying IT efficiently (they need knowledge and skills), but libraries are also places of communication and socialisation (thus they also need a lot of sensitivity, positive personality features, good attitudes, communication skills). All this should be considered in the LIS curriculum, both in subjects and methods, like case studies, project work, sensitivity training etc.

Historical, cultural, theoretical foundation is important because of professional identity. (Tóth, 1996, p. 10). The appreciation of the cultural heritage, and values is clearly demonstrated in the M.A. upgrade programmes of both Eötvös University, and József Attila University, both offering „Old and rare books“ specialisations. The problem is that there are sometimes too few applicants to start this programme option!

The integration of the various approaches

The dramatic transformation of the last ten years, the growth of library science and its changing relation to information science, computer science, communication science, management science required that it be reconceptualised and re-institutionalised in Hungary. A lot of interdisciplinary research began (see in the following section of this paper). From the beginning of the nineties most of the Library science departments changed their names to Department of Library and Information science (könyvtár és informatikai tanszék). The term „informatika“ (informatics, introduced by Mihajlov) needs explanation, it has namely 3 major meanings in Hungary: (a) information science, (b) the science dealing with information systems (c) information/computer technology. It always depends on the context what you mean by it! The frame and the elements of reconceptualisation and re-institutionalisation of our discipline have been worked out step by step and the emerging concept shows how classic values of library science can be combined with the efficiency and effectivity of computer science, communication science and management.

The name *Library and information science* clearly shows the integrative nature of the discipline. All LIS departments have it (könyvtár informatika, which means library informatics), except the one at Juhász Gyula Teacher Training College, still having the name Department of Library Science, although contents are also integrated.

The broadening of the concept is reflected in LIS training:

Basic Library science programmes incorporate also informatics specialisations (with the meaning of information science/information technology, e.g. at Berzsenyi, and Bessenyei College). The 2-year upgrading library science programmes incorporate Information science/informatics as well as management (at Eötvös University), and informatics specialisations (at József Attila University, Szeged).

The electronic information management minor programme elaborated and introduced at Berzsenyi College in 1998/99 is a good example of the integrative approach.

LIS Dept/Ratio of courses	History	IT	Library management	Integrative and other
Eötvös Univ. B.A.	8	20	8	44+20
Bessenyei College B.A.	6	50	10	34
Berzsenyi College B.A.	8	20	25	47
Jászberény Elem.C. B.A.	40	40	10	10
Juhász Gy. C. B.A.	25	25	25	25

Ratio of history, information technology, library management related, and integrated/other courses in the full-time B.A. programmes

The table shows how 5 of the LIS schools responded to a questionnaire in April 1999, designed by Ágnes Koreny, general secretary of the Association of Hungarian Librarians.

Research activities

The issue of research qualifications

Interdisciplinarity and internationality are very important aspects in library work (Vodosek, 1997). This is especially valid for the Hungarian LIS research scene. In Hungary library research has long traditions, with a major institutionalisation from the 1960s, with annual plans, well-established publishing channels. The Centre for Library Science and Methodology, library network centres have played an important co-ordination function.

In Hungary subsequent research degrees until the early nineties were as follows: university doctor (Dr. Univ.), candidate, doctor of sciences. There were about 15 candidate dissertations written about various aspects of library and information science, e.g. social science information services, information service integration in different disciplines, user and sociological studies, information retrieval, use of computers linguistics in information retrieval languages, bibliometry, library history, school library and resource centre. Dr. Univ. and candidate degrees are not offered any more, PhD programmes were introduced instead from the middle of the nineties. PhD has become basically equivalent with the former candidate degree.

Frames and support of research

As a major change of the nineties most of the research activities are now carried out at universities and colleges. At the moment there are two PhD schools in library and information science. Both are fee-based.

- The library science PhD programme at Eötvös University, LIS Department started in 1998/99 and lasts 3 years. It includes a variety of topics clarifying the historical, cultural, technical, management and integrative aspects of the discipline.
- The PhD programme at the LIS Department of Kosuth University in Debrecen is mainly concerned about information technology, services, and information science issues.

Many R and D programmes are carried out in the frames of Hungarian Academy of Sciences, the above mentioned Centre for Library Science and Methodology, the professional associations (Association of Hungarian Librarians, and its various sections, Neumann János Computer Science Society etc.), library network centres and libraries.

Major areas of library and information science research

In the following there is draft grouping of major research areas, with selected names of departments and researchers. (There is no ambition of completeness).

- *Information technology, and information processes centred research*
 - Issues of electronic, digital and virtual library (Tibor Koltai (Gödöllő), Károly Kokas (Szeged), István Moldován (Budapest),
 - information retrieval, information services, intelligent interfaces (József Attila University, Eötvös University etc.)
 - hypermedia, hypertext, CD-ROM technology (Eötvös University, Berzsényi College etc)
- *Social, cultural and educational research*
 - Theoretical, historical and methodological issues of information society, information policy
 - Information user education (also over the Internet), distance and open learning for librarians, (Berzsényi College).
 - Reading research, sociological research (Gerben, Ferenc, 1998), Information needs surveys, information literacy, the issue of functional illiteracy in Hungary especially with young people (e.g. Attila Nagy).
 - School library and media centres, information literacy courses for primary and secondary school students (National Pedagogical Library and Museum, Berzsényi College, Eszterházy Károly College, József Attila University)
- *Research focusing on management aspects*
 - Theoretical and methodological issues of management, strategic management, project management etc. are researched at major LIS schools (a number of handbooks and textbooks have been written by staff at Eötvös University, Berzsényi College, Bessenyei College)
 - Special issues of library management at different types of libraries. A good example for this is a recent TEMPUS project (from 1999 on) focusing on strategic management and electronic information management at university libraries (with Budapest Technical University, Berzsényi College, Kossuth Lajos University, Imperial College, Stockholm University, Université Libre (Brussels), and other partners

- *Student research:* Student research is a very important area of academic work at LIS Departments. Student research societies operate on a voluntary basis. Every second year there are National Students Research Competitions at different locations. Most of the gold medals go the LIS schools in Budapest, Szeged, Debrecen and Szombathely.
- *Internationality of research:* Funds are often available through international research and development projects (TEMPUS, Phare programmes, Phare Cross-Border Co-operation, governmentally supported bilateral programmes). The British Council, the Institute Francaise, and Goethe Institut in Budapest all assist LIS education and research through projects, scholarships, and invitations to conferences.

Research findings, including best students papers are usually presented to BOBCATSSS symposia. Student research is facilitated through one-semester study opportunities by DAAD/University of Library and Information Science (Stuttgart) scholarship.

Bilateral contacts are very important aspects of co-operation.

International research contacts of the individual LIS schools can be explored by studying their web-sites.

Research findings can be presented to a set of regularly organised conferences:

- Annual Conference of the Association of Hungarian Librarians, organised every year at an other location.
- Information in higher education conferences are held every third year (1993, 1996, 1999) organised by Debrecen Universities Association, HUNGARNET, HUNINET.
- DAT is the conference and exhibition organised by the Federation of Database Suppliers.
- Networkshop is organised annually by the NIIF (National Information Infrastructure Programme) Co-ordination Office about latest research and development in networking, and related applications.

Some major conferences that have been organised in relation to LIS education in Hungary:

- LISTEN TEMPUS closing conference, Szombathely, June 1997 about renewal of LIS education.
- Agra Media conference, Eger 1998, about learning technology, distance education, school library.
- The school library in modern roles. Szombathely, October 5-7 1999, about the contrasts of theory and practice in the field.

Research findings can be accommodated in the Hungarian library and information periodicals: Könyvtári Figyelő (issued by the National Széchényi Library), Tudományos és Műszaki Tájékoztatás (issued by OMIKK, the National Technical Information Centre and Library), Magyar Könyvszemle (issued by Institute of Literary Science of the Hungarian Academy of Sciences about historical research of book and periodicals), and also in popular form in Könyv, könyvtár, könyvtáros (Book, library, librarian).

The Hungarian Library and Information Science Abstracts (HLISA), an abstracting periodical in English language, gives an overview of major research and other development in library and information science in Hungary. It has been published since 1972, two times a year.

Internationality of curricula

Based on joint research and development with foreign partners, LIS programmes now have been largely harmonised with a view to international professional standards. It has been a long learning process. At the beginning of the nineties our Western partners (TEMPUS, BOBCATSSS, bilateral) drew our attention to number of weaknesses and problems in Hungarian LIS education, e.g. disintegration of LIS education, little harmonisation in course development among LIS Departments, too many theory, and discipline related courses, lack of integration of classic and modern LIS skills, no thesis semester, no thorough assessment of training needs, project work missing, lack of foreign language skills, etc.

Since then it came to an intensive curriculum development, effecting structures, contents, methods and techniques.

There is a much better harmony and coherence now between basic, middle, post-secondary education, college, university, PhD level, as well as continuing professional education. Both *training functions* (developing skills for specific library and information work areas), as well as the *educative functions* are emphasised (developing value orientation, new professional attitudes, and convertible skills). Inspired by our EU-partners vision, mission, and strategy have been developed in details at the departments.

The first LISTEN JEP involved Eötvös University (both departments) as well as German and Dutch partners. (1991-93). Tamás Szepesváry, and Géza Fülöp (Fülöp Géza emlékkönyv, 1999) were the major Hungarian organisers. The LISTEN TEMPUS JEP (1994-97) was helpful in laying the fundamentals of a national *Library and Information Science Training and Education Network (LISTEN)* in Hungary. (The acronym LISTEN was the idea of Péter Murányi). Activities included: infrastructure development, integration of information technology into teaching LIS courses, development of business information as well as information user education courses. (Renewing the education ..., 1997)

The co-ordinator of the project was Berzsenyi College, and the contractor the Royal School of Library and Information Science, Copenhagen. From the European Union the Hochschule für Bibliotheks- und Informationswesen (Stuttgart), the Robert Gordon University, School of Information and Media (Aberdeen), as well as De Montfort University (Leicester) contributed a lot to know-how transfer. The Information management Phare project (1996-98) relied on the expertise of The Royal School of Library and Information Science, Copenhagen; the Robert Gordon University, FID – Section on Training and Education; Aslib. The Association for Information Management, etc. It led to the integration of information management into basic and postgraduate studies, as well as to the implementation of open and distance learning schemes.

The contacts to Austria have developed mainly from 1998 with the FachhochschulStudiengang für Informationsberufe (Eisenstadt), and Verband für Informationswirtschaft in Österreich/VIW. (Schlögl, Christian, etc. 1999) focusing on comparative study of curricula and courses, joint web page development, designing and teaching Special English.

The curriculum modules of the BA programme at Berzsenyi College is a good example how the modular approach was adapted:

- Convertible skills module (communication skills, research methods, computer skills).
- Information and society (historical, cultural, social, political aspects of the library and information sector).
- Information organisation (collection, organisation, indexing).
- Information services (information retrieval systems, general reference, special information services, community information).
- Management (general, library, information management, Internet/Intranet etc.).

It can be seen how the different components of library and information science are integrated, and how computer technology has been incorporated into functional LIS modules.

The Information Studies minor programme (2-year) in English language was introduced in 1995 at Berzsenyi College, to which the LISTEN and Phare partners contributed a lot both in design and course teaching.

Institutional development of library schools, schools of information and similar institutions

Starting systematic library education can look back to 1899 in Hungary. Prior to World War II. the Association, and in-house courses dominated leading to professional examinations, after the war library education started at universities and colleges at MA and BA levels.

starting year	place	Institution	level
1949	Budapest, in the middle	Eötvös Loránd University	MA
1973	Szombathely, in the west	Berzsenyi Dániel Teacher Training College	BA
1975	Nyíregyháza, in the east	Bessenyei György Teacher Training College	BA
1984	Budapest	Eötvös Loránd University, Faculty of Teacher Training	BA
1988	Jászberény, in the „middle-east“	Jászberény Primary Teacher Training College*	BA
1989	Szeged, in the south	Juhász Gyula Teacher Training College, later also: József Attila University	BA MA
1991	Debrecen, in the east	Kossuth Lajos University	MA
1993	Debrecen	Kölcsey Ferenc Protestant Elementary Teacher Training College	BA
1994	Baja, in the south	Eötvös József College, Pedagogical Faculty	BA
1994	Kaposvár, in the middle-west	Csokonai Vitéz Mihály Elementary Teacher Training College University	BA
1996	Szeged, in the south	József Attila University	M.A.
1999	Eger, near Budapest	Eszterházy Károly Teacher Training College**	BA

* This is the starting year of the Library programme within the Department of Culture and Adult Education that was established in 1975.

** This is the year of starting the new full-time Library and information science programme in the frames of the Department of Information and Educational Technology, which was established earlier, and offered part-time courses in librarianship.

Departments offering tertiary LIS programmes in Hungary

General features of LIS education in Hungary

There are three forms/levels of tertiary education: M.A. programmes offered at 3 universities, B.A. programmes offered at colleges (most of them are teacher training and elementary teacher training colleges, but their profile is broadening to accommodate LIS, Communication, Cultural management, Information technology etc. programmes too.)

The Library Science full-time programme is usually a part of a double-degree programme (Mathematics, History, Foreign languages, Information technology, Cultural management etc.).

Part-time programmes are usually offered as single programmes.

The total number of class hours devoted to full-time LIS education is about 1300 hours in the master degree, and 1200 hours in the undergraduate BA programmes (plus professional practicum.) Average weekly class hours for LIS courses total to 12. In addition to the full-time LIS programme and the other programme, there are general subjects to study (psychology, pedagogy, philosophy, sociology, logic, foreign language, and physical education).

The number of students in all LIS programmes now is about 1200. Full-time programmes are mainly supported by the state, but most of the part-time programmes, and second-degree programmes are fee-based.

LIS education is rather disintegrated; there are parallel offers at different schools, with little harmonisation. Staff and technical resources are not sufficiently co-ordinated. There have been efforts to cope with the problems: A national conference was organised in 1995 in Debrecen about the State of the art and trends of librarian training and education in Hungary (Debrecen, 1995) and issued recommendations for co-operation and joint actions by LIS Departments. Methodological studies were written and discussed e.g. (Kokas, 1996) (Renewing the education ..., 1997)

In February 1999 a National Working Group was set up to elaborate qualification and harmonisation requirements for M.A. and B.A. level LIS programmes. The aim was arriving at a consensus in elaborating the credit system, which will be introduced after 2000 nation-wide to make the system transparent, and mobility between the same level and different levels possible.

M.A. programmes

Eötvös Loránd University, Department of Library and Information Science

<http://www.btk.elte.hu/~ktud/nyi2.htm>

The Department was established in 1949, thus fifty years ago.

Number of alumni is about 2200. There are 5 full-time staff (1 candidate, 3 PhD, 1 PhD student), and about 20 external lecturers (leading professional experts from academic, special etc. libraries and information centres in Budapest).

As an average 25 to 30 students have been admitted yearly to the full-time programme. For the study year 1999/2000 there are 45 full-time students, 25 second-degree students, and 30 students for upgrade programme expected.

All the programmes have been accredited during the academic year 1998/1999. From 1999/2000 on the 2-year „upgrading“ studies (leading students with B.A. degrees to M.A. degrees) include three choices for specialisations: Library management, Information science/information technology, and „Old and rare books“.

The technical infrastructure was built up due to a successful TEMPUS JEP completed in 1993, and is being updated through a reconstruction programme now.

Department of Computer Graphics and Library and Information Science, Kossuth Lajos University (KLTE), Debrecen.

<http://www.lib.klte.hu/library/>

The Department started in the academic year 1990/91. within the Faculty of Natural sciences. A major characteristic is that computer science, and programming, have an important part in the studies.

There are 7 full-time staff and about 15 external lecturers. Student number totals to about 100 in the full-time programme. In addition there are about 25 to 30 second-degree students each year. Students receive the „information scientist-librarian degree“.

Information infrastructure is provided through the Institute of Mathematics and Information Science, continuously improved.

Szeged Universitas, József Attila University Szeged

<http://www.bibl.u-szeged.hu/muvtort/edipl.html>

Staff is recruited from LIS Department at Juhász Gyula Teacher College, as well as leading library and information professionals from Szeged University. Good expertise is provided both in the information science/information technology and the cultural studies/old books specialisations.

According to the study guide 1999/2000 40 part-time, 40 information science second degree, 30 old books second degree, and 40 upgrade places are offered M.A. programmes.

B.A. level programmes

Berzsenyi College, Department of Librarianship and Information Studies (DLIS)

<http://www.kit2.bdtf.hu>

The predecessor of the Department was established in 1962. The BA level programme (combined with an other programme) has been offered since 1972 for full-time, and later on for part-time as well as for second-degree students. (Pálvölgyi, Tóth, 1996) The programmes were accredited in 1996/97.

The teaching staff includes 10 full-time and 3 external lecturers.

There are about 1850 alumni of the B.A. programme. In 1998/99 the number of full-time LIS students totalled to 148, that of second degree to 18, and part-time students to 18.

The new programme implemented in 1997/98 contains 3 choices for specialisations (public-sector librarian, teacher-librarian, and information manager). The Department also offers minor programmes (Electronic information management), as well as 3 accredited CPE programmes for teachers and school librarians.

Computer infrastructure is above average, due to the LISTEN TEMPUS JEP (1994-97), and Information Management Phare project, and the National Cultural Fund laboratory development project. (1996-98).

Bessenyei György Teacher Training College
Department of Librarianship and Applied Informatics
<http://www.bgytf.hu/info/tanszekek/konyvtar/index.html>
 Staff includes 1 professor, 1 senior lecturer, 3 associate lecturers, 1 assistant, and 2 guest lecturers.
 They offer a BA degree programme with public library and information management specialisation, an accredited continuing education course, leading to a certificate for school librarians, and a certificate course on European Union information sources. The Department offers a number of CPE courses, too.
 The number of full-time students totalled to 213 in 1998/99, and the number of part-time students to 83.
 The infrastructure has been developed through various funds, including the LISTEN TEMPUS JEP.

The Department of Librarianship and Information Studies at the Teacher Training Faculty of Eötvös University
<http://www.gandalf.elte.hu/konyvtar-tanszek/index.html>
 Staff includes 3 senior lecturers, 2 assistants, and 11 external visiting lecturers.
 There are two BA programmes: basic education (both full-time and part-time), second-degree programmes (evening courses). The librarianship programme can be combined with teacher programmes as well as computer technology etc.
 The number of full-time students was 120 in 1998/99. In addition they had 40 second-degree students, and 140 part-time students.
 Technical facilities (computer lab, etc.) are used jointly with the LIS Department of the University.

Eszterházy Károly Teacher Training College (in the „north-middle-east“ part of the country)
<http://www.ekft.hu/tanszek/okttech/>
 LIS programme is accommodated within the Department of Information and Educational Technology.
 This complex department has 12 staff, 2 demonstrators, 2 assistants, about 15 contributors, competent in areas of information or/and learning technology. They strengthen the LIS programme by hiring new staff in 1999/2000.
 For the academic year 1999/2000 there are 25 full-time, 30 part-time, 30 second-degree students expected for the Library science programme, with information technology specialisation.
 Technical facilities are good, the Department has special expertise in multimedia, instructional technology, network learning.

Juhász Gyula Teacher Training College, Szeged
<http://www.bibl.u-szeged.hu/muvtort.kvtt.html>
 Functions in the frames of Institute of Cultural History. It has 6 staff 1 librarian, and about 20 external staff.
 In 1998/99 they had 108 students in the full-time programme, 22 second-degree students, and 77 part-time students.
 In addition to the above programmes, they actively participate in CPE, with many courses in Internet, new IT.

They coo-operate with the Institute of Distance Education, Special Education and Continuing Professional Education of the College, too.

B.A. degrees offered by elementary teacher training colleges

Jászberény Elementary Teacher Training College (in the „middle-east“ part of the country, near Budapest)
 The Department of Culture and Adult Education (accommodating the Library B.A. programme) works mainly with external staff.
 There were 48 students in the full-time programme in 1998/99, and 58 student in the part-time programme.

Csokonai Vitéz Mihály College, Kaposvár (in the middle-west part of the country)
 In addition to training elementary school teachers, they offer library and communication programmes, too. The programme works mainly through part-time staff.
 For 1999/2000 they announced 59 students places in the evening programme, as well as 45 places in the second-degree programme.

Eötvös József College, Pedagogical Faculty, Baja (in the south part of the country)
 There are 55 full-time students, 75 part-time students, and 25 second-degree students envisaged for 1999/2000. It works mainly with part-time staff, external visiting lecturers.

The National Széchényi Library plays a vital role in library training and continuing professional education. It has a great potential in well-qualified librarians and researchers. They carry out training programmes for library assistants and management courses.

Ranking of LIS programmes

Most of the programmes mentioned above have been accredited recently, some with excellent, some with good results. Students evaluate instructional quality more or less regularly. There are articles written about some programmes, focusing on evaluating programme quality, and gathering ideas for further development.
 Mikulás presents the results of two surveys of part-time student's opinions on the training offered by the Department of Librarianship and Computer Graphics, Debrecen. (Mikulás, 1999). On the other hand there is no reliable study at the moment comparing the performances of different LIS departments.

Other study programmes for the information and communication sector

In addition to LIS programmes, there are a variety of other programmes offered for the information and communication sector, including general informatics, special informatics, information management, communication studies, as well as cultural studies.

- *General informatics* (in the sense of Information technology/Computer science) is taught at all major universities (e.g. ELTE, KLTE, etc.), and also at colleges.
- *Special informatics* (in the sense of information technology and systems applied in the given field) are taught at the Budapest Technical University, technical

colleges (information engineering, transport informatics, etc.), business schools offering specialisations in business informatics, financial informatics, banking informatics etc.

- *Information management/knowledge management* programmes are offered as specialisations at business universities and colleges.
- *Informatics teacher programmes* are offered at many Hungarian universities and colleges, as information literacy becomes a part of primary and secondary school curriculum.
- *Communication science* programmes are taught both at universities, and colleges with a focus on communication (mass, technical, networked etc), as well as marketing, and management.
- *Cultural studies* is a very popular programme, too, focusing on transferring skills necessary in the organisation, management and marketing of cultural activities and institutions, as well as in adult education organisation.

The above programmes are all offered at the schools where LIS programmes are offered. The room for co-operation is open. Good experiences are already available at Berzsenyi College, Szombathely.

Distance learning, virtual university

Distance education has some earlier traditions in Hungary (from late sixties), but systematic training for, and implementation of distance education activities began only in the 1990s. In library science education it can mainly be used in part-time training, as well as in the continuing education of librarians.

Training needs for information management via distance education was surveyed with Western Hungarian companies in 1996, with positive response. Since then the Phare Information Management (involving Berzsenyi College and Eötvös University) project pioneered in creating distance and flexible schemes for updating library and information science education in Hungary. The project included infrastructure development, staff development, curriculum and course development actions, as well as creation and production of distance learning materials. (Contribution to economic development ..., 1998)

The distance education materials prepared are already used among target groups nationally (Knowledge organisation, Special English, Information sources etc.), and others are going through the final technical editing and series proofreading process.

Szeged University has also acquired a lot of experiences in Internet-based education. In Budapest, Szeged, Szombathely, Debrecen, Eger there is co-operation with emerging distance education centres in order to arrive at a greater efficiency and higher quality. There are intensified research and development activities in distance education methodology, multimedia and electronic resources development.

Infrastructure for distance education should be improved, especially networks, electronic services, open computer laboratories should be established. New schemes and methods of training and further training delivery should be introduced soon (based on network learning, virtual workshops experiences gathered so

far), allowing more openness in study place, time, method, etc.

It is important to keep close contact to the National Council for Distance Education in Budapest. Luckily major Hungarian libraries are becoming parts of a national open learning scheme. A recent research in the frames of the LISTED project, co-ordinated by Róza Frank, showed the increasing demands towards distance education at library users. (Frank, 1999) As a matter of fact, open distance education facilities at libraries could wonderfully be used for the continuing professional education of librarians themselves.

Estimated labour market for librarians and information specialists in the future

Where to be employed?

Due to the double-degree scheme a number of graduates choose the other profession, as teachers, but there are many in book publishing, editing, periodical agencies, mass media, cultural institutions etc.

In 1993 Sándor Darányi surveyed 46 academic libraries. Among the 973 librarians surveyed 22% had university, 26% college degrees, 35% had no degrees at all, and 17% had no professional qualification. (Tóth, 1995, p. 2.) Ferenc Vidra Szabó carried out a large scale survey in libraries, and analysed the interrelationships of library jobs, degrees, qualifications and referred to the importance of more systematic LIS education. (Vidra Szabó, 1995). In August a survey was carried out to analyse the need for CPE courses with members of the Association of Hungarian librarians and showed that library staff should be trained heavily in areas of management, information technology, foreign languages, as well as information services.

Our role in the information marketplace

The scope of potential employers of LIS graduates is:

- all kinds of libraries modernised in their functions, structures and technology;
- companies, administrative, governmental, intergovernmental, cultural, educational, legal, non-profit etc. organisations, etc;
- Internet providers, media, marketing, agencies, etc;
- free-lancing, part-time work in addition to the any of the above ones.

The marketplace for information professionals has become very broad and diversified in Hungary. A lot of new jobs emerged.

Our students can compete with graduates of computer, communication, linguistic, and management programmes, as they are the best prepared in carrying out activities connected with the content management of information. They can be competitive in database management, indexing, data processing, Internet services, Web-design, online retrieval of information, information brokerage, information counselling, information services, electronic information management, etc.

In June 1999 a Special committee in LIS training and continuing professional education was set up by the Association of Hungarian Librarians. Its major goal is to assist the Management Board of the Association in taking strategic decisions in LIS education and continuing education development, based upon promoting the dialog

between the profession and professional education. On the other hand LIS departments themselves should cooperate closely with each other for joint development and harmonisation of their curricula (at all levels, including B.A., M.A., MsC, CPE, etc), and for elaboration and harmonisation of the credit accumulation system.

Credit system in LIS education should be based on the 90/1998 [V.8.] Government decree about using the credit system in higher education (Művelődési közlöny, 1998. 16/II. volume, p. 2053-2060.) International harmonisation for mutual acceptance of exams, and courses is also necessary.

Taking into account the developments in Hungary, modernisation (Pálvölgyi, 1998) should be coherent and straightforward, focusing on the following requirements:

information market awareness	survey and monitor the market, have your „hinterland“ but explore the growing side of the market
strategy	have a strategic approach to planning, modernising and harmonising LIS education
coherence and balance	integrate training, educational, research and development functions
diversification	design a multi-level and coherent scheme of LIS education to supply the needs of libraries and other sectors of information market
flexibility	design and implement elective courses for specialisation/new professional roles
currency	keep being up-to-date in curriculum development, methods, technology
quality	raise quality of staff teaching, tutoring, research and development
convertible skills development	focus on developing problem solving, communication, management and marketing skills
structural and methodological renewal	implement cost-effective and efficient methods, open distance and flexible learning, as well as project work
harmonisation and co-operation	focus on harmonisation of curricula and degree with partners at national and international level, harmonise credit accumulation schemes
International co-operation	co-operate in training, education, research both in the West-East, and East-East context (e.g. CEEPUS)
links to economy	strengthen the links with economy (companies, businesslinks, chambers of commerce etc.)
co-operation with other programmes	establish partnerships with European Studies, Computer Science, Communication Science etc. programmes

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