

Multilevel education, training, traditions and research on UDC in Hungary

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Abstract: This paper explores the theory and practice of education in schools and further education as two levels of the Information Society in Hungary. LIS education is considered the third level over previous ones. The curriculum and content of different subjects in schools and their relationship to libraries is summarized, as well as the training programmes for librarians, especially concerning knowledge organization. The long history of UDC usage in Hungary is surveyed, highlighting principal milestones and people. The paper provides a brief overview of recent developments, the situation after the new Hungarian edition, and current UDC usage and research directions.

Keywords: UDC in Hungary; history of the UDC; UDC teaching and research.

1. Introduction

There is a long tradition of the classical classification methods in Hungary. One of the most wide-spread systems is the Universal Decimal Classification (UDC). We can find it in every type of library and used at various levels. Perhaps it is not an overstatement to say that every library has used the UDC at least once in their history, and most of them still use it. Such standardization has been wide and valuable internationally, although the UDC has not become everywhere as popular a system among users as it has been in Hungary.

It is not exaggerating to state that the availability and usage of the editions of UDC in Hungary played a prominent role even in the universal history of the system itself. In the following sections we refer to the principal achievements and people relating to UDC in Hungary.

1.1. Milestones of UDC History in Hungary: the early period

Mandello Gyula (1868-1919) brought the Dewey Decimal Classification to Otlet and La Fontaine's attention in 1893. He was the editor of *Közgazdasági Szemle* (Economical Review) in Hungary. Paul Otlet told this story to Esztegár László (1870-1905) in the 2nd International Bibliographic Congress (1897). Esztegár – who was a Librarian at the National Széchényi Library – published their conversation with Otlet in 1897. ¹ *"Indeed, Sir, even the beginning of our enterprise was international. Two Belgians – me and my friend La Fontaine – were pondering how to create the repertory of Sociology or perhaps all the sciences in the most suitable and practical way. It was then that I happened to meet a compatriot of yours – avec mon ami Julius Mandello – in Ostende. This Hungarian man started to talk me about a new and rapidly expanding bibliographical system in the USA. I traveled to London immediately and traced down tables of Dewey with the help of the British Museum. And now we are surrounded by a large international group working hard on the victory of the conception."*

Mandello Károly – father of Mandello Gyula – introduced the Dewey Decimal Classification in West-Östliche Rundschau in 1895. This journal was published in Leipzig and Budapest as well. Hereby Károly got ahead of the book by Carl Junker, the secretary of IIB. In 1893 Gyalui Farkas was charged with translating the UDC by the IIB. But he could not do it because the first edition was published between 1905 and 1907 only.

Szabó Ervin was who introduced the UDC system in 1900. He published the catalogue of his library (Kereskedelmi és Ipartestületi Kamara) that was based on the UDC structure in 1902. Then he began to work at the Municipal Library in Budapest, and from 1910 he used and taught the UDC to librarians in his courses. This occurred before the second edition of UDC, published between 1927 and 1933. The edition used by Erwin was named basic edition (compared to the second edition that was twice the size) and it would be the basis of later editions and translations for many years. So Szabó Ervin used the older version in the Municipal Library in Budapest. This version was used until the end of the twentieth century. Hegedűs Loránd, a member of the Hungarian Parliament, suggested the establishment of the decimal system in the Hungarian Parliamentary Library in 1904.

In 1912 the first lithographic print of UDC is issued by Szabó Ervin, in the Municipal Library. In 1923 Káplány Géza introduced the UDC in the library of Technological and Tester Institute (the institution that preceded the Economics National Technical Information Centre and Library – OMIKK, which played a prominent role in Hungarian history of UDC). In 1936 the National Széchényi Library started to use the UDC. In 1938 Hungary becomes a member of FID.

From 1929 to 1941, a UDC edition, in 8 volumes, was published by the Municipal Library, under the editorship of Veredy Gyula. Classification numbers approached the international standard of UDC. In 1943, Káplány Géza published his *Principles of Library Science*, in two volumes, the second one being an abridged edition of UDC.

1.2 Reaching out: the work towards the current situation

As a result of Szabó Ervin's activity, Hungarian librarians learned and used the UDC very early, and most libraries still use it. Hungarian editions were financed by Economics National Technical Information Centre and Library – OMIKK, Hungarian Standardization Bureau, Ministry of Cultural Affairs, National Technical Development Committee – OMFB and the National Széchényi Library. Seven members represented the editorial board of UDC. Chairs and secretaries were:

Period	Chairs	Secretaries
1965-1968	Péter Lázár	Béla Babiczky
1969-1974	Géza Sebestyén	Béla Babiczky
1975-1990	Béla Babiczky	Gábor Barta

Table 1 – Managers of the Hungarian UDC Editorial Board, 1965-1990

After the establishment of the UDC Consortium, the original funding system was discontinued and the editorial board was dissolved. Since then only 1-2 persons have organized the UDC editorial work at the National Széchényi Library. The last two products

by the editorial board were the abridged edition 1990/1991 and Class 2 Religion, from the full edition, in 1992.

Béla Babiczky was one of the most charismatic figures in the history of the Hungarian editions of the UDC. He worked on UDC between 1952 and 1992 and remained interested in the subject for the rest of his life. He died in 2004.

If we speak about great Hungarian names connected to UDC we must also mention Tamás Földi. He passed away at the age of 78, in February 2007. Among librarians he was known as an expert dealing with scientific information, documentation and information-policy. Between 1965 and 1993, Tamás Földi was involved in the revision of class 3 – social sciences – of the UDC as member of FID/C3 and chairperson of its subcommittee for class 33 – Economics. Until his death he was a member of the Advisory Board of the UDC Consortium, since it was established. Until his death, Tamás Földi maintained national and international connections in the library field.

In 1996, the Hungarian National Library bought the UDC MRF. Since then translation and adaptation work has been developed until 2006, when the new Hungarian edition was published.

2. Multilevel education and training

We consider the existence of two levels in the introduction of and familiarization with knowledge of UDC and its possibilities as an information retrieval language:

In user education

- for students of elementary and secondary schools (NAT);
- for library users in general;
- for university students, in learning the methods of scientific research.

In Library and Information Science (LIS) education

- in university courses;
- in further education, through professional lectures.

This chapter aims to explore the theory and practice of education in schools and libraries; courses and continuous training as levels of the information society in Hungary. I attempt to survey the curriculum and content of different subjects in the educational programmes for librarians.

2.1 Information policies and regulations

Knowledge about information retrieval is an important part of the Information Society programmes, therefore we can find definitions and rules in the documentation of both national and EU policies. This chapter presents information policies and several regulations connected with these policies in Hungary. They are:

- the Hungarian Information Society Strategy;
- the National Core Curriculum in Hungary;
- the Hungarian Library Strategic Plan (2003-2007);
- Regulation No.1/2000.(I.14) NKÖM and Regulation No.12/2002.(IV. 13.) NKÖM about further education (continuous training) for librarians;
- Regulation No.243/2003. (XII.17.) Government, about the National Core Curriculum.

2.2 Outline of the Hungarian Information Society Strategy (HISS)

The HISS was developed in 2003. Its model identifies the two fundamental pillars of modernization as *the modernization of processes* and *the modernization of services*. The former represents the modernization of the internal working of processes in the broadest sense ("back office"), while the latter means the improvement of those functions of the same processes that are available to a wide range of users ("front office"). The use of information and communication technologies is of primary importance for both pillars.

For the improvement of processes, the strategy defines the following *fields of intervention*, for both pillars:

- Content and services;
- Infrastructure;
- Knowledge and skills;
- Legal and social environment.

In addition, the strategy defines two horizontal fields:

- Research and Development;
- Equal opportunities.

The largest field of intervention is that of *Content and services*, which is further divided into the following key areas, regarding the development of the content aspects of the services provided in the corresponding areas of application: Economy, Public administration, Culture, Education, Health and Environment.

2.3 National Core Curriculum

Information literacy is mandated by law for primary, specialised secondary schools, grammar schools, for either students, teachers and parents. The local pedagogical programs are based on the National Core Curriculum (Regulation No.243/2003).

How can students acquire information literacy and practice it in the primary and secondary school? They can acquire it independently of other subjects, as a part of any traditional field of study, or as a tool for solving assignments as school work. The concepts of information science, informatics, knowledge-based society, etc., are parts of different subjects.

The National Core Curriculum consists of 14 parts, nine of which involve information, in the following categories:

- 01 Time Frame
- 02 Role of Hungarian National Core Curriculum
- 03 Hungarian language and literature
- 05 Mathematics
- 06 Humans and society
- 07 People in nature
- 08 Our World
- 10 Informatics
- 11 Artificial environment. Experience and practical skills.

This high level of representation shows (and justifies) that the library is the basic institution of the information society. What follows is a more detailed presentation on three of these subjects: Information Science; Informatics; Hungarian Language and Literature; and Artificial Environment; Experience and Practical skills.

2.3.1 Information Science. Informatics

The role of information has grown in everyday life and the ability to obtain knowledge has become more valuable. Information skills are important for obtaining work and for acquiring information in a timely manner. It is also important to process and use information appropriately. Thus it is indispensable to acquire appropriate techniques of getting information, processing, storing and organizing data and transmitting information. Finally, it is necessary to know the legal and ethical issues involved in handling information. This discipline is changing very quickly and its knowledge framework becomes quickly out of date. The role of the pedagogue is changing – pedagogues have to prepare their students to solve problems. Students have to learn how to acquire knowledge. The library and the computer laboratory have to provide and support facilities during school time and beyond. Apart from traditional classes, project work supported by informatics will also become the responsibility of schools. Teaching tasks include a wide range of subjects – from basic usage of a variety of IT tools to media informatics and topics on the Information society, for which generative exercises have to be thought focusing on skills of LIS.

Usage of information technology

In the past few years a lot of computer-devices have appeared, besides the computer itself. They are so complex that in order to use them appropriately one must practise and study a lot.

Knowledge of the IT User

The main point in this part is using computers for problem-solving. Actual areas encompass: editing, text, drawings, photos, multimedia, making presentations, tables, handling databases, space-informatics, computer execution of most important text-formats, forming aesthetic outlook, using and searching different databases.

InfoCommunication

This area focus on the experience of traditional and IT based communication forms. In using the Internet there are two types of activity. The first is searching for information from websites and using remote databases or downloading data from them. The main point in this activity is retrieving information. Students can meet with UDC numbers in their practices. The second activity involves communication with others. Main points: e-

mail, audio- and video-communication, video-conference, etc. Mobile-communication is developing quickly and integrating with Internet communication.

Library Informatics

In a modern educational system the school library should be an informatics, educational, and cultural centre. The school library has relevant databases which can be used by everyone in the school. Using the library is of necessity in every area of study. In this context, it is relevant to have a quick look into two main foci of the curricula, and its particular aspects by ranges of age.

1. Students should obtain orientation from the school library to get knowledge about how to use the library information system for their studies, notably how to identify and express information needs with the help of information searching languages; they learn the main numbers of UDC and they practice the searching with UDC codes.
2. Students should become aware of database types, how to select the appropriate tool and its complex usage; how to formulate a strategy of information-searching; how to apply basic conceptual-logical-technical processes; how to judge the aesthetic value and authenticity of media; how to make a creative usage of media based on ethic principles.

Years 1-4	Years 5-6	Years 7-8	Years 9-12
Orientation in the school library	Cognition of the library services based on traditional and new computer tools	Usage of all devices of the school library. Facilities of the electronic library, types of library and its application in studies, orientation in everyday life and recreation.	Using the service of the library information system in studies
	Defining searching questions connected to the exercise	Expressing searching principles with the code-system of the library	Recognition and expressing information necessity with the help of information searching languages
Discovery searching in information sources at the level of the current age	Simple guided searching for sources and for information in direct devices and in the local database	Guided source- and information-searching with the appropriate direct or indirect informative devices	Database types, selecting the appropriate tool and its complex usage. The strategy of information-searching. Basic conceptual-logical-technical process.
Distinction of the major document-types and definition of its content and data	Distinction of media (communication methods, information value) and its guided processing	Selecting the appropriate medium connected with the educational problem. Processing with the usage of the algorithm of the source-using	Judgment of aesthetic value and authenticity of media. Creative usage of media based on ethic principles.

Table 2 – Curriculum of Library Informatics programmes

2.3.2 Hungarian language and literature

Native-language education influences the teaching of other subjects. All areas must develop competence in the native language, because that language is the main channel of precognition and the instrument for human communication, ways of thinking, and learning. In connection with language and information seeking, library science is very important. To the extent that the National Core Curriculum teaches these basic skills, the Curriculum meets today's needs. This subject has the widest relationship with the Library Science.

1. Students should obtain capabilities for sufficient and independent problem solving at different levels: a) visiting the library, borrowing of books, lexicons for children ... and Experience of information seeking and processing; b) verbal and nonverbal information, classification of such information, all types of documents, and knowledge of Library Science, information from museums and usage of information individually suitable for their age.
2. Students should learn how to apply form and ethical rules of citations; they should be able to produce different sketching independently, to exercise information management (illustration, picture, typography, diagram...) and to assess the relevance of information.

Years 1-4	Years 5-6	Years 7-8	Years 9-12
Sufficient and independent problem solving: visits in the library, borrowing of books, lexicons for children ...	Sufficient and independent problem solving: borrowing of books, basics of library usage.	Sufficient and independent problem solving: reference books, dictionaries, lexicons, usage of different documents	Sufficient and independent problem solving: verbal and nonverbal information, classification of these pieces of information , more types of documents, and knowledge of Library Science, information of Museums.
Experience of information seeking and processing	Acquiring of knowledge alone. Usage of different type of information and documents	Collection of data from different information sources. Arranging of information with the teacher.	Individual usage of information suitable for their age.
	Study and handling of educational works, lexicons, dictionaries for children.	Experience of usage of information, prescriptions of citation.	Form and ethical rules of citations
Sketching with the helping of teacher	Usage of sketching	Sketching from the short text	Different sketching alone
	Different types of information (visual, audio visual, electronic: Internet, CD-ROM ...)	Context of visual information (illustration, picture)	Information management (illustration, picture, typography, diagram...)
		Assessment of information	Assessment and relevance of information

Table 3 – Curriculum of Hungarian Language and Literature

2.3.3 Artificial environment. Experience and practical skills

These skills help students to understand their world and supply a practical help in studies, to find jobs and to appreciate knowledge. They also help students in getting skills of synthesis in their cognition processes. Parts of this subject are: culture of work, production, household, environment, traffic, economy, health, security, customers, leisure, career and informational culture. Skills of Artificial environment encompass knowledge about types of documents (objects, articles, books, electronic documents, virtual documents, documents on the network...), their characteristics and advantages. This aspect includes activities such as sorting and classifying information and the practice with catalogues.

Years 1-4	Years 5-6	Years 7-8	Years 9-12
Educational sources (encyclopaedias with pictures, junior television broadcast)	Using of documents and its benefit (lexicon, dictionary, technical books, manuals, summaries)	Creative, analytical, evaluative information at home, in library and school, and on the Internet. Individual experiences and information.	Reference books for work. Technical solving. Sorting of information. Catalogues.

Table 4 – Curriculum of Artificial environment. Experience and practical skills

Besides what is considered in the Core Curriculum, there are also activities of user education provided by libraries for their library users. At the university level there is also the subject of scientific research methods.

3. Hungarian library strategy: goals between 2003 and 2007

The Ministry of Hungarian Cultural Heritage established, jointly with other library organizations, the strategic goals for Hungarian libraries and librarians for the period 2003-2007 (Hungarian Library Strategic Plan, 2003). A key point of this Plan is that the library is considered the basic institution of the Information Society, for which several goals were defined:

- Preparation for joining the European Union;
- Increase access to information and documents through information technology and telecommunications development and by means of the National Document Supply System, in order to realize the principles of democracy and equal opportunities;
- Regional library supply;
- Make the image of librarianship more attractive.

3.1 Making the image of librarianship more attractive

Vision

The erudition and professionalism of librarians and the esteem in which the public holds them are elements of an intellectual image that will serve professionals and users well in the library of the 21st century.

Mission

On the one hand, librarians and information managers need state-of-the-art skills and knowledge in all aspects of document and information services. Further, they should have the specialized knowledge and skills to care for the handicapped. Library education needs renewal in order to fulfil modern expectations. Attracting and retaining the most talented individuals as the librarians of the future requires a system of career advancement through promotion and salary increase commensurate to upgraded skills.

3.2 Further education for librarians

The regulations No.1/2000.(I.14) NKÖM and No.12/2002.(IV. 13.) NKÖM prescribe obligatory in-service training every seven years, for a minimum duration of 120 hours. There is an accreditation procedure for projected courses. I am the president of the accreditation committee and I would like to summarize the combination of these courses.

The Accreditation Committee of Continuous Training for Librarians was established on 12th of October 2000. The first program was accepted on 17th of April 2001. There were slightly more than 110 establishments at the beginning. Because training programmes have a validity of 5 years we are nowadays receiving applications for renewal. How can these courses be characterized?

Length of courses

Most courses (63%) are 30 hours long, although they can range up to 120 hours. Each course varies in origin, content, and control. Librarians can choose and combine them freely.

Content

The content of courses varies widely. A common feature, however, is the good coverage of the topics about tools and methods of informatics. There are many special fields among the programs, for example music, equal opportunity, distance learning, user education, professional language, cultural heritage... Usually, courses related to classification (over 15%) are among the most popular ones.

Organizers

Most programmes (over 51%) are created and provided by LIS university departments, which is logical because LIS lecturers are already proficient in creating academic curricula. A second major category of training providers (35%) lies outside universities, comprising associations, research institutes, schools, ECDL courses, etc. The number of libraries creating their own programmes, however, is very low (ca 8%). Libraries often seek collaboration with LIS departments, with the department establishing the programme and the library organizing it and placing the participants.

3.3 Summary of issues and results from the first five years

Difficulties were experienced in the initial organization of courses, especially in having applicants from places far from Budapest. Training centres have better relationship with libraries in the countryside, if they are successful. The most prosperous courses have several editions, like those organized by INKA. This institute is located in Budapest and has a great tradition for extension courses, training, etc. Their information system is clear and well organized. There is a lack of coverage in some subjects, for example special courses

for librarians working in small village libraries. Correspondence and distance learning are very popular, yet the learning environments in participants' homes vary considerably.

Some programs are structured in modules, mostly of 120 hours in length, with homogeneous and complex curricula. In general, there is a need to more publicity, advertising, marketing and PR continuously. Librarians were generally satisfied, although chosen courses do not necessarily match the expectations and needs of the workplace. Improvement of career does not take place in each case.

A highly desirable objective is to enhance mutual appreciation between the training institutes and librarians, between employers and LIS departments, and between colleagues. Personally, I can learn a lot from these experiences and use them for improving courses on UDC, introducing changes and new solutions.

4. LIS education in universities

LIS education at universities is considered the third level over previous two. The system of LIS education has changed one year ago. We organise it in the frame of a dual-stage system according to the Bologna Process. Knowledge of UDC is a basic component of the BA level. There are 8-9 credits for skills of Knowledge Organization, meaning 2 or 3 semesters in the Hungarian LIS Curricula. This duration is shorter than in the former curriculum system.

In the university where I teach I try to ensure the same time as previously, approximately one semester for 3 credits (about 45 hours). This is the best and longest solution in LIS education in Hungary. Nevertheless, time is always too short and it has never been enough. The UDC semester is divided into two parts. In the first one I focus on the theoretical foundation, emphasizing the unique features of UDC, such as specificity in concept representation and the ability to flexibly create complex notations. Students should become able to understand and recognise the hierarchical structure, appreciate the beauty of logic, the nature of classification with UDC, to analyse complex UDC numbers so to identify the symbols, type of code, classes, auxiliaries etc.

In the second part, students should know and adapt rules of composite numbers, making use of common and particularly special auxiliaries, including the derived method. All main tables are explained as well as typical problems and solutions. In the end they should be able to classify books and other documents. Fundamental aspects of study are the methods and rules. By the end of the semester students should be familiar not only with hierarchical structures, but also with the flexibility of UDC, and other properties / concepts such as analytico-synthetic classification, faceted classification, etc. This is not an easy matter to teach and if a question is raised about facet analysis in connection with UDC, usually there is a surprise about the answer being: yes, the problem has been solved long time ago! Besides underlining the value of the classification system, I try to call attention to the issues and possibilities of UDC visualization in library OPACs.

From my experience, our *vision* should be: if students succeed in perceiving the philosophy underlying UDC they will be able to fully employ it. Our mission should then be to develop and advance the sense of responsibility regarding the requirements of quality in information retrieval.

5. Current situation and research activities

5.1 Developments following the last Hungarian UDC edition

Since the last Hungarian edition, UDC users and librarians in particular have been waiting for a concordance between the two editions (1991 and 2005). I do not feel this is an important issue, but we are working on it and the concordance is expected to be published by summer 2007.

The new Hungarian edition was published in June 2006. This publication was coordinated by two people only. One person was responsible for the technical aspects, managing the database, etc. The other person was me. I am liable for everything else. Now our main duty is to bring the Hungarian UDC database up-to-date, give lectures about the changes that have occurred in the system since the last edition, publish some articles, concordance tables, etc.

The Library Institute and the editorial staff of the UDC edition are planning for the accreditation of a 120 hour program on knowledge organization, to be offered this summer. The program will be divided into three parts: a 60 hour course on UDC knowledge, concentrating on new solutions and changes; a 30 hour module devoted to thesauri, in particular the OSZK thesaurus, and a final 30 hours course for other documentary languages. We expect that, by the end of this series of courses, librarians are become motivated and seriously interested in the subject.

5.2 Research

An important kind of development which current information technologies make feasible are visualization techniques. These are especially useful for the exploitation of UDC. On this matter, my conception is that visual imagery + visualization = usability. Several research paths have been followed in this matter regarding UDC, focusing on the following aspects:

- Study the concept of visualization and show novel emphatic arguments of quality of information retrieval on the conceptual level;
- Explore visualization of information, especially applied to concepts and structures of UDC;
- Usability and the user interfaces of the UDC. Solutions and possibilities of UDC visualization in OPACs. UDC features for search capabilities in the online environment;
- Consider and experiment to bring together UDC codes with other topical terms. The MÁTrkSz (Hungarian Comprehensive Information Retrieval Language Dictionary) project is aimed at creating the possibility of a common search system encompassing subject headings, descriptors, UDC codes etc. from some major library catalogues and databases with different structures and information retrieval methods. There is a suitable user interface to search each participant dictionary and to make use of different subject indexing systems.

The above mentioned MÁTrkSz project contributed to the creation of an index for the medium UDC edition. The UDC code became searchable in the MÁTrkSz system, and subject search results, formulated with both indexing terms and natural language consist of bibliographic records classified with UDC (Bánki, 2002, 38). This kind of experiment is very important because in Hungary 70% of the *literature* has UDC codes assigned. The

thesaurus does not replace the UDC system. It only complements the codes. Usage of both systems *helps to achieve* the correct hits and results.

Collaboration with the UDCC in UDC revision activities has provided other research opportunities. In UDC revisions of 2006, several interesting questions emerged and were investigated, though not always a final solution has been reached. These consisted, for example, in discussing solutions by enumeration or facet analysis for the concept of '*Initial value problems. Cauchy problems*' which occurs in several points of the schedule for Mathematics - Partial differential equations. Another interesting example of relevant research was finding the right place in the schedules for the missing concept of *flavour*, in the revised part of Physics, at 539.120 Theoretical problems of elementary particles physics.

6. Conclusion

This paper presented an overview of UDC in Hungary and the perspectives of its current and future use, by both librarians and users, explaining the relevance of classification in education and training in the framework of the Hungarian Information Society strategy. This strategy includes education and training programmes that are promising means to prepare the field to convey knowledge and traditions of UDC and its exploitation in handling information and performing information tasks based on new technologies. Current information technologies, on the other hand, are opening new opportunities for making the most of classifications, especially by offering new possibilities of interfacing functions such as visualization.

For all these reasons, I believe that a combination of multilevel education, training, traditions and research is the right path to ensure a good future for system such as the UDC.

Note

1 Esztegár László: A második bibliográfiai kongresszus. = Magyar Könyvszemle, 1897. 269.p.

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