



ELTE | FACULTY OF PRIMARY AND
PRE-SCHOOL EDUCATION

OUR YEARS IN ERASMUS+



From mobility to strategic partnerships
2014–2023



A Welcome Message from the Dean



“Instead of finding pleasure in giving orders and laying down restrictions, give children the freedom to act.”

(Mrs. Pál Veres)

The first state-sponsored teachers' college to provide instruction in early education, our institution dedicated itself to this task in 1869 thanks to a landmark public education law championed by Hungary's first Minister of Education, József Eötvös (1813-1871). As befits a flagship institution, TÓK has always remained true to its original mission throughout our nation's turbulent history. Since 2000 we have continued to preserve this time-honoured tradition within our capacity as an independent faculty of Eötvös Loránd University. In 1968 TÓK expanded its profile in Primary Education instruction to include training in Preschool Education; in 2010 we broadened our program even further by offering a BA degree in Early Childhood and Infant Education. Our students can therefore immerse themselves in the best methods for instructing and caring for children from the initial, infant stage all the way to sixth grade.

Throughout the past 150 years our programs have continuously evolved to reflect the demands of a changing society while also striving to develop a professional, academic network that extends throughout the field of Childhood Education in both Hungary and abroad, from our neighbouring countries to more far-flung international institutions. We take great pride in ensuring that every aspect of our training programs in continuing education contributes toward the introduction and dissemination of the latest research methods.

This is not to say that our highly respected traditions do not seamlessly accommodate our modern techniques: the Faculty's aim is to encourage the kind of playful attitude, joy and openness toward others that daycares, preschools and primary schools expect to provide in the 21st century. An atmosphere of curiosity and receptivity toward science and the arts characterizes our Faculty, as is demonstrated by the richness of our degree programs: 2017 marked the addition of a specialization in Visual Arts and Culture; in 2022 we launched our Culture of Early Childhood MA and in 2023 the Cultural Mediation MA. Since 2019 our Kindergarten Education BA programme is open as an English speaking, international option for students. For those Early Childhood Education students who speak English really well the opportunity is given to complete a Double Degree in cooperation with the Università Degli studi Firenze.

Thanks to the broad array of activities led by our staff and lecturers, our students can develop their talents in academic student circles, our Faculty choir, the Musical Stage Program or in any of the other artistic, literary, theatrical and athletic programs that enrich life at TÓK. The Student Council plays a decisive role in organizing events at our institution; a brief summary of the events held at our Faculty can be found in this publication.

Eötvös Loránd University's Faculty of Primary and Preschool Education welcomes all those who wish to benefit from the long-established traditions and innovative spirit that makes studying at TÓK an unique experience. Our door remains open to students eager to participate in our rigorous academic work and research while enjoying the quality student life found at Eötvös Loránd University.

Dr. Éva Márkus
Dean

Who are we?



Our Building

Originally constructed in 1911, the building that houses our Faculty still greets our students year after year on the Buda side of the River Danube. Throughout its history, a practice school, practice garden and boarding school have also received a place under its roof. Due to the rapid growth of our student body, in 1975 the city of Budapest granted the Faculty a school building on the Pest side of the River Danube provided more space for our expanding needs until 2007.

In World War II our Buda campus suffered serious damages. After reconstruction a new practice school was added to our building in 1982, which was then followed by the addition of another wing in 1990. The 2017/2018 school year marked the complete renovation of our building's exterior, thereby allowing us to greet our guests and students with a fresh, modern facade.



Our Bachelor Programmes

Primary Education

Graduated students typically find employment in grades 1-4 in primary schools. Within their own specializations they can work in grades 5-6, as well as in areas that can connect to the community education of children aged 6-12. We have ten specializations on this subject area: English Language, Man and Society, Music, Digital Culture, Hungarian Language and Literature, Mathematics, German Language, Natural Sciences, Physical Education and Sport and Visual Arts Education. Beyond these specializations, applicants can also choose from German, Serbian or Slovak Minority Language Education specializations.



Pre-School Education

The aim of this programme is to train educators who are well informed in Hungarian and European culture; have the professional knowledge to take responsibility for the education and care of children aged 3-6 (8); can develop their receptiveness towards games, creation, and knowledge. Students can choose between these specializations: Bilingual Kindergarten Education, Aiding the Transition from Pre-School to School, Early Childhood Education, Sustainability Education, Diversity and Inclusion and Complex Motor Skills Development. There is also the opportunity to choose among specializations in German, Serbian, or Slovak Minority Language Education.

Early Childhood Education

The aim of this programme is to train pedagogical specialists who can use scientifically determined methods on a newborn child up to the age of 3-5 in purpose of a child's community care, education, and development. This area requires love, patience and understanding towards newborn children and those in nursery. Student can continue their studies on Master level after graduation or can start working in nurseries or alternative early childhood education institutions.

Kindergarten Education BA

The faculty launched this programme in 2019 with English as its academic language. Within this programme, just like in pre-school education, we train educators for kindergarten but in an international environment. Students can apply from all over the world and Hungary as well; occasionally they are joined by Erasmus+ mobility students in their classes which helps them gain even more intercultural experience.



Our Master Programmes

Training in Art and Visual Culture Education

In this programme we continuously develop students' visual competencies and creative work; we discuss visual art trends and the methodology of visual education from different aspects while putting emphasis on the characteristics and needs of the 12-18 age group. In our faculty, followers of the graphic designer Huba Bálványos continue his tradition of the understanding and cultivation of visual arts, arts and crafts and the culture of objects and environment.



Culture of Early Childhood

This programme researches the overall connection between culture and education. The emphasis is on cultural and national identity and the cultural connection of children living in different socio-cultural environments. Theoretical elements are reviewed in practice, in a problem-orientated way where the focus is on students' own experiences within the culture of education from their previous studies in primary, pre-school and early childhood education.

Cultural Mediation

The aim is to create cultural mediators who, with their knowledge in education and cultural sciences, in psychology or in social sciences, will be able to analyse sociocultural society processes; to create and publish needs analysis; to mediate the content of culture, and between the creators of culture and different groups of society; to transmit culture professionally. Students with a Bachelor's degrees in education, humanities or economics may apply.

Our Students' Union



The Students' Union is the heart and soul of the faculty. The aim of the union is to help students during their academic years with social, educational, and public matters. There is a committee for each area: the **Social Committee** who is responsible for regular, and exceptional social tenders along with professional, educational, and public scholarships. The **Educational Committee** helps students with study management. The **Foreign Affairs Committee** helps students with mobility tenders and guides incoming students. The **Organization and Cultural Committee** organizes everything related to fun activities, scientific faculty events etc. The **Communicational Committee** is responsible for the faculty social media platforms where they convey important information and calls for events. The **Audit Committee** ensure all committees operate according to regulation.



Some examples of the events the union organizes:

- Orientation Camp
- School Tour
- Freshman's Ball
- Charity Cake Market
- Orientation Day
- Welcome Day

ERASMUS+ IN MOBILITY



Erasmus+ is the core of mobility programmes in our faculty. Via an ever-growing partner network, students can study abroad at European universities.

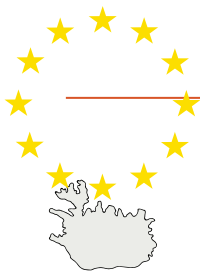
Students can apply in their second semester for the following academic year to spend one, or even two semesters abroad. The programme helps students accommodate themselves in an international environment; to find their independence; to improve their language knowledge while studying in their chosen field. This is a great opportunity for students to broaden their horizons and gather new experiences and life-long friendships.

Erasmus+ offers opportunities not only to study, but also to complete a traineeship. Especially after graduation, this scholarship is an excellent opportunity for those still unsure about what to do next. A work experience in an international environment is a bonus both professionally and in the labour market.



TÓK is also a great environment for incoming students. Our family-like faculty offers English and German courses, placement opportunities and fun activities for those who choose to study with us. Because of its general safety and comparatively less expensive costs, Budapest is very popular among international students, a fact that shows in our constantly growing incoming numbers.





Our partners in Europe



-  A LINZ03; A GRAZ04; A WIEN09; A INNSBRU03
-  B BRUSSEL46; B BRUXEL83
-  CZ ZLIN01; CZ BRUNO05
-  DK RISSKOV06
-  UK BELFAST04
-  SF ROVANIE01; SF TAMPERE17
-  F ORLEANS01
-  G IOANNIN01
-  NL UTRECHT27; NL ARNHEIM27
-  D DRESDEN07; D FREIBUR05; D HEIDELB02;
D LUDWIGB01; D SCHWAG01; D AUGSBUR01;
D MUNCHEN07; D FLENSBU01; D KOBLENZ02
-  IRL DUBLIN04; IRL LIMERIC04; IRL MAYNOOT01

-  PL KRAKOW19; PL BIALYST04
-  N KRISTIA01
-  E BARCELO01; E VIC01; E OVIEDO01; E LEON01;
E MADRID04; E CORDOBA01; E BILBAO01;
E GRANADA01; E ZARAGOZ01; E BADAJOZ01;
-  I BOLZANO01
-  P LISBOA109
-  RO CLUJNAP01; RO ORADEA02
-  RS NOVISAD02
-  SK NITRA01; SK KOMARNO01
-  SI LJUBJA01
-  TR SAKARYA01; TR ISTANB07
-  CH FRIBOUR04; CH ZURICH21

Our faculty is very proud of its partnerships all around the European Union. We currently have 56 partners in 22 countries with the most in Spain and Germany. When signing an Erasmus+ IIA, we prioritize the following: to find partners where our students can study either in English or German as these two are the main languages taught in our Faculty; to have courses that can be recognized to their home studies; to find research and cooperation possibilities for staff on both sides.

Beyond the EU, we have had many great partnerships within the International Credit Mobility Programme with countries like Nepal, Malaysia, South Africa, Russia, and the USA. We also have had partnerships with Georgia and Ukraine that continue into the academic year of 2024/2025.



Our faculty has welcomed many colleagues from all around the world with staff mobility provided by the Erasmus+ programme. This helps outgoing and incoming staff to develop their professional competencies, to teach in an international environment and to look for further educational and research opportunities between universities. It is also a good chance to learn good practices from each other.

ERASMUS+ IN PARTNERSHIP



Creating Strategic Partnerships



Co-funded by
the European Union



Erasmus+

One of the greatest opportunities our Faculty has had in Erasmus+ is the KA2 Strategic Partnerships. Within the mobility programme we have met so many interesting colleagues with whom we could continue our partnerships beyond simple exchange to develop something important, something tangible. We have published academic works, taken our practices to schools and kindergartens and created a Double Degree. These efforts are all thanks to our wonderful partners and Erasmus+.

During the period of 2014-2021 we participated as consortium partners and won the following eight calls.

- 2015-1-AT01-KA202-004987: Eu-rly Inclusion
- 2016-1-HU01-KA201-022945: Multicultural Early Childhood Education
- 2017-1-IT02-KA201-036533: We all count
- 2017-1-AT01-KA201-035062: Youth Start Social Entrepreneurship Programme for Kids (UKids)
- 2018-1-HU01-KA201-047763: Intercultural Early Childhood Education and Care - Curriculum design for Professionals (IECEC)
- 2019-1-FR01-KA201-062255: School, family and community Alliance against early school leaving (Alliance3)
- 2020-1-ES01-KA201-081827: Writing for inclusion (WIN)
- 2021-1-TR01-KA220-VET-000034720: Project Naturalistic Instruction (NATINE)

Out of these we would like to present the latest two in more detail, especially the NATINE project that supported the creation of this document.

Project Naturalistic Instruction (NATINE)



2021-1-TR01-KA220-VET-000034720

The education of children with special needs is a priority in countries not only like Turkey, but also in other developed and developing countries. The importance, need and support of an inclusive classroom has grown. A classroom of this type contains effective and practical strategies that can be used by kindergarten and primary teachers in regular educational processes, especially during the transition from kindergarten to primary school.

For these inclusive endeavours to be successful, we need good practices that can, through group work or classes, explain and demonstrate to kindergarten educators and primary teachers the methods and educational assets they can use to integrate these children. This aim demands written, visual and Web 2.0 developments to show teachers how they can reach the goals in a primary classroom set previously for children with special needs in the kindergarten groups, and in a more natural way.

The following organizations came together to create these good practices:

Turkey

- Anadolu University
- Tohum Autism Foundation

Hungary

- Eötvös Loránd University (ELTE)

Austria

- S.I.N.N. Dr. Pretis

Germany

- MSH Medical School of Hamburg

North Macedonia

- Združenie za unapreduvanje na obrazovaniето, kulturata i sportot
OBRAZOVANIE ZA SITE Skopje

First and foremost, this project has a sociological aim combined with an economic initiative that focuses on children with special needs and on their educators, and indirectly on parents. This project aids educators in having a more effective role in the preparation of special needs children for the future, to develop the life quality of these children and their families and to elaborate practical solutions. The aim is to reach a better level of quality in pedagogy and education.



Starting the project

The aim of this project is to create written and visual materials for kindergarten and primary teachers to help them with the integration of special needs children into their institutions, and for those to have a normal, everyday life while fulfilling all their needs.

Expected outcomes:

- 1) Creating teaching strategies and instructions that, together with colourful drawings (and cartoon case studies), help make the kindergarten and primary school transition easier while supporting the integration process.
- 2) Narrating videos that present the effective way of using and applying these strategies and methods.
- 3) A practical and interactive Web 2.0. platform has been in the making wherein the natural process of pedagogy and education is represented while providing strategies and samples of videos that can be read and watch by any interested viewer.

Project results

As the project has not yet been completed, here are the outcomes so far.

Booklets

- [Module 1.](#) Naturalistic Teaching Process
- [Module 2.](#) Definition and Characteristics of Young Children with Special Needs
- [Module 3.](#) Responsive Adult Behaviors
- [Module 4.](#) Naturalistic Teaching Strategies and Techniques
- [Module 5.](#) Environmental Arrangements

Videos

For each above mentioned modules there are several video materials available that explains and shows techniques of the projects. The materials can be reached by clicking on the play button.



Certification

Those who complete the programme can request a certification.

Thank you and copyright

Thank you to the Hungarian coordinators, **Bernadett Svraka and Dr. Zsuzsa F. Lassú** for their excellent contribution to the project.

All information listed is the intellectual property of the project coordinator and members. The information above was used by the approval of the Hungarian coordinators.

These and even more can be found on <https://www.naturalisticteaching.com/en>

Project Writing for Inclusion (WIN)



2020-1-ES01-KA201-081827

To promote diversity in Europe, social inclusion has been a long-term key priority for the European Union. As early as 2010, the European Commission launched the Europe 2020 Strategy to further social cohesion. Within this aim, education has played a paramount role since it was identified as an invaluable tool for social mobility in an equitable society. The project “Writing for Inclusion” (WIN) focused on raising awareness, changing perceptions, and providing resources to implement inclusion through the concept of “Care in Education”.

As for the project background, a needs analysis was carried out to examine the beliefs and perceptions of university teachers, pre-service and in-service teachers regarding inclusiveness and “Care in Education”. The findings from the online survey suggested that diversity was seen as an asset, even if many educators expressed their willingness to be trained in using new technologies and new resources to implement the principles of “Care in Education”. In order to mainstream inclusive practices, a four-country consortium was created.

Spain

- University of Vic-Central University of Catalonia (UVic-UCC)
- Les Pinediques

Hungary

- Eötvös Loránd University (ELTE)
- Erzsébetvárosi Két Tanítási Nyelvű Általános Iskola és Szakgimnázium

Italy

- Università di Firenze (UNIFI)
- Istituto Comprensivo Le Cure

Ukraine

- Poltava V.G. Korolenko National Pedagogical University (PNPU)
- Poltava Comprehensive school of I-III degree # 18

Starting the project

The project highlighted the following aspects:

- To train primary school teachers and teacher trainees to handle “Care in Education” through technology.
- To elaborate materials and organize conferences that advocate for non-discriminatory attitudes.
- To create a platform to boost creativity and raise awareness on storytelling as a means for inclusion.
- To reinforce the bond between teacher training colleges and schools.

This project also aimed to carry out intensive training workshops to encourage the sharing of experiences and good practices in writing for inclusion with e-twinning with in-service teachers.

This consortium used a blended methodology that combined e-learning and face-to face training activities.

The Project target groups were in-service teachers, young learners, and – more marginally – teacher trainees. The project was implemented in four schools among more than one hundred pupils.

Project results

The project was focused on the following outcomes upon its completion.

An open-access learning platform that gathered practices and transfers experiences among the participating universities and schools in the areas of Inclusion and “Care”.

Online modules. Their main goal is to reappraise the teachers’ attitude towards diversity and to sensitize them to the teaching styles suitable for spreading our view of “Care” and Inclusion.

Learning-focused animations. They are a bank of digital resources that children will use to develop their stories on inclusion in peer-to-peer scenarios.

A school toolkit that has been developed to aid participants (teachers and students) through all the steps that are to be followed to create a digital story. This online pack covers the technical processes of taking advantage of the animation toolkit, and it gives recommendations on how to implement the materials in the classroom.

A training activity that combined e-learning modules (20h) among which different partners can choose according to their teaching needs, and face-to-face sessions following a blended methodology.

A multiplier event. This final event was organized and held by UVicUCC in Spain. Its main aim has been to disseminate the project outcomes and reach out to the local community.

Digital tales. School students elaborated inclusive stories that were shared in an eTwinning project among partner schools. Similarly, preservice teachers created their own tales after observing and evaluating the project implementation during their placement.

All in all, this project aimed to realise synergies between the different stakeholders involved in the education of young learners in the belief that fostering collaboration is the best way to solve the complex issue of social inclusion in education that Europe is currently facing.

Thank you and copyright

Thank you to the Hungarian coordinators, **Dr. Valéria Árvai and Éva Trentinné Dr. Benkő** for their excellent contribution to the project.

All information listed is the intellectual property of the project coordinator and members. The information above was used by the approval of the Hungarian coordinators.

These and even more can be found on <https://mon.uvic.cat/writing-for-inclusion/>

WHERE TO NEXT?



When it comes to mobility, one of our main objectives in the foreseeable future is to extend our partnerships more to the United Kingdom and beyond. Our students show great interest towards the UK and Asian countries, which gives us a great opportunity for negotiations with new prospective partners.

We would also like to find new ways to expand our recruitment strategies because from the academic year 2024/2025 we are extending our academic offering with an Early Childhood Education BA programme in English. Just like in the Kindergarten Education BA programme, this opportunity is open to international students from all around the world.



In 2024/2025 we are launching our Double Degree programme in cooperation with the Università degli Studi di Firenze. Participating students can receive the opportunity to study within the framework of early childhood education at each university and eventually receive two degrees at the same time. Apart from broadening the knowledge and horizons of each student, the beneficiary effect of the programme is that it helps in gaining international experiences which allows students to obtain an international career.

We have expressed many plans in our internationalisation strategy, one of which is to extend our Mater Degree programmes to a more international audience.

Although we have worked in many successful projects within the Erasmus+ Strategic Partnerships calls, we would like to become consortium leaders.

As a small faculty we aspire to become more; and by creating good practices and partnerships we hope to grow further within the international community.



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