STAIRS

Country Report of Hungary

November 2019

STAIRS

CONTENTS

5 Critical analysis of national indicators regarding social inclusions

6 Hungarian learning needs

References

EDUCATION SYSTEM IN HUNGARY

1 EDUCATION IN HUNGARY

Structure of the National Education System

Hungary 2018/19

Source: Eurydice 2018/19

1.1 Early childhood education and care (ECEC) (ISCED 0)

ECEC 1 – CRECHE

Type of institution, main features, key data
- Age: from 20 weeks to 3 years
- 16-17% participation rate (this is far below the Barcelona objectives)

Specific issues regarding inclusiveness on this level
- Nursery and other services in disadvantaged areas
- Size and capacity of facilities in disadvantaged regions and rural areas
- Long tradition of maternity leave (up to 2-3 years)
- Number of qualified childcare workers in disadvantaged regions and rural areas
- Salary

Relevant measures in the past 10 years (successful or failed)
- Capacity expansion (ongoing process, data are available in References)

ECEC 2 – PRE-SCHOOL PROGRAMMES (ISCED 0)

Type of institution, main features, key data
- Kindergarten
- Age 3-6 years, compulsory from age 3, homogeneous or mixed age groups
- 84,4% participation rate at age 3 (KSH, 2017) and 95,6% between 4-years-old and the starting age of compulsory education (Eurostat, 2017)

Specific issues regarding inclusiveness on this level
- Children's cognitive / affective / social development status
- Level of knowledge in child psychology, learning, and development amongst kindergarten teachers

Relevant measures in the past 10 years (successful or failed)
- Attending a pre-school is compulsory from the age of 3 since 2015. However, the notary could allow an exemption until the age of 5 on request of parents. According to new legislation (July 2019), the new age limit of exemption is reduced to the age of 4, and – instead of the notary – a government-appointed body is responsible for authorisation. Participation rate was incited by conditional cash transfer earlier, but the new regulation is more effective in regarding quantitative data.
- Kindergartens are under the authority of municipalities, so different maintenance organisations and stakeholders oversee kindergartens which makes it difficult to initiate common development strategy.

1.2 Primary and secondary education (ISCED 1, 2, 3)

GRADES 1-4 (GENERAL EDUCATION) (ISCED 1) AND GRADES 5-8 (LOWER SECONDARY EDUCATION) (ISCED 2)

Type of institution, main features, key data
- General: 6-10 years of age; lower secondary: 10-14 years of age

Specific issues regarding inclusiveness on this level
- Support of the transition programmes
- Dealing with the selection processes
- Grade repetition

Relevant measures in the past 10 years (successful or failed)
- Since 2013, mostly the state and some churches oversee the maintenance of the majority of public education institutions (earlier: local governments).
- Beside the changes in the maintenance system and the regulations, it is intended to standardise education (e.g. curriculum), encouraging various teaching methods based on different regional, school, classroom, and individual needs.
- In the three-level content regulation system – which is like some Western-European education systems – there may be a maximum of 10% option to complete the mandatory centrally published Frame Curricula (while alternative curricula may also differ by a maximum of 30% from the National Core Curricula subject structure).
- Schools and teachers can choose from the list published by the Ministry offering teaching aids (books, textbooks etc.).

SECONDARY GRAMMAR SCHOOL (GYMNASIUM, LYCEUM) (ISCED 3)

Type of institution, main features, key data
- Generally, from 14 to 18 years of age, from Grades 9 to 12
- Mixed system: integrated lower and upper secondary education programmes exist parallelly (ISCED 2-3) from Grades 5 to 12 or from Grades 7 to 12 (from 10/12 to 18 years of age)
- Medium and advanced level school-leaving exams
- Provide access to higher education

Specific issues regarding inclusiveness on this level
- Differences among students based on their social-cultural background or special needs
- The integration of disadvantaged learners

Relevant measures in the past 10 years (successful or failed)
- The above-mentioned amendment of the public education system which concerns secondary education as well.

VOCATIONAL EDUCATION PROGRAMMES (ISCED 2, 3, 4, 5)

Type of institution, main features, key data
Various types of VET programmes, the following system has been run by the government since 2016:
- **Bridge programmes:** designed for students who have not finished primary education, are over the age of 15, and aren't enrolled in secondary education
- **Secondary vocational schools** (ISCED 3)
  - Secondary VET school: 14-17 years of age
  - 3-year programme: basic VET qualification (ISCED 353)
  - extra two years give the opportunity to get a technician qualification (ISCED 454) or the secondary school-leaving exam
  - Vocational grammar schools: 14-18 years of age
  - 4-year programme: provide general and pre-vocational education
  - school-leaving exams and basic VET qualification (ISCED 354)
  - provide access to higher education
  - an extra (5th) year at post-secondary level gives the opportunity to get a technician qualification (ISCED 454)
- **VET schools for students with special needs** (ISCED 2, 3)
  - age 14-23
  - 2 or 4-year programmes and an additional preparatory year for students suffering from mental health conditions
  - basic VET qualification (ISCED 353) or partial qualifications (ISCED 253)
  - focus on developing soft skills and preparing students for a self-dependent life and acquiring labour market competences
- **Post-secondary VET programmes**
  - 1-2-year practice-oriented, school-based (non-tertiary education) programmes (ISCED 454)
  - 2-year higher education VET programmes (ISCED 554), can be transferred (up to 90) credits to a Bachelor programme in the same field

Specific issues regarding inclusiveness on this level
- Systematic structural changes.
- Drop-out rates in vocational schools.

Relevant measures in the past 10 years (successful or failed)

- Since 2011, institutions have faced some changes in the maintaining system. In 2012, government institutions were transferred to institution maintenance centres (MIK), then, in January 2013, the vast majority of vocational training schools – similarly to other public education institutions – were transferred to the newly established Klebelsberg Institution Maintenance Centre (KLIK). After two years, and primary and secondary grammar schools were attached to smaller state District Centres, but VET schools were transferred to another ministry that is responsible for economy and VET education (Ministry for Innovation and Technology). On 1 July 2015, around 1000 institutions were concentrated in 44 Vocational Training Centres, usually, one or two have been created in each county. Vocational training is also significant in the private sector, including churches, accounting for more than 30%.
- 3 years after the completion of the above-mentioned structural change in the VET-system (not only changing the maintenance system, but also renaming the school type), the government published a new VET strategy which visions much bigger systemic changes in VET, as follows:
  - The VET system will change in the next school year (2020/2021). There will be two types of VET-schools: the 3-year vocational school and the 5-year technical school, and the Bridge programmes will be discontinued and replaced by a 1-year training school for those who leave school without qualifications.
  - The National Qualification Register (NQR) will also be modified and the new profession structure will have two pillars.
- The main intention behind these large-scale reforms in the VET-system in Hungary are as follows:
  - popularising as well as separating the VET-system from the general education system (different ministries are responsible for them, and different target groups influence the educational sectors);
  - strengthening VET state schools and reducing the for-profit sector's rate in VET-education (the adult education is not financed by the government, the current practice-oriented short-term training programmes may run there later);

2 NATIONAL CONTEXT AND CURRENT RESEARCH: KEY ISSUES REGARDING SOCIAL INCLUSION

2.1 Characteristics by level of education

ECEC, PRESCHOOL AND TRANSITION TO COMPULSORY EDUCATION

A strong tradition in Hungary is that mothers stay at home over a relatively long period of time (until their children reach the age of 2 or 3 years) and children do not attend any institution. It could result in *huge differences between children with different social backgrounds.* Therefore, access to ECEC has importance in disadvantaged regions.

Therefore, large differences regarding children's cognitive, affective and social development status are evident both at entry and exit points (more than 2-3 years difference in maturity at school entry level). Even with huge added pedagogical value in kindergarten, children with low SeS background mainly start their primary education in schools where 50% or more percent of the learners come from the same or even lower SeS background.

PRIMARY EDUCATION AND SECONDARY EDUCATION

Disparities in educational access are known to be influenced by *early selection*. Compulsory school age is 6, and education is compulsory until the age of 16 (it was reduced from 18 in 2013) in Hungary. Primary school is generally from Grade 1 to 8. Grade 5 to 8 can either be second stage of basic education or lower secondary education. Secondary education typically takes place after 8 years of primary education, Grades 9 to 12, however, some secondary schools can provide both lower secondary education and upper secondary education (from Grade 5 or 7 to Grade 12 or 13).

The National Assessment of Basic Competencies (NABC) has been organised on a yearly basis to measure the levels of numeracy and literacy development of primary and secondary school students (in Grades 6, 8 and 10) all over the country since 2001 by the Ministry of Human Capacities. Every school in Hungary participates in the assessment every year. The system is apt to provide relevant information to design the necessary interventions on regional, local, and school level. There is a high potential in processing the collected data, however, they often remain raw.
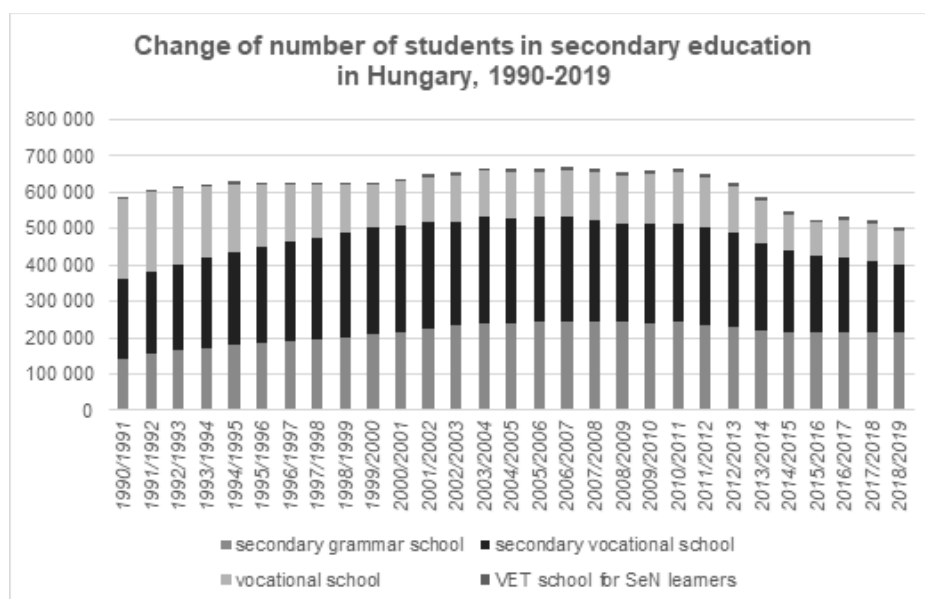
SECONDARY EDUCATION

There are *differences between secondary grammar or vocational grammar schools and secondary vocational schools* (without school-leaving exam).

The number of students in secondary grammar or vocational schools *(gimnázium/szakközépsikola)* and in vocational schools (szakiskola) was roughly the same in the '80s. Until the change of the political regime in Hungary (1989), institutions were basically maintained by the state. Subsequently, after the adoption of the law on municipalities, most schools were maintained by municipal and county governments, and legislation broadly allowed the establishment and maintenance of schools by non-municipal (private) actors.

By the end of the '90s, as a result of the closure of large-scale industrial state-companies and the economic restructuring in the free and globalised market, youth unemployment rates have increased unprecedentedly in Hungary. One of the government measures was, in 1996, that compulsory education age was increased to 18 years from 16, and at the same time, the state provided support on favourable terms to many market-based institutions in the field of vocational and adult education (both regarding legislation and financing). The earlier VET structure relied on the large corporate background, but after the collapse of that, the response of the government-regulated VET-system was not flexible enough to respond to the new demands of the economy. At the same time, practical training places at state companies significantly decreased and school-based practical training became dominant, which process have led to widening the gap between education and labour market.

The programmes of post-secondary education (ISCED 4) that usually last for one or two years were also introduced in the second half of the '90s. After 2000, as a response to the increasing demand of the residents, the role of private (for-profit companies and NGOs as well) schools in post-secondary vocational education became very important in two fields: in quality VET education with direct path to the labour market, and in providing disadvantaged students with special training programmes.

The liberalisation of school establishment and the contribution of vocational training have led to an increasing number of institutions and a decline in the number of students enrolled in a school. The expansion of higher education has also contributed to this process, vocational schools without school-leaving exam have become unattractive to many families.

Change of number of students in secondary education in Hungary, 1990-2019

Source: Hungarian Central Statistical Office, 2018 (edited the by the Authors)

Nowadays, most children who's performance is below average decide to go to vocational schools after finishing primary education. This is reflected in the number of grade repetition, as well as in literacy and mathematics results of competence measurements (NBAC).

The situation of Roma children is particularly unfavourable. Although, they mostly complete primary school (there is no standardised learning outcome requirement at this level of education) and they enter a secondary school (typically vocational schools) at similar rates to their non-Roma peers, their drop-out rate is around 80% (nearly double than the non-Roma pupils from the same local area) as opposed to the national average of 12%, although it is worth noting that the data is from 2012, and this was 63% in 2018.

The school choice of disadvantaged learners cannot be considered as a voluntary decision, nevertheless, it determines learners schooling career and achievement according to their social-cultural background. Learning differences remain significant among students based on their social-cultural background or their special needs system-wide. The integration of learners with low SeS or Roma background is one of the greatest challenges on the secondary education level as well.

2.2 Characteristics of the education system and governance

FEATURES OF EDUCATION LEGISLATION

- *Financing of institutions and legal regulation:* Most of the schools (80%) are maintained by the state (an authority under the Ministry of Human Capacities) or belong to VET Centres maintained by the Ministry for Innovation and Technology. Kindergartens and nurseries are typically maintained by the local government, and some of them either are run by churches (7%) or private (7%). The churches have an increasingly strong role in the system (15% of schools belong to a religious organisation). The private sector is small (5% of primary schools, and approximately 10% of secondary schools), they have proper regulation and most of them are not independent from the state (around 50% of the resources is central financing).
- *Education management:* educational institutions have enjoyed considerable flexibility since the beginning of the '90s. Before 2013, schools basically belonged to local governments. Then, after

that, the maintenance responsibility went to the Klebelsberg Institution Maintenance Centre. Information flow within this structure is typically top down.

There is other several positive examples to be followed (Arató – Varga, 2012a). In most cases, however, an autonomous, open-minded educational school leader works in the background who takes personal responsibility for children and the school staff. These leaders have been managing their institutions for decades and developed a committed and collaborating teaching staff by the means of a subsidiary system of support and financing between 2002-2014 (Arató – Varga, 2012b).

That was the way how *Hejőkeresztúr* primary school has become widely known as a model[1], where 70% of students come from a multiple underprivileged environment. And still, every student continues learning after finishing primary school and 70% of learners are successful at the school-leaving exam. The teaching staff have developed their approach and methods over the years. They have adapted the educational model of Stanford University, which became well known as Komplex Instrukciós Program *(Complex Instruction Program)* for several Hungarian schools that wanted to adapt the programme into practice[2].

The state-run Gyermekek Háza (House for Children) in Budapest[3] has also developed an educational way for the past thirty years which proved to be of basic importance as far as efficient inclusion is concerned. Each class works with a few children with special educational needs representing different types of needs. In addition to creating an inclusive learning environment, they have played an important role in developing the methodology of differentiating education shared by numerous schools. They continuously work together with teacher candidates and hold further education courses all over the country.

- *Contextual regulation:* The first output point that demands standardised requirements is graduation (typically at the end of Grade 12) or vocational examination. A three-level structure of the National Core Curriculum, the Frame Curricula and local curricula (institutional level) provides a regulatory framework for teachers to develop syllabi. There are content requirements, compulsory structure for subjects and timeframes as well as a key competence system, moreover, recommended evaluation methods.
- *Learning and teaching materials:* State-funded schools use free of charge textbooks and teaching materials published by the state. This rule does not apply to religious and private institutions. There have been some EU-funded projects in the field of digital education and the publishing of digital teaching materials.
- *Assessment and evaluation:* Cyclical assessment of substantial competencies involving all learners has been done for a long time and it represents high quality (the National Assessment of Basic Competencies, Grade 6, 8 and 10).

Teacher policy
- *Getting ready for professional career:* In the Hungarian initial teacher education, the pedagogical/psychological theories and disciplinarian studies have been thought separately in most of the institutions. The teacher education system has undergone three systematic changes in the last 15 years.

Most practicing kindergartens and schools offer access to children coming from middle-class families and they produce learning achievements above average. One can, however, find good practice as well. Training in the Teacher Training Institution of Miskolc University *(Miskolci Egyetem Tanárképző Intézete)* places more emphasis on practice than other organisations do. They do not run any practicing schools but have live connections with various institutions in their region. Teacher

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[1] http://www.hejokereszturiskola.hu
[2] http://www.komplexinstrukcio.hu
[3] https://gyermekekhaza.hu/

candidates acquire practical experiences in such background institutions. The teachers of the university professionally support collaboration with school staff and work with them as professional partners. Commitment makes an obligatory part of the training programme saying that teacher candidates are expected to volunteer with disadvantageous learners of Roma and non-Roma communities. The idea dominates all the activities of the institution and says that children should not be snatched from their communities where they come from. It is not enough for teachers to have theoretical and methodological knowledge and skills, but they are expected to take responsibility for the children they teach as well. (Kende, 2018) Institution of Education Sciences at University of Pécs is also a good example, where they are running a wide partnership system with schools, where future teachers can practice. That is also an effort to establish a two-pillar teacher training model with new ways of working together of students, lecturers, and teachers (Arató, 2015b)

- *Repertoire of methods:* educational efforts (to support integration and competence development) in the last decades on methods which contributed to developing learners in personalized ways. They emphasised cooperative and differentiating learning management, drama playing, project pedagogy, active learning, digital technologies, and formative assessment. The acquisition of the methods was provided by an enormous number of in-service trainings.
- *Continuous professional development:* The practice of in-service education is determined by the same input regulation and outside directivity which characterise education as a whole. Professional learning is sometimes motivated by the desire to acquire credits rather than by the lack of skills experienced.

2.3 Social dimension

- *Stereotypes and prejudices:* The most vulnerable minority group is the Roma people.
- *Minority and poverty:* Research show that more than 70% of the Roma live in poorer circumstances than the whole of the society. However, poverty cannot be simplified only to an ethnic question because most of the poor are not Roma. In the case of Roma children, it is not their belonging to an ethnic group, but their poor social status which correlates with school circumstances. Efforts are made constantly to reduce child poverty.

The programme called Strategy for National Social Redevelopment, *2011-2020 (Nemzeti Társadalmi Felzárkóztatási Stratégia, 2011-2020)* prioritised and aimed at reducing the ratio of learners living in poverty and exclusion, with particular attention to Roma population. On average, it affects three people out of ten in the Hungarian population. While it refers 'only' to a quarter of non-Roma people, it affects three-quarters of Romas. More than 10% of children are considered endangered pupils on the national average and the majority are Roma children. Early selection and exclusion from quality education were identified as the main problems by the strategy focusing on complex intervention. The most important items for the solution were as follows: spreading services of nurseries and Sure Start Children's Centres *(Biztos Kezdet Gyerekházak),* making nursery school attendance obligatory and establishing schools to adapt to increased segregation.

Several practitioners have tried to solve the problem and there are some visible successes so far. Alongside developing Integrated Educational Systems, the government has been trying to establish full-time schools. Experts have been recently trying to establish compulsory nursery schools after the age of 3, but the system lacks the adequate number of nurseries schoolteachers to meet the demands at a quality level. Research shows that successful education can be provided for disadvantageous children even in a segregated environment. Success primarily depends on eliminating latent discrimination, providing good quality education, and raising high-level expectations. Generations with differing social background do not namely acquire the practice of cooperating with each other while becoming adults. (Nahalka, 2013)

- *Responsibility of teachers:* A survey carried out on a national representative sample in 2013 says

that most teachers feel helpless when dealing with family-related socio-cultural disadvantages. Other research, however, shows that we can distinguish between resilient (with measured success) and unsuccessful (endangered) schools which are open to working with learners and Roma students (in a ratio exceeding 50%) coming from the disadvantageous environment. Difference between the two types can be apprehended at the nature of organisational climate and it does not root in the practice of individual teachers or in the programmes providing disadvantageous treatment. One can clearly see that success or failure of disadvantageous learners are often influenced by the inner world of schools – regarding the fact that different institutions offer different answers to the same issues. Research also shows that teachers are more ambitious to focus on individual development which is more successful to compensate for socio-cultural disadvantages. They prefer having permanent professional communication, share their expertise, cooperate with each other and are active in making decisions at the local level. Relationship among teachers, students and parents is characterised by partnership. Teachers tend to provide many extracurricular activities to supplement classwork. Students and teachers of resilient schools often prefer staying long hours in schools. Teachers are less inclined to accept the idea of separating Roma learners from the majority. They have more positive images about their own work and take responsibility more seriously for the success of disadvantageous learners. Generally, the success of compensating disadvantages mostly depends on teacher-attitude which unfortunately changes rather slowly. Small steps of methodological innovation may, however, play an important role in developing a positive atmosphere which can be learned and may result a displacement toward creating chances even in the short run. (Széll, 2018) Based on longitudinal research, and on the evidence of higher education support programmes for Roma learners, the responsibility of teachers can face with clear opportunities how they can raise the level of Roma learners' resiliency and empowerment (Varga, 2018, 2019).

3 TERMINOLOGY: INTEGRATION, INCLUSION, SOCIAL INCLUSION, SPECIAL NEEDS, EQUITY VS. EQUALITY, ETC.

3.1 Terminology in Hungary

EQUALITY

"...equality means the provision of equal access, from different view of equal treatment. The application of equal treatment will prevent that groups and individuals would be excluded from access to opportunities provided by the society. In other words, equality means the democratic social minimum which ensures that nobody would be disadvantaged because of real or perceived individual features or belonging to a certain group. The law on equal treatment and the promotion of equality (2003/CXXV) aims at the provision of this. It is a legal guarantee for the prevention of measures, actions, mechanisms that directly or latently could cause exclusion. In our interpretation, equality means that different people and groups have the opportunity in the common space and gain access to information, activities, services, equipment in the same way and proportion." (Varga, 2015:18-19)

"Returning to the question of equality, we may conclude that there are groups and individuals in situations characterised by inequality in all societies. The measures and actions aiming at real equality and equity are

implemented to reveal and offset the inequalities. These social interferences can only be productive if the society itself is becoming more and more receptive. The mutuality of this process is shown by the fact that the actions for equality and positive influence shifts towards a tolerant receptive society. It is important to stress, however, that during the process of development inclusion views the system of inequality from the point of the whole society. It creates an interpretational framework in which the reflexes of separation and segregation in the society are eliminated. (...) These days social inclusion is gradually complementing and replacing the notion of equality in scientific and political discourse owing to its complex and modern approach." (Varga, 2015:43)

EQUITY

Equity 'refers to an educational environment where individuals can consider making choices based on their abilities and talents, and make decisions without the influence of stereotypes, expectations, and discrimination. This educational environment opens economic and social horizons without consideration of gender, ethnicity, and social status.' (Education and equity... 1997 id. Radó 2000a:345 in Varga, 2015:23)
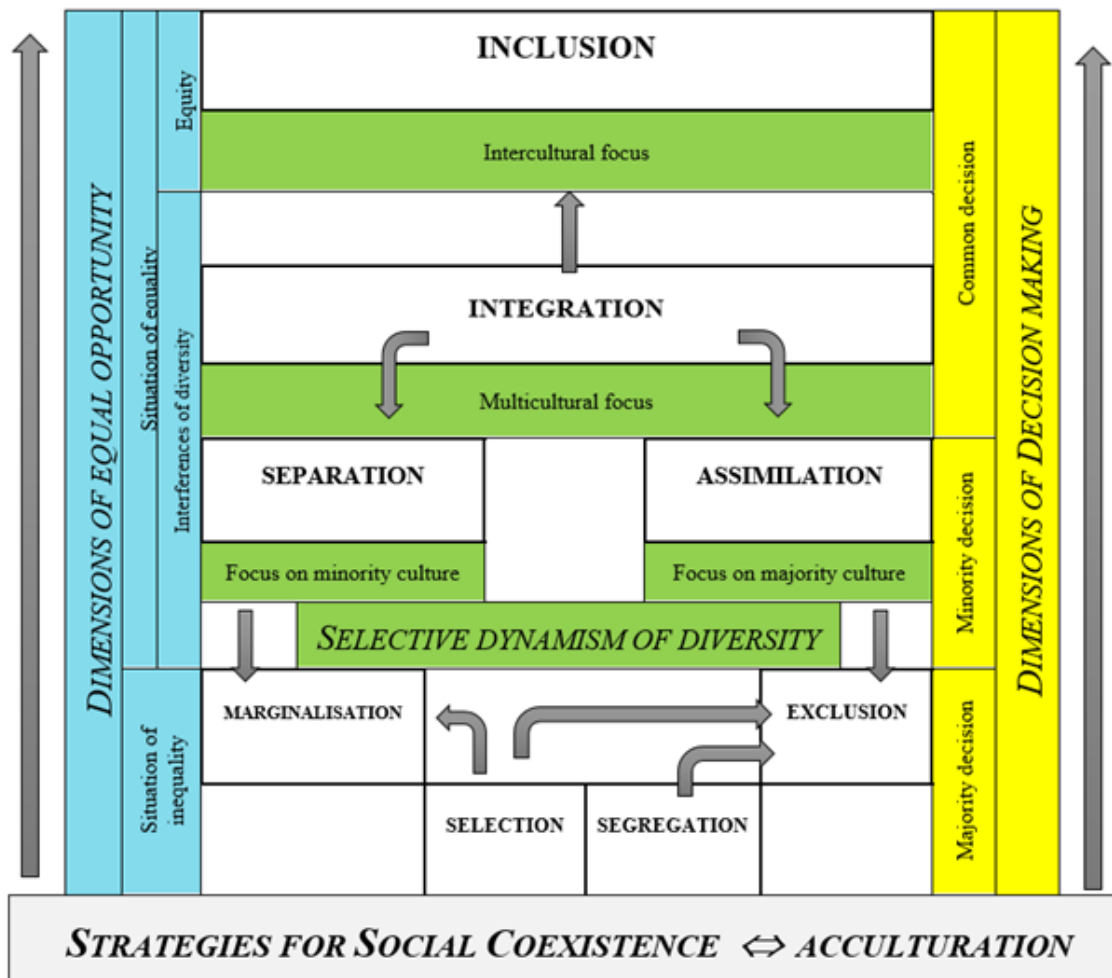
INCLUSION

"The notion of inclusion has brought a new approach. Opposed to integration, it shares the view that this type of classification about „deficient groups" does not exist. Inclusion talks about a heterogenous group, where the common assertion gains momentum. We have also been able to observe that in the background of the change that replaced integration with inclusion there is a more democratic approach. This emphasises the relationship of different groups and individuals with the principle of mutuality. The focus of reception is on the environment itself instead of the integrative process that expects the adaptation of the integrated. According to the view of social acceptance, co-existence will be successful if the environment is able to meet the needs and demands of all individuals to the appropriate extent. In other words, inclusivity primarily strives for making the eco-social environment receptive, putting interferences that prevent segregation into the focus. (...) Inclusion is a consciously run social system of effects that counterweights exclusion and can prevent the expulsion and discrimination of groups and individuals. At the same time, it ensures access to social goods and opportunities. Inclusion is based on a view that is free of categorisation, where mutual acceptance is a never-ending process, constant work for an ideal when discriminative forces disappear in the society." (Varga, 2015:44)

INCLUSIVE EDUCATIONAL ENVIRONMENT

"Inclusive pedagogy presupposes a system that starts with the recognition and appreciation of the differences between the students. It views the student as an independent personality in its complexity, among others with respect to social, cultural, and individual features. The essence of inclusive pedagogy is the need and the ability to react successfully to the continuously changing demands and the originality evolving from the endless variations of personal features. The schools shaped according to this new concept continuously adapt to the learners in their daily practice with the transmitted subject material content and the applied teaching methods. At the same time, it relies on the identity, experience, knowledge, abilities of the students who attend it and involves the potential partners in the social environment. It is capable of continuous renewal because it admits that without this it would be impossible to react to the changing demands." (Varga, 2015:53-54)

3.2 A Hungarian model of inclusion

Source: 2. ábra. Társadalmi együttélési stratégiák rendszer (Varga, 2015)

Graph 4. The system of inclusion

Input	Process	Output
• Criteria of equal chances and equity	• Conditions in the running of the system aimed at providing Inclusive Excellence	• Efficienct indicators valid for all participants

Graph 5. *System-management conditions of inclusion*

Source: Varga, 2015

4 IDENTIFYING KEY LOCAL STAKEHOLDERS: INSTITUTIONS AND PROFESSIONALS

Institutions and actors

As described in the detailed introduction above, more systematic institutional or professional protocols might be developed in Hungary to facilitate social inclusion. Government-initiated programmes are mostly based on EU funds and run on a project basis.

The socio-economic status of the family has the most influence on the student' performance in Hungary, despite this fact, there is an absolute need for involving parents into the learning process. Parents associations try to do their best but their views and demands go to the policy in some dedicated channel. Parents' rights in relation to children are adequately regulated by the Public Education Act.

At the institutional level, the formal framework for personal communication is provided by the „parent meetings", held on a monthly or quarterly basis by the class teacher, and the „teachers' office hours", held 2-3 times in a year, where the parents can meet every subject teacher as well. Depending on the school and the teacher, meaningful dialogue takes place. Traditionally, there is a parent working community in every educational institution where every student group is represented by a parent, but it is very variable by schools that if it is formal or substantive.

The main learning motivation of the Hungarian partner is studying institutional systems based on professional protocols in cooperation with different professionals.

However, there are long-standing disadvantage compensation programmes in which schools are usually the key players. Hungary has two big inclusive programmes for young people:
- the 'Útravaló' Scholarship Programme (Útravaló Ösztöndíj Program),
- the Arany János Programmes (Arany János Programok).[4]

Role of the identified stakeholders in the whole school approach

The actors listed below are involved in tackling disparities in many countries.

missing – 1	low – 2	relevant – 3	strong and effective – 4

- **social workers**   1   2   **3**   4
• their main role, if they are involved: from January 2019, every school has to cooperate with a social worker who works at the Education Authority to support schools.

- **youth services and organisations**   1   2   **3**   4
• their main role, if they are involved: non-governmental organisations play a very important role in this area, but their existence often depend on projects financed by external resources.

- **outreach care workers**   1   2   **3**   4
• their main role, if they are involved: social workers out of schools, employed by the Child Care Centres available for families and schools.

- **psychologists**   1   **2**   3   4
• their main role, if they are involved: school psychologists are only financed in larger schools, free services for disadvantaged learners are hardly available.

- **nurses and other therapists (speech and language)**   1   2   **3**   4
• their main role, if they are involved: nurses work normally in each nursery school helping the kindergarten teachers. Different specialists (speech therapists, career advisers, physiotherapists, specialists of various fields of special education needs) employed by pedagogical professional services which are located in the centre of each county and the bigger towns. Some schools also employ them as staff members; in smaller places a the „travelling special education teacher network" provides the services. Their provisions are available for schools and families as well.

- **child protection services**   1   2   **3**   4
• their main role, if they are involved: Child Welfare Services act as an official body and are responsible for all matters concerning the well-being and safety of children. They are obligated to cooperate with other authorities and institutions (eg. schools, municipalities) on child protection alert systems.

- **guidance specialists**   1   **2**   3   4
• their main role, if they are involved: despite the long-term tradition and ESF funded large scale development programmes, this profession is not operating at a satisfactory level, qualified professionals are missing.

- **police**   1   **2**   3   4
• their main role, if they are involved: officially part of the child protection alert system.

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[4] More information about the specific programmes for vulnerable young people: https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/44-inclusive-programmes-young-people-hungary

● **unions**   1   2   3   4
• their main role, if they are involved: -

● **business**   1   2   3   4
• their main role, if they are involved: -

● **intercultural mediators**   1   2   3   4
• their main role, if they are involved: -

● **migrants associations**   1   2   3   4
• their main role, if they are involved: -

● **NGOs and other community-based organisations from sport, cultural environment and active citizenship sectors**   1   2   **3**   4
• their main role, if they are involved: not institutionalised but they can show up most of the results in the topic. Their good practices are often integrated into state development programmes, but short development cycles and obligatory introduction does not help the internalisation of professional procedures.

Student, parent, family, and community involvement

How are students, their families with low SeS background or/and minority cultural background, and the community around them involved in programmes on local and school level? The following points show different forms of involvement. In Hungary, we can find almost all these forms. There are some relevant, system wide elements of involvement, like scholarships and mentoring programmes.

missing – 1	low – 2	relevant – 3	strong and effective – 4

● N*on-traditional, interactive ways of formal meeting with teachers:* traditional forms of meetings with families are not sufficient, but cooperatively structured meetings work well, where every single parent feels meaningful to participate.
                                                                    1   **2**   3   4

● *Informal ways of meeting with parents in school:* like common cultural, sport and culinary events together with the teaching staff, where they can increase the number of interpersonal encounters among teachers and families with low SeS background.
                                                                    1   **2**   3   4

● *Participation in everyday life of school or classes of their children:* like participation in specific classes like literature, music, etc. with their specific knowledge, experiences, cultural values.
                                                                    1   **2**   3   4

- *Learning community (or similar) approaches:* where schools are places for interactive learning for the whole community around the school (all parents, neighbourhood, teachers, children), all participants learn from and teach each other.

<div align="right">

1   **2**   3   4
</div>

- *Involvement of communities and/or their associations, organisations in the education design and programme of the school.*

<div align="right">

1   **2**   3   4
</div>

- *Involvement of minority communities and/or their associations, organisations in the education policy making, curriculum design, and creating teaching materials.*

<div align="right">

1   **2**   3   4
</div>

- *Financial support for running out of school mentor programmes for learners with low SeS background:* building deep relationships with their families and providing services and support for increasing resiliency and empowerment.
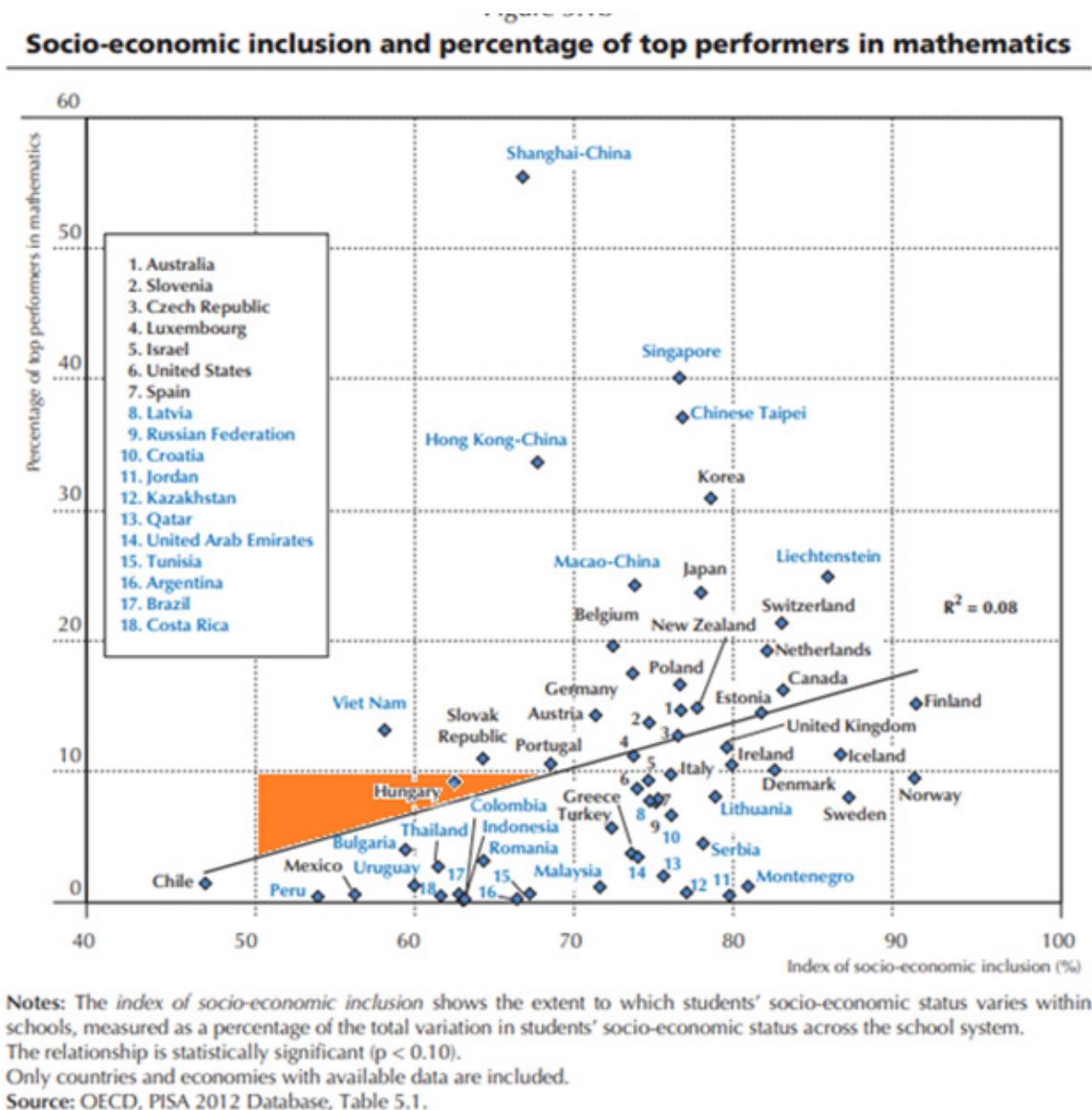
<div align="right">

1   2   **3**   4
</div>

- *Scholarships for learners with low SeS or/and minority cultural background:* from upper grades of primary education, through secondary education, up to higher education.

<div align="right">

1   2   **3**   4
</div>

5 CRITICAL ANALYSES OF NATIONAL INDICATORS REGARDING SOCIAL INCLUSIONS

5.1 Reflection on the international comparable databases in partner countries' own context

Education system in Hungary

Socio-economic inclusion and percentage of top performers in mathematics

Notes: The *index of socio-economic inclusion* shows the extent to which students' socio-economic status varies within schools, measured as a percentage of the total variation in students' socio-economic status across the school system.
The relationship is statistically significant (p < 0.10).
Only countries and economies with available data are included.
**Source:** OECD, PISA 2012 Database, Table 5.1.

Source: PISA (2016): Low-Performing Students, Figure 5.1b

ESL AND NEET INDICATORS, YOUTH RISK OF POVERTY AND LOW ACHIEVERS' STATISTICS DATA

The relationship of the charts is obvious between youth at risks and early NEET (not in education, employment, or training) rate. NEET rate has improved with the introduction of public work programmes in Hungary.
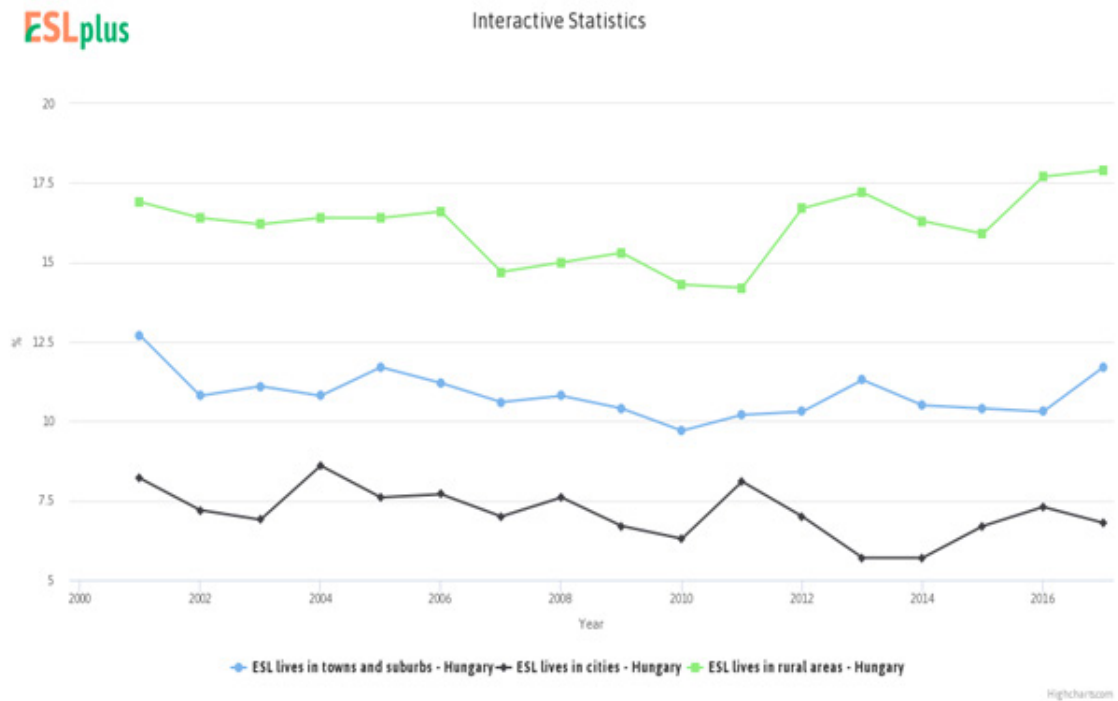
Early school leavers, NEET youngsters and youth risk of poverty in Hungary
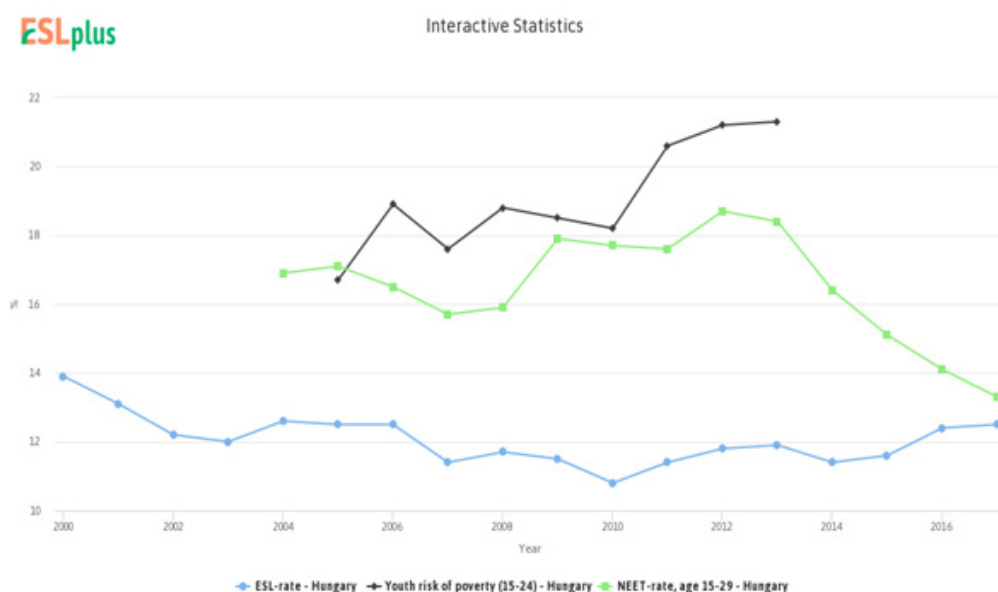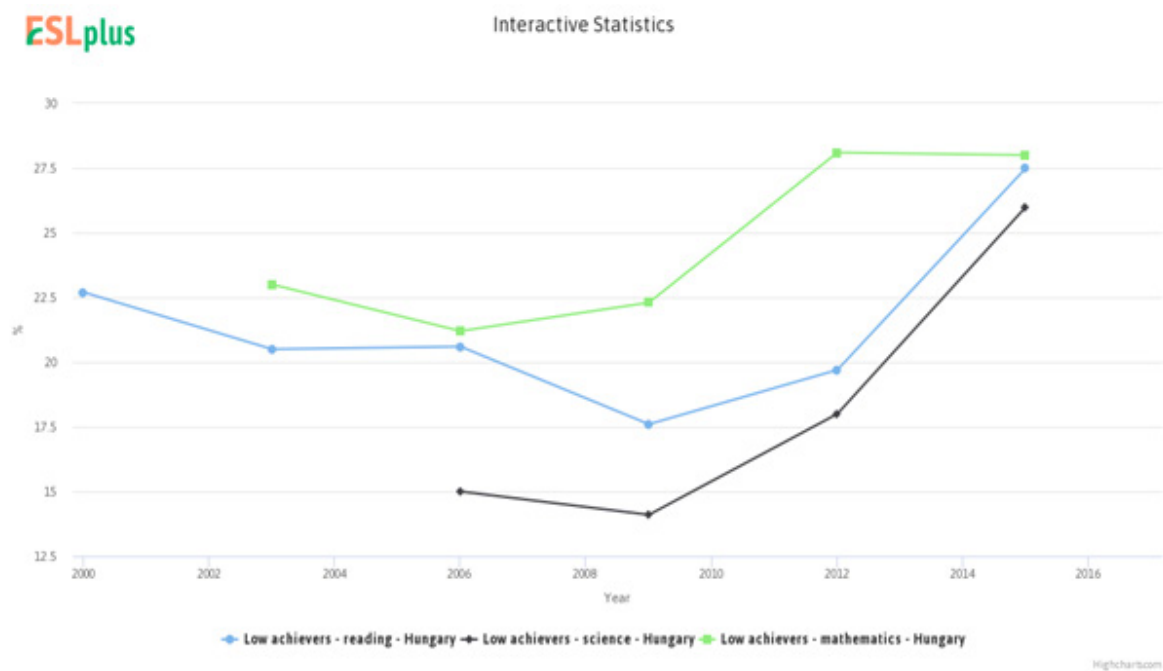

Early school leavers in Hungary by sex and labour status
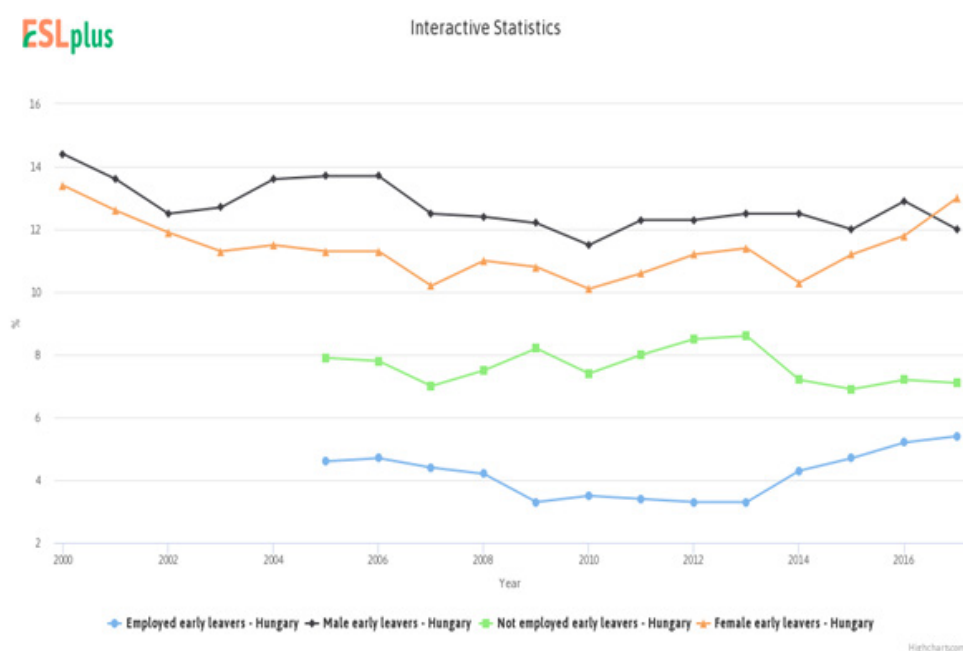
NEET rates in Hungary by sex and the achieved educational level

The proportion of low achievers by competence areas in PISA test in Hungary

5.2 National indicators

There is a well-developed public education information system in Hungary in terms of data collection and richness. All schools have access to the system online and are required to report on a regular basis. In addition to various student, teacher and school data, inclusion-related data is also recorded. The data regarding the followings are collected on school level and the Education Authority aggregates data on regional and national level as well:
- Number of disadvantaged students
- Number of students with special education needs
- Number of students with integration and behavioural disorders
- Number of students at risk of dropping out

Schools are expected to provide these students with special learning support in the learning process and then, they get higher financial sources.

Early Warning System of students at risk of drop-out

In 2016, the Hungarian Government set up a Medium-term strategy against leaving school without qualifications (A végzettség nélküli iskolaelhagyás elleni középtávú stratégia) to tackle early school leaving and to increase employment, for which the cross-sectoral cooperation (education, training, employment, health care, law enforcement and social policy) is important. The timeframe of the strategy is 5 years between 2016 and 2020. The strategy also defines individual, institutional, and system-level tasks.

Its main goals at the individual level are:
- person-oriented, differentiated education and support,
- encouraging learning, preventing backwardness and disappointment,
- appropriate intervention,
- creating incentives for institutional financing.

Institutional Objectives:
- providing adequate training and professionals,
- development of institutional public services,
- collaborative, adaptable learning organisation and management.

At system level:
- implementation of cross-sectoral co-operation,
- providing adequate education and training structure,
- developing sectoral responsibility,
- creating an appropriate financing system,
- creating flexible, effective regulation,
- creating an information system.

The headline target is to reduce the rate of early school leavers to below 10%. The Public Education Act defined students at risk of dropping out:
- a student whose average academic achievement in a given school year is less than or below of 1,1 (out of 5) and requires complex systemic pedagogical measures.

The regulation introduced the early warning and pedagogical support system for the prevention of early school leaving and the commencement of related institutional and state tasks at national level. The

system draws attention to situations and areas requiring development that, if recognised in time, might prevent dropout. These are usually linked to
- declining school performance,
- problematic behaviour,
- regular absence from school,
- problems in the family.

Since 2017, schools have been obligated to provide data through the *Public Education Information System (Közoktatási Információs Rendszer, KIR)* through *early warning and pedagogical support system*. The aim is to provide pedagogical and professional support to affected pupils, teachers, institutions, and their maintainers to reduce the number of students at risk of dropping out.

Many benefits are expected in the long run, its weakness is that it has not been linked to other actors and databases of the child protection alert system and schools are currently at the statistical data recording level.

The strength of the system is its willingness to support schools in their own institutional development. The recommendations include action objectives in the following areas:
- Interventions to improve learning outcomes
- Interventions to increase student motivation
- Interventions to reduce student unauthorised absence
- Interventions to reduce student absenteeism
- Intervention to compensate for student's social disadvantage
- Learner's physical/mental development or development of addiction and intervention to prevent abuse
- General intervention to reduce drop-out rates
- Inclusive educational organisation interventions for inclusive education
- Intervention that addresses learning and behavioural difficulties
- Community development intervention

6 HUNGARIAN LEARNING NEEDS

6.1 Essential challenges

- The teaching profession has a low societal appreciation in Hungary, the salary is about 60-70% of a similar graduated profession which causes a significant lack of young teachers in schools.
- Would-be teachers need more adequate theoretical preparation, and more realistic practical experiences concerning the project's target groups. When starting their job, they often must face difficulties and tasks they have no significant experience in.
- Few teachers can take account of individual needs of learners and even fewer ones can plan and direct the individual learning routes within the class community. Most of them are not practiced enough to manage differentiated learning, and therefore they can hardly give individualised help to the neediest learners.

6. 2 Questions

Questions regarding features of education legislation
With what kind of solutions within an educational system or an educational institution can other countries effectively support social inclusion? Are there examples of high-quality inclusive systems and institutions?

Are there examples of educational systems, and institutions which educate target group members at a high quality and separately? What are the sources of success for each? Are there cross cutting points of the two types along the learning pathways of young people?

Are there successfully applied means of extension of the learning path in case of groups threatened by early school leaving? (Programmes, mentoring, system of second chance schools, work-based learning programmes, supporting young mothers by child inspection, individual career advice, etc.)

Is there a good practice of operating as a learning organisation among educational institutions concerning the aspect of the target group of the project? What are the types of horizontal knowledge sharing within institutions? What external professional and technological support is given to institutions for this purpose? How is this type of institutional learning supported by the leadership of the institution and do the heads of institutions get any support?

Are there any networks assisting professional learning, creation of knowledge, problem solution and sharing of knowledge related to the topic of the project? How do they operate, are they 'top down', or 'bottom up', to what extent are they autonomous? What external professional and technological support was provided for their operation?

Is there a successfully accomplished, large scale, and lastingly successful example? An example which is organically building into the system and is organically developing further? Has it ever happened that because of an intervention of educational policy, a positive change took place in the social acceptance of the target group? If yes:

- How was the concept created?
- By what kind of social and professional discourses was the intervention prepared? What were the most important topics of discussion? How did they come to a decision in relation to these?
- What role was played in this development by 'top down' governmental, and 'bottom-up' institutional impacts of innovation? Did any level of innovation agent (professional leadership, local government, education management, or other) appear in it? What characterised the management? Where were the decisions born and how were responsibilities shared?
- Was it a fully programmed innovation, or an adaptive development that – starting from a strategic vision – was still being shaped considerably during implementation? What was the chance of harmonising central ideas with local needs?
- How could groups and people concerned in the process be convinced to cooperate? Was there any resistance? If yes, how could it be resolved? (Communication, encouragement, etc.) --- change management
- How did school leaders and teachers get prepared for participation in the change?
- How parties involved interpreted the essence of change and their own role in making it successful?
- Who did and how did they work together during implementation? What kind of material, technological and professional support was given to implementing institutions?
- How were the changes in practice tracked down? What indicators were used? How the obstructions during the implementation process were treated?
- What are the experiences regarding the sustainability of the change?

Questions regarding teacher policy

Does an adequate model exist for student teachers to acquire adequate theoretical knowledge? Are there practical experiences gained during higher education studies and are teachers well prepared to teach and educate learners with different backgrounds, and do they keep contact with their families? If so, what are the features of this model?

Do they have complex and efficient methodology that increases success, self-confidence, self-evaluation, community inclusion and social mobility of the learners with different backgrounds? Is there any cooperation among institutions, families, and actors of the local community?

Do they have an efficient model for the professional development of teachers which results in commitment to developing heterogeneous groups of learners? Do teachers have appropriate theoretical and methodological knowledge to support learners successfully? If so, what are the content features and how do they work?

Are there any existing models in teacher training, where the two pillars of teacher training (university and public education) cooperate step by step, built on each other throughout the whole curriculum of the teacher training programme focusing on social inclusion?

Are there any teacher training programmes in which aspirant teachers can prepare for the challenges of inclusion on institutional level? Where can they get prepared to identify changes in their school or school district for enhancing integration and inclusion on district and whole school level?

Questions regarding social dimension

If rejection of certain groups is present in your country, are there any endeavours that affect and shape the attitude of most of the society in order to reduce stereotypes and prejudices, and increase tolerance? If yes, how do they operate and how successful are they?

In what ways does the development of social sensibility, tolerance and critical thinking appear at various levels of education (from nursery to higher education)? Is there any effort made to have young people meet – during their school education – a social and cultural pattern which represents the entire society?

Is there a model of professional learning aimed at making teachers understand what their responsibility is in the education of young people threatened by social exclusion, and how can they be helped to successful learning?

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