HUNGARY

[Yes] I.1.1. If the Convention has not been ratified yet

No

No

Yes
Does your country plan to ratify this instrument?
[No] I.1.1. If the Convention has not been ratified yet

No

No
Does your country plan to ratify this instrument?
Yes
[Already ratified] I.1.1. If the Convention has not been ratified yet

Yes
Does your country plan to ratify this instrument?

Please indicate the stage of ratification process reached by your country
The provisions of the Convention can be invoked on every Hungarian court.
Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them

[Yes]

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I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

Does your country plan to ratify this instrument?

[No]

DLegislative Decree No. 11/1964 about ratification of the Convention and the Recommodation against Discrimination in Education
DThe CXXXXIX Act of 2005 on Higher Education, the 51/2007 (III. 26) Decree
DThe 237/2006 (XI. 27) Decree
DThe 79/2006 IV. 5) Decree regulate the requirements of ‘‘equal treatment’’ in Higher Education
DAct 2003/CXXV on Equal Treatment and Equal Opportunities
DThe regulation of primary school districts (20/2012. (VIII.31.) EMMI Decree)
D229/2012 (VIII. 28) Gov. Decree
DCXXXV Act of 2003 on Equal Treatment

I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

Yes

Does your country plan to ratify this instrument?

The Hungarian government is well aware of the importance of increasing the participation of disadvantaged groups in all level of education, therefore it implemented several measures to analyse and mitigate the potential stumbling blocks ahead of greater integration of these groups, in particular Roma.

Segregation in education is explicitly prohibited by law in Hungary by the Act 2003/CXXV on Equal Treatment and Equal Opportunities. The implementation of the law is the responsibility of all public bodies and the implementation will be supervised also by the independent Equal Treatment Authority. Based on this, one of the key objectives of the Public Education Act is also the prevention of social segregation by means of education.

The Anti-segregation Roundtable – involving governmental and civil professional stakeholders – was established in June, 2013 with the particular aim to prepare a proposal on the elimination and prevention of the possibility of educational discrimination including segregation – based on the consensus of all interested stakeholders

[Already ratified]

I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

Hungary has given policy responses at systematic level in order to reduce and prevent segregation in education. This complex framework includes:

- Dlegal provisions, reforms and measures at system level, concerning the organisation of the whole education system
- Dstrategic and targeted measures and programmes aimed at supporting the educational advancement of pupils with disadvantaged or multiple disadvantaged background, including Roma students

An obstacle to school success is segregation, therefore the ESL strategy deals with modern pedagogical methods and programmes that must support integrated, inclusive education at all level. Developments regarding ESL including desegregation are involved in Human Resources Development Operative Programme 2014-2020. Project planning is in preparatory phase, based on assessment regarding desegregation: A research based on the segregation index was conducted in 2015 and it is currently under finalisation. The goal of this research was to examine the degree of the separation of socially disadvantaged students in primary schools. Based on the results of this research, schools facing segregation problems will be selected and desegregation measures will be specified. (Timing: 2nd half of 2016).

The Human Resource Development Operational Program 3.1.5. concept to „Support the institutions threatened by dropout" (planned publication: second half of 2016) lays down the implementation of desegregation measures as objective and expected result.

The concept relies on the Guideline for using the desegregation measures destined to foster desegregation measures issued by the European Commission. This concept was compiled based on the policy recommendations by the „School Policies" thematic working group of the Commission, to prevent school leaving without a qualification.

The desegregation measures are preceded by a survey implemented based on the segregation index, the survey is now prepared. The districts and the institutions were created based on the index where the developments to foster desegregation measures and to strengthen inclusion policies are implemented.

In order to the prevention of unreasonable classification as disabled (ie. unreasonable classification and segregation of multiply disadvantaged (including Roma) children) and develop the access to quality education of children with special educational needs, modern diagnostic tests and diagnostic protocols (1 basic protocol, 10 specified protocols, 5 ECEC-specified protocols) have been developed in 2013-2015. For the sake of replacing outdated IQ tests the WISC-IV test has been standardized, inter alia, the Hungarian adaptation of one of the tests of this internationally known and widely used group of tests. 13 new assessment and development procedures were standardised and adapted. Experts (1036 people) who conducted diagnostics have been prepaired in trainings. The content of this scheme was determined with regards to remarks of civil partners and the recommendations of the UN Disability Committee. The developments to combat unjustified classification are continuing.

Due to continous developments, ratio of students who classified with mild intellectual disability decreased from 2% (2005/2006 school year) to 1,5% (2015/2016. school year).

.The Anti-segregation Roundtable – involving governmental and civil professional stakeholders – was established in June 2013.By establishing the Anti-segregation Roundtable, the aim of the government was not only to prohibit segregation by law, but also to take effective measures to eliminate spontaneous and deliberately forced segregation that prevents disadvantaged children from inclusion. The Anti-segregation Roundtable involves the participation of professionals operating in the field of integrated education of disadvantaged children, and officials working in education management and other stakeholders.

Under the aegis of the Roundtable, a working group was set up in 2015, the aim of which is to develop a medium-term desegregation strategy that involves explicit measures, and the preparation of its implementation.

Definition of disadvantaged and multiple disadvantaged (Act 1997/XXXI on Child Protection; regulations on implementation of the national public education act) are composed on the basis of family income and low qualification of parents, which indicators are in strong correlation with

Roma students' social backgrounds. The application of the definitions in the act is important in order to target actions as effectively as possible, and at the same time to prevent segregation. In September 2013; moreover, the definition has been incorporated into the Act on Child Protection.

The regulation of primary school districts (20/2012. (VIII.31.) EMMI Decree) serves the elimination of school segregation and the prevention of segregation. The measure enacted in September 2012 the regulation of school districts was modified according to the conclusions of applicable surveys (applicable from 2013): the basis of school districts was put at the member-institutional level for multiple school communities in order to exclude segregation at the member-institutional level. (Paragraph (2) of Article 24. If there is more than one primary school or member institution in the municipality or in the district, the proportion of disadvantaged students in a certain admission district can only be 15% higher than the proportion of disadvantaged children attending primary school in the area of the whole municipality or district.) It shall also specify that multiple school settlements cannot be considered as single school districts, which also serves to prevent segregation. The review of district boundaries is an annual task by law.

According new regulation came into force in 2013, antidiscriminative measures must be integrated in educational development plans of every school area. Based on 229/2012 (VIII. 28) Gov. Decree about the implementation of the national public education act public education development plans at county level must include measures for ensuring equal opportunity. It also contains the official control and the practical exploration and elimination of illegal segregation practices. Government agencies take steps to correct the illegal practices detected by the law.

In relation to the organization of minority education the commissioner for fundamental rights formulated recommendations in order to strengthen the guarantees which ensure that segregation is not applied based on Roma minority education. With respect to the recommendation a ministerial decree adopted in 2013 (17/2013. (March 1) EMMI) determines the cooperation between minority self-governments and education institutions about the needs for minority education and the minimum level of information of parents.

Hungary has adopted national strategies in 2014 which aim to improve the quality of its education and training system, in particular an early school leaving prevention strategy.

Main objective of the ESL Strategy is to promote access to inclusive, quality mainstream education for all. Measures involved in the ESL Strategy serve preventing and tackling early-school leaving, improving students' skills and competences, improving the rate of school success fostering smooth labour market transition and employability. For the period 2014-2020, in the Human Resource Development Operational Programme has been allocated EUR 344.115.930 to fight against early school leaving and improve the quality of compulsory education.

One of the most important measures in the strategy is to introduce an ESL data-collection and early warning system. Emphasis has been put on reinforcing basic skills and competencies in primary school education in order to prevent retention, and form a strong basis for further education. Another focus of the Strategy is the improvement of low performing schools. This is an important element of increasing effectiveness of the school system and improving equity in education.

Amendment of Gov. Decree 229/2012. (VIII. 28.) on detailed regulation of early warning system for preventing drop-out has been prepared, it is under public administration process.

In order to prevent drop-out and support the operation of child-care warning system, social workers or child-care professionals in schools where needed, will be available from January 2016

In order to prevent early school leaving attending the kindergarten is going to be mandatory from the age of 3 instead of the age of 5 from September 2015, in line with the Act on Public Education in force. The aim of the measure is to establish the basis for future successful learning pathways, and that learning difficulties and the necessity of early intervention shall be discovered in time, so that social integration, overcoming disadvantages and the early development of talents shall be successful. In order to introduce the obligatory attendance of kindergarten from the age of 3, a capacity examination covering the whole area of Hungary has been carried out. As a result of this, in order to decrease the lack of capacity in settlements the Government provided subsidy for municipalities through restricted tender. When assessing the grant it was a

priority to improve the accessibility of care for the disadvantaged and multiple disadvantaged children. The 17 municipalities concerned by the lack of capacity and receiving subsidy are expected to create 787 new kindergarten places in the 2015/16 school year. The capacity expansion programme continues in 2015 with the subsidy to be granted through tender.

Participation of 3 year old children is similar to OECD average: 3 children out of 4 are in pre-school. Participation of 4 year old children is above OECD average: OECD – 85% Hungary – 93% in 2013. 95% of 3-6 year old children are participation in pre-school education in 2015/2016.

The National Social Inclusion Strategy of Hungary for the years 2011 to 2020 includes the support of disadvantaged Roma students to obtain a degree through assisting and expanding the programme of Roma colleges for advanced studies. Roma colleges for advanced studies are strengthening the disadvantage compensating role of the higher education institutions: inter alia they provide skill development, talent nurturing of disadvantaged, primarily Roma students, giving career advice, mentoring, tutoring support, professional cooperation, scholarship grants. The call for tender for Roma colleges for advanced studies for an ESF-funded project of ~EUR 3.88 Mio has been published in October 2015.

Several programmes and scholarships with that aim to boost socially disadvantaged children's and students' chances of acquiring better skills and educational attainment continue to be available. In 2014-2015, around 4000 secondary school students who are from the most vulnerable student groups and at risk of drop-out benefited from the 'Arany János programmes' (HUF 3 billon) (state budget). HUF 5.4 billion was spent on 174 'Tanoda' (giving support to 4000 disadvantaged and multiple disadvantaged pupils' learning) and a further HUF 4 billion is planned for the next three years (Hungarian Government 2015). The Integrated Pedagogical System grant has reached 718 schools (Emberi Erőforrás Támogatáskezelő 2014). Besides, school text books are delivered free to disadvantaged pupils.

In primary schools, education shall be organised during the morning and afternoon teaching period in such a manner that activities shall last at least until 4 pm (whole day schooling), and supervision shall be provided until 5 pm or until students may rightfully stay within the institution. Frame of centrally developed pedagogical programmes and measures for whole day schooling has been developed, pedagogical programmes are under preparation within pilot. Whole day schooling in every primary school has been introduced from 2013 September, appr. 743.000 students are involve.

Higher Education

Upon admission to higher education, the measures are the following for (socially) disadvantaged /multiply disadvantaged students: Socially disadvantaged students having applied for preferential treatment in the admission procedure can apply for support in the framework of the national Higher Education Mentoring Programme, financed by the Ministry responsible for higher education and operated by the Hungarian Students' Union. The programme covers all higher education institutions in Hungary that admit at least one eligible student who had asked for mentoring in the admission procedure. The program offers first-year students personal support provided by peer mentors, its main goal is to make adaptation to higher education institutions easier and to prevent dropout. The mentoring programme covers three main fields: providing information for its future participants (pupils in public education) about the possibility and conditions of preferential treatment in the admission procedure and about forms of student support available in higher education; making the adaptation of first-year mentored students easier, and increasing their later labour market chances by means of various extra-curricular courses (career supporting, preparation for entering the labour market) and other activities (e.g. workplace practice).

Based on the Higher Education Act - preferential treatment in the form of a given number of additional points available in the admission procedure (in 2015: 40 additional points) have been introduced for specific categories of persons, including applicants with disabilities, (socially) disadvantaged/multiply disadvantaged applicants, persons on unpaid leave for childcare purposes or in receipt of pregnancy-maternity benefits, childcare allowance, child-rearing allowance or childcare benefits. Preferential treatment can only be provided in connection with the standard admission application evaluation, it cannot result in an exemption from the fulfilment of basic academic requirements.

Does your country plan to ratify this instrument?

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Please indicate the stage of ratification process reached by your country

a) National Strategy Against Early School Leaving

Hungary has adopted National Strategy Against Early School Leaving in 2014 which aim to improve the quality of its education and training system, in particular an early school leaving prevention strategy.

Main objective of the ESL Strategy is to promote access to inclusive, quality mainstream education for all. Measures involved in the ESL Strategy serve preventing and tackling early-school leaving, improving students' skills and competences, improving the rate of school success fostering smooth labour market transition and employability. For the period 2014-2020, in the Human Resource Development Operational Programme has been allocated EUR 344.115.930 to fight against early school leaving and improve the quality of compulsory education. More on implementation: see 2.1.

Measures taken so far:

•DExtension of mandatory kindergarten: as of September 2015 mandatory admission to kindergarten was introduced for children of 3 years of age for improving school achievements. (95% of children of 4 years of age attend to kindergarten in 2015/2016.)

•DThe National Curriculum places particular emphasis on improving the acquisition of basic skills, thereby improving education results. In order to support the development of basic competences, as of 2016 4th grade students have to take part in diagnostic skills and competence tests in the fields of reading, mathematics and sciences.

•DAn early warning and pedagogical support system aimed at preventing drop-out will be introduced, and the obligation was entered into the Public Education Act (Act CXC of 2011); its detailed rules and the necessary professional developments are still under development.

•DWe operate programs aimed at helping individual progress, applying modern and differentiated educational methods and providing mentoring to disadvantaged, including Roma, students: More than 3000 disadvantaged students at secondary school and vocational school take part in the programs (Arany János Programs), and 30% of them are of Roma ethnicity. A quantitative survey in 2014[1]1] on the effectiveness of the programs found that without the programs approximately a quarter of the students would have taken part in lower level further education or presumably would have not taken part in further education at all.

•DAs of January 2016, school social worker and officer responsible for child and youth protection (as optional jobs) are in the circle of funded jobs. (Gov. Dec. 326/2013 (VIII. 30.))

•DThe development projects to be implemented in the near future with the support of EU funds include desegregation measures as well; desegregation is specified both as an output and result indicator.

b) National Disability Program

Hungary has in the recent years and decades taken significant legislative steps to improve the quality of life of people with disabilities and to promote their independent living and social integration. One of the key features of the disability portfolio is that it equally affects each area of life and thus almost each administrative sector; therefore, the National Disability Program and its medium-term action plan addresses several Ministries and State Secretariats. The State Secretariat for Education is addressed by the objectives of the special education assistance service and pedagogical assistance service, which are as follows:

•DTo establish a system for children/students with special educational needs that is capable of identifying individual needs and characteristics and, in the light of them, offer extra services.

•DTo strengthen the role of institutions of common special education and conductive education methodology as supporters of integrated education.

•DTo support measures that help develop severely and multiply disabled children the most successfully, compared to their capabilities.

•DTo develop pedagogical assistance services that fall in line with differentiated needs.

•DTo train and prepare a large number of professionals in order to extend on a qualitative basis early childhood services and to meet the demands that may arise in the institutional system.

•DTo offer career development; to operate further-educational and career guidance at system level; to disseminate individual transition programmes in practice.

c) National Social Inclusion Strategy

The Hungarian National Social Inclusion Strategy treats as priorities, among others, the decrease of segregation phenomena and of the differences between the Roma and the non-Roma population. Accordingly, within the subject of education and training, one separate area of intervention is the establishment of an inclusive school environment that provides education supporting co-education and breaking segregation and the cycles of passing on inherited disadvantages, in the framework of which attention is paid to kindergarten and school integration alike.

The past 4 years saw the evolution of the strategic, coordination, partnership and institutional background and programme structure of the Hungarian inclusion policy:

•DIn 2011, the Hungarian National Social Inclusion Strategy was adopted, and action plans of 3 years were developed for its implementation,

•DBy setting up the multiple pillar monitoring system of the Hungarian National Social Inclusion Strategy, the measurement of the effectiveness of inclusion has received proper attention for the first time in the last 20 years. The monitoring system shows the tools, resources and persons needed to achieve various goals.

•DThe Hungarian National Social Inclusion Strategy forms the basis of the opportunity-creating interventions planned for the period 2014-2020 and co-financed by the EU.

Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them

I.2.1 In case your country is a State Party to the Convention

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Targeted programmes to support school success of socially disadvantaged students

a)DArany János Talent Fostering Programme, Arany János Dormitory Programme and Arany János Dormitory Vocational School Programme

The aims of Arany János Programmes are to support secondary school path of disadvantaged students and students with multiple social disadvantages – including Roma students –, to prevent drop-out, to support the acquisition of school leaving certificate and getting a profession in a complex way – in pedagogical, social, cultural and health care fields .

'Arany János' Talent Fostering Programme for disadvantaged students aim to enable the students of the poorest parents with the lowest educational qualifications to successfully attend full-time secondary education providing a chance to enter higher education.

'Arany János' Fostering Boarding Facility Program for multiple disadvantaged students, aims to achieve secondary school degree and successful enter into labour market or tertiary education with the aid of complex support tailored to students' needs.

The 'Arany János' Vocational Training Program for students with multiple disadvantages aims to create opportunities to obtain marketable qualification for those students who have slight chances to acquire qualification without entering the program. New frame curricula prepared for the Arany Janos Programmes entered into force in September 2013.

More than 4000 secondary and vocational school students are participating in the programmes per a year. The measure for improving the qualification level of the disadvantaged learning groups is linked to the implementation of the ESL Strategy and Youth Guarantee Programme as well. The quantitative examination[1] on the effectiveness of the programme carried out in 2014 confirmed the programmes' positive effect on equity. It stated, among others that without the programme 23% of the students studying in the Arany János Talent Fostering Programme would not have attended high school education, 24% of the students studying in the Arany János Dormitory Vocational School Programme would not have attended the education providing a school leaving exam (high school or secondary school) but would have learnt in vocational training schools, 28% of the students attending the Arany János Dormitory Vocational Programme might not have studied further at all.

30% of the students in Arany János Fostering Boarding Facility Program are of Roma ethnicity. In 2015 within the framework of the cooperation between the Arany János Dormitory Programme and the Roma College Programme in higher education, special college career orientation activities are implemented which aim to strengthen further studies in higher education.

b)DThe "Tanoda-type programmes" aim to promote the academic success of at least 3,360 socially disadvantaged, particularly Roma, students through out-of-school personalised activities. The number of the "Tanoda" facilities has also been trebled over the last two years, with a total of 178 facilities helping some 3,360 socially disadvantaged pupils advance academically, avoid dropout and move on to further education.

c)DA program will be launched to support the school success and stay in school of Roma girls. The number of those having only completed primary school education is two and a half times higher among Roma women than non-Roma women. Considerable disadvantage can be observed even in comparison to Roma men, and therefore their labour market and income situation is often hopeless. Their health status is worse, and they are more disadvantaged in terms of access to health and social care systems. It is important to take steps to alleviate their vulnerability within the family, to prevent their marriage in childhood, and to mitigate the risk of prostitution to be considered as a way out from this situation. Those who drop out of school because of starting a family, will lose the opportunity to have a stable workplace for their entire life. Because of the above-mentioned factors, concentrated interventions are needed starting from the earliest possible age, so that their educational and labour market prospects can be improved.

Actions to increase access to quality inclusive education for students with special educational needs:

Recently – and in consideration of the ruling of 29 January 2013 of the European Court of Human Rights in the Horváth and Kiss case –, the structure of the institutions of pedagogical assistance services, along with the content of their activities and the relevant legal regulations have been transformed completely. The legal framework of the structural and technical changes is regulated by Decree 15/2013. (II.26.) (VIII. 31.) EMMI (Minister of Human Capacities)

A significant test development related to access to quality inclusive education of children with special educational needs and related to the unjustified qualifying of these children as disabled has been made.

In order to exchange outdated IQ tests the WISC-IV test was standardized, amongst others, through the Hungarian adaptation and widespread application of internationally acknowledged tests. One of the developments is the new registration system (in operation since September 2013) that is designed to monitor the access to education of children with special educational needs and to follow up their development. The register contains sensitive information, such as ethnic data that is important for preparing further analyses in order to prevent qualifying as disabled.

During the expert inspection of a multiply disadvantaged child, an expert of equal opportunities from the assistance services is obliged to be present, unless the parent expressly waives the presence of such an expert. Within fifteen days after the day the application for the launch of an inspection was received and at least ten days before the date of the inspection, the expert committee contacts the Educational Authority for the purpose of the appointment of an expert of equal opportunities from the assistance services and, at the same time, gives information on the place and date of the expert inspection. Within eight days after the receipt of the request, the Educational Authority appoints the expert of equal opportunities from the assistance services. After the expert inspection is closed, the parent shall be informed of the findings of the expert inspection, of the expected content of the expert inspection, and of parents' rights and obligations. The fact that such information was provided and that the information obligation was fulfilled is recorded in writing and is undersigned by the parent. If an expert of equal opportunities from the assistance services participates in the procedure, he or she shall be present when the parent is provided with information. The expert of equal opportunities from the assistance services may express his or her opinion of the committee's work and findings, and may recommended the parent to use his or her right to initiate a review. Moreover, if during the expert committee procedure the procedural rules of the inspection are not complied with, the expert of equal opportunities from the assistance services is obliged to initiate an administrative proceeding.

The expert committee may establish the fact of mild mental disability only if the data of the medical data sheet (regulated by a specific legislation) or the data obtained during the continuous monitoring of the child confirms this condition.
If on the basis of the data of the medical data sheet and the medial expert opinion prepared during the procedure of the expert committee, as well as on the basis of the primary ability estimation produced in the course of the pedagogical and psychological examination, the fact of mild mental disability is probable, the child must undergo a continuous monitoring. During such a continuous monitoring, the child/student participates in kindergarten education or in school education in the kindergarten or school of his or her place of residence, or in his or her selected kindergarten or school, together with the other children/students. The continuous monitoring starts in the month following the pedagogical or psychological examination, and – if there are at least seven months until the end of the given educational year/school year – it lasts until the end of the school year, or – if there is less than seven months until the end of the given educational year/school year – it lasts until the end of the first half of the educational year/school year that follows the year of the examination. At the beginning of the continuous monitoring, the expert committee defines the tasks of the teacher who participates in the monitoring. During the continuous monitoring, the representative of the expert committee monitors the child during kindergarten activities or class at least two times. At the end of the continuous monitoring, the expert committee examines the development of the child/student and, on the basis of its findings and as a result of the summary of examinations, prepares its expert opinion. During the continuous monitoring, the teacher – as instructed by the expert committee – prepares a detailed report on the development of the child/student regularly, but at least once every two months. During the continuous monitoring, the teacher informs the parent of his or her findings at least once in a month, offering assistance to education at home. At the end of the continuous monitoring, the teacher submits a detailed assessment to the expert committee.
Networks of travelling special education teachers and travelling conductors: As a result of the measures taken in recent years, the number of children/students with special needs who are educated in segregated institution types has decreased dramatically, while the dominance of integrated education has grown. The professional opinion (expert opinion) of expert committees serve as guidelines when it needs to be decided if, in the case of a given child/student service can be provided more efficiently together with other students or in a separate group or class. Obviously, the extension of the scope and efficiency of the integrated forms of service provision remains to be a priority objective. The promotion of integration is the task of the networks of travelling special education teachers and travelling conductors. Nevertheless, this relatively new legal institution still needs to be backed up; the territory of Hungary is covered unevenly, and the professional standards are not unified. In order to regulate the networks of travelling special education teachers and travelling conductors, a working groups has been set up where government stakeholders, institutions of higher educations and professional organisations were represented. Currently, the codification recommendations have been submitted.
The rate of children who qualify as children with mild mental disability to the total number of children or students diminished year by year: in school year 2003/2004, the rate was 2.1%, while in school year 2015/2016 it was 1.5%. Nevertheless, the proportion of students with mild mental disability educated within an integrated system is steadily increasing; it is currently 38%. Taking account every area of special education needs altogether (except for the severely and multiply disabled students) the proportion of children with special educational has significantly increased: it was only 42% in the 2004/2005 school-year but, based on the data from the 2015/2016 school-year, it has grown to 69%.
Higher EducationD
There are several measures supporting these [i.e. socially disadvantaged] students, that can be classified as follows:

i)DThe Bursa Hungarica Local Governmental Scholarship Programme is a further form of financial support based on the students' social situation. Bursa Hungarica Scholarships are allocated per academic year and consist of a part provided by local governments (that is, social support granted for the student by the local government of his/her settlement and county) and a part provided from

the State budget through the higher education institution the student concerned is attending.
ii)DSocially disadvantaged and multiply disadvantaged students admitted to a State-funded training in higher education can obtain a guaranteed amount (50% of the student normative defined in the annual State budget) of basic support and welfare grant in the first semester of their studies and a guaranteed minimum monthly welfare grant in the course of their studies (10% and 20% of the amount of the annual student normative for disadvantaged and multiply disadvantaged students, respectively) in the course of their studies (Gov.Decree no. 51/2007). One-off initial and emergency grants are also available.
iii)DA government-subsidised loan (Student Loan 1) is available for both state-funded and fee-paying students (max. HUF 50 000/month for a period of 10 months/year). Orphans and those with unemployed parents can receive HUF 10 000/month more. The maximum duration is 5 years (7 for longer diploma courses such as medicine). Students below 35 years of age are eligible. It is a general-purpose loan.
iv)DA second type of student loan (Student Loan 2) has been available for fee-paying students since the academic year 2012/13. It is a government subsidised loan with interest rates lower than for Student Loan 1 (above). It can only be spent on tuition fees and it can cover the whole of the tuition fee. Fee paying students can take out both types of loans to cover both study costs and living costs
v)DThe allocation of dormitory places is partly based on the social situation of students – students in a disadvantaged situation have priority – and partly on their academic performance. (Socially) disadvantaged/multiply disadvantaged students, orphaned students, family supporters and students whose ward was terminated due to their majority can be dispensed from paying for their dormitory placement.

Is the Convention directly applicable in your country's domestic law following its ratification?
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Has it been incorporated into the national Constitution or domestic law so as to be directly applicable?
„In Hungary, the gross enrollment rate in primary education is 100% for both girls and boys combined. This increases to 101% in lower secondary, with a student transition rate to secondary school of 98%. In Hungary, the primary net enrollment rate is 91% and the primary completion rate is 99%. Both of these indicators provide a sense of the progress a country is making towards universal primary education -- a key UN Millenium Development Goal -- and, for Hungary, suggest that the country has yet to achieve universal primary education."
Source: National Education Profile 2014 Update, Education Policy and Data Center
http://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Hungary.pdf
Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities
Yes

The right to education is stated in Article XI of the Hungarian Constitution. According to Act on Public Education 2011/CXC., the state provides free and compulsory pre-school education, basic and secondary education.
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I. 2. 2 In case your country is not a State Party to the Convention

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N/A

Have legislative measures been taken pursuant to the Recommendation?
Yes
Please explain briefly the ways in which public policies and programmes correspond to its provisions.

Minimum ages for the end of compulsory education is 16 years (the end of school year when student is turning to 16 year old.) Legislation in education is coherent for min. age of entry into employment and marriage.
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I. 2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.
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According to Act on Public Education 2011/CXC., the state provides free and compulsory pre-school education, basic and secondary education.
Two new adopted acts (on vocational education and on vocational contribution) created the possibility of extending dual training, which was followed by the adoption of the new Act on Adult Education in the middle of 2013. In order to improve the quality of dual training, professional competencies of participants in the training are improved: in vocational training institutions the position of the scope of practical head teacher can be created, and practical teachers with a master exam can participate in the practical training organised by a practical training school. From September 2013 the new trainings were launched in the new system, the most important elements of which are the support of firm training workshops, increased profession-normative, the system of apprenticeship contracts. At the end of 2014 more than one-third of the learners participated in dual vocational training, the number of the entities providing training centres is approximately 8000. From 2015 it is a priority to further increase the number of apprenticeship contracts, in order for achieving it the Government has introduced the system of chamber guarantee. This aims for learners to accomplish their practical training in company environment, so the labour market relevance of the young people's competency leaving the vocational training system is further increasing. As a result of the guarantee the number of the apprenticeship contracts may increase by approximately 20 thousand, and this measure contributes to the harmonisation of the activity of the vocational training institutions and the companies as stakeholders.
Through the takeover of the state vocational training institution by a single maintenance centre the institution maintenance and the professional management being held in one hand is the guarantee for the task performance of quality vocational training and training development, for the implementation of the concept aiming at the extension of dual vocational training, and besides following the vocational training reform measures for the increase of the effectiveness of the single institution system.
Difficulties:
Hungary faces challenges in improving students' basic skills, reducing the impact of socio-economic background on educational outcomes of disadvantaged students and offering quality and inclusive education for all. Another key issue is making education and training more responsive to labour-market needs. This requires mechanisms to forecast skills needs and measures to make VET more innovative and attractive to a broader pool of students.
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Yes
II. 1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

II. 1.2. Please explain which measures are adopted to:

No

Even after the compulsory school age of 16, education remains free of charge for students studying for the secondary-school leaving examination, and for their first vocational qualifications.
Eliminate discrimination within the meaning of the Convention/Recommendation?

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Due to the expansion of higher education in the last two decades, the number of enrolled students and the capacity of the institutions have increased considerably. From 1990 to 2010 the student population in higher education quadrupled.
Figures for academic year 2015, students and academic staff:
- 295.316 students. The percentage of female students is more than 54%.
- 20.621 professors, teachers and researchers, from which
•D17.092 are working in state subsidized institutions
Prevent discrimination within the meaning of the Convention/Recommendation?
Measures mentioned in 2.1. and 2.3. (Higher Education Mentoring Programme, additional points available in the admission procedure and several types of financial support etc.).

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II.2.1 Please explain what are the concrete actions taken by your Government to guarantee equal access to all level of education in your country?
Measures mentioned in 2.1. and 2.3. (Higher Education Mentoring Programme, additional points available in the admission procedure and several types of financial support etc.).

The "Pathways to higher education" scholarship has the aim to grant equal opportunities for students with disadvantages and multiple disadvantages, with a special emphasis on Roma students, and to support the start of tertiary education. For the scholarship programme supports first year students.
The scholarship and tuition fee support programmes is open to first year students. In 2012, 399 students took part in the programme, in 2013, 330 people participated. Following the governmental decree 152/2005 (VIII.2.) controlling the programme, at least 50% of those supported must be of Roma ethnicity. Owing to the lack of applicants, in 2012, 57 and in 2014, 54 Roma students received the support. The Pathways to Higher Education Programme was launched, with a budget HUF 133,491,000 available to BA, MA or one-tier programme students.
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II. 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).
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Defining effective evaluation and assessment strategies is important to improve student outcomes and develop a better and more equitable school system. Two bodies steer the main evaluation and assessment practices in Hungary. The Ministry of Human Capacities has overall responsibility and supports aspects of implementation, and the Educational Authority collects data at the national level, carries out school inspections and provides evaluation material and guidelines. Hungary has a three-level curriculum system to determine education content: a central core curriculum, a framework curriculum and local curricula.
System evaluations use national and international assessments of student learning outcomes to

monitor performance of the education system. Hungarian students participate in diagnostic tests at the end of Grade 4, and the National Public Education Act (2011) stipulates a National Assessment of Basic Competencies (National ABC) at the end of Grades 6, 8 and 10 in mathematics and reading. The results of the National ABC are public, except for individual student performance, which can be accessed only with a student's confidential assessment ID. Schools are also required to prepare an analysis of their results that covers their mean performance, student distribution and information on students' family background. In addition, there are secondary-level admission tests and a central two-tier secondary leaving exam that generates data for monitoring and evaluation. Hungary also takes part in international student assessments such as PISA, PIRLS and TIMSS. The triennial Report on Hungarian Public Education publishes the views of the Hungarian adult population on public education, including a subsample of parents.

In 2015, Hungary implemented major reforms on external and internal school evaluation. There are now two types of external evaluations. Legal compliance checks (Hatósági ellenőrzés) aim to ensure that schools operate according to legislation. Pedagogical/professional inspections (Pedagógia-szakmai ellenőrzés) cover the evaluation of teachers, school heads and schools. Based on the evaluation report, schools develop a five-year action plan. The legal compliance checks may lead to disciplinary measures and remain confidential, while the pedagogical/professional evaluations provide remedial actions and are public. External evaluations are organised by the Educational Authority and carried out by experienced specially trained expert teachers. External school evaluations should take the report of the National ABC into consideration. In addition, school maintainers may also evaluate their institutions. At the same time as their external evaluation, schools carry out internal evaluations, which they organise independently using tools and materials provided by the Educational Authority. (Source: Education Policy Outlook - Hungary, OECD 2015)

Higher Education

The Hungarian Accreditation Committee (HAC) was established with the country's first higher education law in 1993. It is, according to the 2011 National Higher Education Act, a national body of experts facilitating the control, assurance and evaluation of the scientific quality of education, scientific research and artistic activity at higher education institutions. In compliance with the European Standards and Guidelines, the HAC was evaluated by an external team of experts in 2008/09 and consequently has renewed its membership in ENQA, the European Association of Quality Assurance and in the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), which is a world-wide association of over 200 organisations active in the theory and practice of quality assurance in higher education.

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II. 2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

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Hungary is gradually implementing a new comprehensive system of teacher appraisal and career advancement while increasing teacher remuneration yearly until 2018. From August 2013 till January 2015 the average salay of the teachers grew around 40 percent and will continue to grow 3-4 % every September till 2017. The highest salary increase are given to teachers who fall into category of Master Teachers after their appraisal.

Average monthly earnings and their share of individual teachers, respectively. other occupations that require tertiary qualifications

2015DDD

DDD

JOBDSALARY (HUF/ month/person)DEarnings compared to the rate of primary school teacher (%)D

Primary school teacher, teacherD279191D100D

Highschool teacherD298817D107D

General PractitionerD345322D124D
Mechanical engineerD480299D172D
LawyerD293414D105D
software developerD534320D191D
Social worker and counselorD185733D67D
Librarians, library and informationD190537D68D
Auditor, accountant, auditorD502350D180D
health visitorD223183D80D
Source of data: National Employment Service (Nemzeti Foglalkoztatási Szolgálat)DD
http://nfsz.munka.hu/engine.aspx?page=afsz_stat_egyeni_berek_2015D
Notice:DDD
The earnings figures include gross earnings.DD
Higher Education
For professors, teachersand researchers employed in the state owned higher education institutions the law guarantees a minimum salary. In case of the college assistant lecturers (who are on the lowest level of the ranging) the minimum salary is gross 174.900 Ft, whereas in case of professors (which is the highest rank) this minimum is gross 437. 300 Ft. However teachers usualy earn more than the minimum: the college assistant's salary is in average gross 210.000 Ft, whereas the average salary of professors nationwide is gross 685.000 Ft.
The Ministry of Human Resources has no official information about the exact salaries of teachers in private and church owned institutions.

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II.3.1 Universal primary education

The Hungarian Governmenthas executed a salary raise from 1th of January in comparison to the salaries mentioned above. Based on the decision of the Government, in the next two years there will be a +5-5 % salary raise too.

Training system for practising teachers is operated (Government Decree (277/1997. (XII.22.) by Educational Authority in order to develop their basic skills, continue their professional development and have an adequate knowledge of sex education. Accredited teacher trainings (30 hrs) are available, NGOs as organisers are involved:
„Preparing teachers for supporting child victims of bullying (school violence, domestic violence, sexual abuse, internet or on-line abuse)" – organiser of the in-service teacher training: PSYCHOLUCIA Nonprofit Kft.
and „Sex education from pre-school to secondary school. Guidance for teachers to support students towards an adulthood without taboos" (Private sector involved in these in-service teacher trainings, organiser) – organiser of the in-service teacher training: Soter-Line Oktatási, Továbbképző és Szolgáltató Kft.

No
Please provide information on the progress made with respect to ensuring universal access to primary education

Please provide details on the availability of compulsory and free of charge primary education in your country:

In the system of public education, the National Core Curriculum (NCC) specifies the skill and

knowledge that is to be acquired. Among the key competences of NCC, the aim of the developing of social and civic competences is to enable the individuals to actively participate in public affairs by utilizing their knowledge on social processes, social structures and democracy.
The knowledge of the basic concept of anti-discrimination is included in the social participation elements of NCC. The curriculum also prescribes the conveyance of positive attitudes based on the full respect for human rights, including the respect of the values of equality and democracy, openness to participation on every level of the democratic process and the expression of a sense of responsibility and the respect for and acceptance of common values which support the cohesion of the community (for example, the respect for democratic principles). Participation also means civil activity, the respect for social diversity, social cohesion and the values and privacy of others.
The NCC defines social and civic competences as competences that must be developed compulsorily during the education of every field and school subject. The Charter of Fundamental Rights of the European Union, the related international declarations and their implementation on a local, regional, national, European and international level have to be taken into account as well.
During the course of compulsory education, positive attitudes have to be developed such as respect for equality, democracy, religious and ethnic diversity. The knowledge of „the basic notions related to the individual, the group, the organization of labour, gender equality, non-discrimination, society and culture" is also important.
Among the most important general development goals of the „Man and society" subject areas is „to develop knowledge and skills related to equal treatment and equal opportunities".
Topics related to the above issues are also present in areas of general education content. In the field of History for example, equality is a recurring topic, while the topics of fundamental human rights and equality of opportunity are frequently invoked in the field of Social, civic and economic issues.
(See also point 2.3. "Equality in curriculum")

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Is primary education available free of charge to all?
The legislation in force in the provision of public educational tasks - like public education other institutions - sets the average wage-based support at the church-run institutions after the teachers working in jobs as well as establish operational support to the national government or a maintained by the church legal entity educational institutions as well as the pedagogical staff in institutions of special education counseling, early intervention, education and care, as well as participating in the development rearing children and pupils with regard to national governments and established a house for.
Textbook Assistance establishes a public educational institution maintaining national governments, as well as the church and private public educational institution maintainer to establish the faith and the related ethics education textbook assistance and average wage payment scheme organized by the established church of the state school education.
Sustained by nationality local government, public entity of the church educational institutions in support of operation.
The amount of the specific aid: 160 000 HUF/child, student/year.
When determining the operating grant for the educational institution of the educational year, academic year on 1 October of children and number of students (within the fiscal year and 8 month number 4) is calculated rounded to two decimal places.
please list the laws and policies that ensure this universal free availability of primary education.

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According to the Act on Public Education 2011.CXC, in schools, maintained by the state, local government or minority government, religion education that may be chosen instead of ethics lesson, is organised by churches in case it is requested by parents.
So ethics is compulsory subject in public schools, but if it is requested by parents, religion education may be chosen instead it.
The Act on Public Education 2011.CXC allows that public educational institutions, maintained by churches regulate their operation in a different way in some aspects. This also means that in schools, maintained by churches ethics lesson is not compulsory. At the same time, participation in religion education is compulsory for pupils, in case religion education is integrated in the teaching program of the school, maintained by the church.
does your government intend to ensure free primary education?

how?
0
Is primary education compulsory in your country?
The minority self-government may take over the right to operate institutions established to provide pre-school and primary school education for children belonging to the minority from the state by concluding a public education agreement.
The pre-school group or school class shall also be organised and maintained for children belonging to a given minority, if the parents of 8 children or students belong to the same minority request this.
Funding for educational activities provided by institutions operated by churches, as well as minority self-governments from the budget shall be allocated on the grounds of general rules applicable to state-financed institutions and at an identical rate.
(2011/CXC. Act on Public Education)
please provide details on its implementation and indicate the current period of compulsory education
Basic as well as lower and upper secondary nationality schools are intended to preserve the languages and strengthen the identity of the ethnic minorities living in Hungary. In such schools, teaching and learning takes place in the language of one of the seven Hungarian ethnic groups (Greek, Bulgarian, Croatian, German, Polish, Roma, Romanian, Rusin, Serbian, Slovakian and Slovenian), quite small in number, in all or some subjects, while for children (of ethnic origin or not) whose mother tongue is Hungarian, minority languages are taught as foreign languages. According to the Minority Act (Act CLXXIX of 2011 on National and Ethnic Minority Rights), a nationality class or study group can be launched at the request of at least 8 parents. For students less than 8 in number, language studies are organised in an extracurricular form, providing travelling teachers, if necessary.
The National Core Curriculum constitutes the highest nationwide level of content regulation. As a comprehensive strategic document, the government decree (Gov. Decree No 110/2012 (VI.4.) on the Issuing, Introduction and Implementation of the National Core Curriculum) and its annex has a binding effect on all institutions and operators of public education, "taking into account the tasks specified in the Fundamental Law of Hungary and aiming at fulfilling the objectives of the Act on National Public Education, in accordance with the principles and regulations of the Act, ...determines public education as fundamental to transfer and preserve national knowledge and the cultures of local nationalities, to spread universal culture and to enhance moral sense and mental and emotional susceptibility." The core curriculum contains the principles of education for students belonging to national or ethnic minorities.
Accordingly, the teachers evaluate the students' performance during the school year regularly, by way of marks or grades. At the end of each term and school year the evaluation is expressed in the form of grades in every subject worked out on the basis of the interim grades assigned during the year and on the basis of the student's activity throughout the term/year. Both the student and the parent have to be informed of the end-of-term and end-of-year grades. At the end of the first term this information is provided by way of the report booklet, while at the end of the year it is provided by way of the annual school report booklet. The annual school report booklet is a public document, which must be made out in Hungarian or if teaching at school is conducted - partly or in

full - in the language of a national or ethnic minority or in some other foreign language, it is to be made out in two languages, i.e. in Hungarian and in the language of the given national or ethnic minority or the foreign language concerned.
The examinations are taken in the language in which the given subject was taught - in Hungarian or in the language of the national or ethnic minority or in other foreign language.
The financing of institutions has changed from October 2013. Financing of nationality educational institutions took a turn for a better: teachers' salary (financing 1 teacher / 8 pupils – for comparison: in general education the ratio is 1 teacher / 12 pupils) and financial support per student (160.000 HUF/student/year) both increased. Nationality educational institutions with few students in number are getting additional support.
Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.

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Main difficulty was the spontaneous segregation in primary schools in regions where the roma minorities percentage is higher than average. This process has influenced the quality of the edcuation through the spontaneous migration of teachers from the mentioned regions. The main aim of the Anti-segregation Roundtable mentioned in 2.1. was not only to control the prohibition of the segregation by law, but also to take effective measures to eliminate spontaneous and deliberately forced segregation that prevents disadvantaged children from inclusion.
II.3.2 Secondary education

The new National Core Curriculum (Gov. Decree 110/2012) defines the key competences and skills to acquire and the main issue is how to implement these in Hungarian scholar system. The National Core Curriculum provides the legal framework for the development of social and citizenship skills that respect fundamental rights, human rights and children's rights to be included in the framework curricula and in local curricula. Among the general development tasks in the area of education titled "Ethics" is the development of awareness of social relationships, including the topic of sexuality for primary school students in grades 5-8 and secondary school students in grades 9-12.
According to National Core Curriculum competencies knowledge must be developed on reproduction, ontogeny, sexuality for students of grade 1-12 as follows:
Grades 1-6: Discussing concepts of pregnancy, birth and breastfeeding, Grades 7-8, 9-12: discussing the processes that affect human fertility; learning about methods to avoid adverse effects. Grades 1-4: Getting to know the major phases of human ontogeny, Grades 5-6: comparing them; learning about the secondary sexual characteristics and the physical and psychological differences. Grades 7-8: Comparing the most characteristic physical and psychological features of the phases of development after birth. Grades 9-12: Analyzing the psychological background of behavioural changes and crises. Getting to know the phases of human life before and after birth; understanding their value. Grades 7-8, 9-12.: Understanding personal responsibility with regard to sexual life; presenting the arguments for complying with basic rules related to ethics and health. Argumentation for responsible family planning and for the health conscious way of life of pregnant women.
Topic of sexuality also involved in development area of „Critical thinking" for secondary school students.
According to curriculum, textbooks and school materials developed in 2013-2015 continously:
1.DTen lessons in the third chapter of textbook Ethics (http://etananyag.ofi.hu/konyvek/erkolcstan-7) written in the framework of the experimental textbook development programme deal with relationships. Lesson 28 is especially devoted to sexual harassment and the prevention of victimization.
2.DSeveral chapters of the textbook Biology 8 (http://etananyag.ofi.hu/tantargyak/biologia) touch upon the role of women:

a.DThe book tries to enlighten the role of women in science by demonstrating the works of female scientists.
b.DThe book review of the chapter on female genitals offers further literature about the correct demonstration of genders from female writers. The indication of female writers is not only a guarantee for the content, but also sends a positive message.
3.DThe textbook Geography 10 (http://etananyag.ofi.hu/konyvek/foldrajz-10) enlightens the social and cultural role of women from the following points of view:
a.DEmployment (What difficulties do female workers have to cope with in Hungary?; A significant amount of the world's electronic waste is disassembled in Guiyu, China. Why do women and children take up this job?)
b.DThe situation of women and girls in e cultures outside Europe (How do Arabic women live?; Chinese family-planning policy; the students have to compare the possible walks of life of a Hungarian and an Ethiopian girl based on the data in a chart.)
c.DThe reasons for mother's early mortality (Nowadays one woman per minute dies due to complications occurring during pregnancy or labour, mainly in Africa, Asia and Oceania.)
d.DProtection against diseases (The relation between the income and the protection against HIV.)
4.DIn the textbook Literature 8 (http://etananyag.ofi.hu/tantargyak/magyar-nyelv-es-kommunikacio) we find the narration with motion picture, Péter Mészáros: After Rain. The story of the movie is a variation on the defencelessness of women. The 4 minutes long movie attached to the motion picture and media with documentaries chapter of the textbook and found in the digital curriculum – with all its visual forces – is medical-social evidence for the violence against women in Hungary. A sequence of the motion picture is enclosed. Since this content is presented as part of teaching narration in film, students of both genders can understand by the end of the dialogue how close they might live to similar cases.
5.DThe sections titled Career in the textbooks Physics 9 and 10 (http://etananyag.ofi.hu/tantargyak/fizika) represent women who are successful in their fields of work.
6.DSome parts of the textbooks History 7 and 11 (http://etananyag.ofi.hu/tantargyak/tortenelem) discuss the questions of female equality, and the historical background of the change in the traditional roles of women.

Among non-governmental organisations the Association for Women in Science (www.nokatud.hu) deserves special attention. They support girls to succeed and fight against discrimination with different projects, such as I plan: Bright Future for Girls (http://nokatud.hu/tervezem/) and the Girls' Day Programme (www.lanyoknapja.hu).
In the framework of public education development programme, Virtual Knowledge Center against School Conflicts have been developed in 2015. Through the Center a wide range of methodological tools, collection of good practices are available for schools to support them in conflict management and negotiation technique methods. (http://iskon.opkm.hu/shw.php)

The most important measures were the training system for practising teachers the Girls' Day Programme, creation of the National Social Inclusion Strategy.
Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

[Yes]

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Is it available free of charge?

First name:
D
Last name:
Delegation of Hungary