“Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance”

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States in the preparation of reports on the national implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO’s General Conference in 1974, the Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.1 The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

 All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should report on legislative measures that have been taken pursuant to the Recommendation and the ways in which

1 In 2010, the Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

 In accordance with Article VIII of UNESCO's Constitution "Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."

 Article17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

 Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.2

1. Information about the respondent

• Date:

• Institution responsible for completing this questionnaire:

• Responsible department:

• Contact person:

• Mailing address:

• Telephone number:

• E-mail address:

• Webpage:

2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

2 This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

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Answer:

As regards the educational government:

Fundamental Law

Article Q of the chapter entitled Foundation in the Fundamental Law provides for the relationship of Hungary to peace and international conventions.

‘(1) In order to create and maintain peace and security, and to achieve the sustainable development of humanity, Hungary shall strive for cooperation with every nation and country of the world.

(2) Hungary shall ensure harmony between international law and Hungarian law in order to fulfil its obligations under international law.

(3) Hungary shall accept the generally recognised rules of international law. Other sources of international law shall become part of the Hungarian legal system by publication in the form of legislation.’

The chapter entitled Freedom and Responsibility in the Fundamental Law provides for fundamental human rights (Articles I to XXXI).

(In relation to education it declares as follows *[Article XI]*:

‘(1) Every Hungarian citizen shall have the right to education.

(2) Hungary shall ensure this right by extending and generalising public education, providing free and compulsory primary education, free and generally available secondary education, and higher education available to every person according to his or her abilities, and by providing statutory financial support to beneficiaries of education.’)

Act on National Public Education

In accordance with the Fundamental Law, Act CXC of 2011 on National Public Education, ‘enforcing the right to education as laid down in the Fundamental Law, to realise the right of the nationalities for education in their mother tongue’, declares public education free of charge up to the age of 22 years and ensures access by everyone by state maintenance as well as by publishing a common National Core Curriculum and relevant textbooks up to the limit of compulsory education, by providing qualified teachers.

As a prerequisite to applying for the secondary school leaving examination, it specifies that all secondary school students shall undertake at least 50 hours of voluntary work, allowing for adequate preparatory period. (Certification of the decision of the community service required for issuing secondary school leaving examination certificates shall be required for the first time in the case of secondary school leaving examinations started after 1 January 2016.)

The National Core Curriculum

Pursuant to the new NCC (National Core Curriculum) in force from 1 September 2013 (Government Decree No 110/2012 (VI. 4.) on the publication, introduction and application of the National Core Curriculum), ‘the educational and teaching process and education must be at all times in accordance with … the order of the constitutional state, with the principle of respect for life and human dignity as well as with the related freedom of conscience and religion, furthermore, with the international conventions serving the protection of the Earth, humans, nature and culture.’ Furthermore, the NCC emphasizes that ‘the basis for the operation of the democratic constitutional state, public life built upon the rule of law is the participation of citizens, strengthening national conscience and cohesion, creating harmony between individual objectives and the common good. This active behaviour of citizens is

characterised by the respect of law, observance of the rules of co-existence, respect for human dignity and human rights, non-violence and fairness'.

The NCC lists social and civil competences among the key competences to be improved (stating that 'positive attitudes are based upon the full respect for human rights, including respect for equality, democracy and religious and ethnic diversity.') and, accordingly, it integrates the curriculum of 'education for international understanding' into the various fields of education.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

• National plans for Education for All (EFA)

• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)

• National sectoral plans for basic education, higher education, etc.

• National human rights plans

• National poverty reduction strategies and other development plans

• Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer: The National Core Curriculum is the most important document regulating the content of the public education system. In the course of its regular reviews, it accommodated the contents and tasks defining the improvement of competences required for personal fulfilment. Considering these, social and civil competence is 'based on the knowledge of the concepts of democracy and citizenship and of the rights of citizens as well as on full respect for human rights'.

On the basis of the National Core Curriculum, the knowledge pertaining to social participation now includes the knowledge of basic concepts to do with equality between men and women and non-discrimination. The NCC also sets out the communication of the positive attitudes based on full respect for human rights, including respect for equality and democracy, openness towards participating in the democratic decision-making process at every level, and respect for social diversity and cohesion and the values of others.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

• Yes

• No

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

6. Which groups are targeted in the national policies? Please choose one or more categories below.

• Preschool, early childhood

• **Primary school**

• Secondary school

• Higher education

• Technical and Vocational Education and Training

• Education for justice and security professionals

• Teachers

• Educational community

• Ministry of education staff and users of their services

• Civil society, non-formal education

• Public employees in general

• Media

• Other (please describe)

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)

• Is education for peace and human rights obligatory or optional?

• Is it subject-based or cross-curricular?

• In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer: - The education and teaching for peace and observance of human rights is mandatory for everyone.

- Subjects, fields of education and cross-curricula as follows:

- In the subject aimed at peace, human rights, the extension of tolerance and the trust in the system of democratic institutions as well as on the knowledge of the operation of such system of institutions, the curriculum regulation existed in the period under review and, between 2010 and 2012, such regulation was fundamentally reformed in Hungary both at national level and at the level of regions and institutions.
- National level – National Core Curriculum Legislation: government decree, single
- National, local or institutional level: general curriculum (curricula). Approved by the Minister for education
- Institutional level: pre-school educational programmes, local school curricula – new curricula. Approved by the operator

The spirit of the curricula is determined by the Constitution of Hungary, then by the Fundamental Law of Hungary, the Act on Public Education September 2009–2011, then, in parallel, by the Act on National Public Education (from September 2010) as well as by the international and Hungarian decrees on human rights, children's rights, the rights of national and ethnic minorities as well as on equal opportunities for men and women. This system of values is focused on humanism, democratic and patriotic values, respect for the individual, promoting cooperation between fundamental communities (family, nation, Europe, the world), equal opportunities for men and women, social solidarity and tolerance.

Fundamental principle in the National Core Curriculum
'The basis for the operation of the democratic constitutional state, public life built upon the rule of law is the participation of citizens, strengthening national conscience and cohesion, creating harmony between individual objectives and the common good. This active behaviour of citizens is characterised by the respect of law, observance of the rules of co-existence, the

respect for human dignity and human rights, non-violence and fairness'. (…) The acquisition of responsibility, independent action, reliability and mutual acceptance is efficiently supported by the teaching and learning organisational procedures relying on the active participation of students.
Furthermore: The key EU competences also constitute an integral part of it, highlighting human rights as part of social and civil competence: 'Positive attitudes are based upon the full respect for human rights, including respect for equality, democracy and religious and ethnic diversity.'

In the National Core Curriculum, in the general and institutional curricula
Due to its importance, the topic is included in all parts of the curricula, as a general educational objective: The educational objectives are enforced at the various levels of content regulation and are realised in the process of public education as follows:
- they are integrated into the development requirements and contents of the various fields of education and subjects;
- they may become partial fields of subjects or appear as independent subjects according to the local school curriculum;
- in the lower grades they provide themes for the teachers' work and in the upper grades they provide themes primarily for the form-master's lessons;
- they outline themes, improvement situations for the other school activities and programmes performed outside the scope of lessons.
The conscious observance of educational objectives at institutional levels as well as implementing and having implemented the tasks assigned to them is a definitive tool of measuring pedagogical culture at the institutions and the level of teachers' work, one of the important criteria of pedagogical professional control. (National Core Curriculum)

These fundamental values are also crucial parts in the cross-curriculum elements (common elements of knowledge in several subjects, general development objectives) of general curricula; consequently, they are indirectly present in the curricula of all subjects and in the case of out-of-class activities.

Elements at curriculum level, directly in subjects, in fields of education and in cross-curricula:
The field of education Man and Society communicates knowledge and competences regarding peace and respect for human rights. This field of education contains the curricula of the following subjects: history, morals and ethics, civic education, society and economy, knowledge of the homeland, the nation and national culture.
These subjects present at all levels of public education put special emphasis on this area. This is complemented by the so-called form-master's lesson dealing with direct education, with its curriculum including these contents. The system of school ceremonies, commemoration days is closely related to these school thematics.
In addition to the above, the issue of peace and human rights also appears in the field of education Man and Nature in the National Core Curriculum and – as an important cross-curriculum connection – also as an integral part of the educational objectives of sustainability and environmental consciousness.
On that basis, this issue is included (in various aspects) in grades 1-12 of the general curricula in chemistry, biology and geography belonging to this field of education. The global projection of several topics appears in a spiral construction in almost all grades in classes 1-12: For example, through the topic of water (water protection, security of potable water), students also discuss issues of human rights at the natural science lessons.

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training) (Reference: §33-37)

• Is education for peace and human rights included in:

 pre-service teacher training

 in-service teacher training

 head teacher training

• Is the participation voluntary or mandatory?

Answer: The Office of the Commissioner for Educational Rights and its partner, the NGO named Foundation for the Education of Human Rights and Peace, cooperate in the field of educating the values of human rights, peace and democracy according to the following thematics: human rights education, intercultural education, children's and students' rights and peace education. The regional offices of the Mobility Youth Service hold non-formal trainings for children and youth age-groups.

In higher education, the themes related to civil rights, human rights, children's rights and youth rights are included in pedagogical training (pre-school teacher, primary teacher and teacher training) as general education (freely available) courses. Social pedagogue training (specialised in child and youth protection) as well as higher education training in youth promotion and community and civil organisation were introduced on the millennium; both trainings place emphasis on the education of human rights and peace. Human rights constitute the central part in the training Social Studies (BA), in the training of teachers specialised in Man and Society (MA) and in the training of teachers of Multicultural Education (MA). These are trainings before starting service. Considering the trainings during the period of service, this knowledge is part of the further training specialised in Youth studies and of the teacher's trainings specialised in Child and youth protection. In the trainings for master teachers, it is an element of the training specialised in Public education master and of the teacher's professional exam based upon the same. (At present, school masters must have this qualification in Hungary.) Participation in the trainings listed here is voluntary; the training of teachers during service period is mandatory by law, but the training itself is chosen by the teacher from the various thematics.

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer: **Education methodology**

With the frontal educational system characterising the previous period, the teaching culture in Hungary is focused on students, approaching the teaching-learning process in a complex manner. Various personalised competence development programmes and methods, *interactive forms of teaching and learning (project pedagogical, collaborative learning and others) are widely used.*

It has become a general practice to teach history, for example, with the focus on sources, and in the case of the subject civic education, society and economy, to use the practice of *project work*, *on-the-spot training* and *voluntary work*, providing the basis for the competence of citizens'' participation. These new pedagogical changes were strengthened by the major increase in the number of teachers' workshops.
Active learning and the increase of students' participation are important methodological recommendations in the field of education Man and Nature contained in the new National Core Curriculum; in addition to this student-centred approach, it is a new feature that the various content elements must be placed in several contexts: both at the individual-personal level and at the levels of small communities, large communities and global levels.

Education for peace *is an important part of global education*. The support of the discussion method (both in the NCC and in the general curricula), *the formation of opinions* and *the local approach to global problems* are important parts of the general curricula of natural sciences. This process starts as early as in grades 1-2 (for example, in the environmental studies, by processing traditions that can be related to the changes of nature or by using the school building in an (environmentally) conscious manner, by shaping the environment) and it is completed in grades 9-12, by exploring specific *local problems*, identifying *action plans*. The auxiliary educational materials to the general curricula, with the new approach, are currently being drafted.

In addition, **all-day school** appears on the basis of the Act on National Public Education. In this respect, as part of the subproject of all-day school, educational programmes supporting *inclusive learning environment and assisting active involvement of students are being developed from 2012 onwards. In particular: in the field of complex artistic education, complex scientific education, way of life and practice*.
In addition, the catch-up and talent support programmes of the lower and upper grades as well as the educational programmes of eco-schools have also been established.

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer: The Office of the Commissioner for Educational Rights and its partner, the NGO named Foundation for the Education of Human Rights and Peace, cooperate in the field of educating the values of human rights, peace and democracy according to the following thematics: human rights education, intercultural education, children's and students' rights, peace education. The regional offices of the Mobility Youth Service hold non-formal trainings for children and youth age-groups.

In higher education, the themes related to civil rights, human rights, children's rights and youth rights are included in pedagogical training (pre-school teacher, primary teacher and teacher training) as general education (freely available) courses. Social pedagogue training (specialised in child and youth protection) as well as higher education training in youth promotion and community and civil organisation were introduced on the millennium, both trainings place emphasis on the education of human rights and peace. Human rights constitute the central part in the training Social Studies (BA), in the training of teachers specialised in Man and Society (MA) and in the training of teachers of Multicultural Education (MA). These are trainings before starting service. Considering the trainings during the period of service, this knowledge is part of the further training specialised in Youth studies

and of the teacher's trainings specialised in Child and youth protection. In the trainings for master teachers, it is an element of the training specialised in Public education master and of the teacher's professional exam based upon the same. (At present, school masters must have this qualification in Hungary.) Participation in the trainings listed here is voluntary; the training of teachers during service period is mandatory by law, but the training itself is chosen by the teacher from the various thematics.

Learning environment of inclusive, democratic schools reflecting non-violence

The project called 'Tanító Tér' (Educating Space) implemented between 2009 and 2011 identified qualitative criteria in relation to the learning environment of inclusive schools on the basis of its research of primarily qualitative nature regarding learning environments. The project set the aims of *participative planning, the involvement of users in shaping the environment* as well as *the establishment of inclusive and sustainable environments*, as these are the most suitable to support our common human values (such as respect, tolerance, belonging to a community, openness to each other). Recommendations of education policy (for operators, infrastructure development experts, institution managers) and user manuals were produced along these lines. The project products were produced as a result of the *joint workshops of representatives of professions that had operated in isolation from each other before: architects, landscape architects, interior designers, environment psychologists, communication experts, teachers and institutional managers*.

Multiplication: In addition to its partner institutions, the project has also stimulated several other public education institutions to reconsider the learning environment offered by the institution and to make it *more inclusive, inspiring and open* by minor or major measures (often requiring attention rather than significant funds to be involved).

The exemplary institutions of the project have also shown stimulating example that the development of organisational culture quasi entails the development of learning environment and infrastructure, and vice versa: (according to their research) the up-to-date environments established also utilising the results of architecture, pedagogy and psychology result in the establishment and strengthening of learning organisations.

Extension: The volumes produced under the project are used in several institutes of higher education in the course of training (for example in the training of students studying architecture and teaching in Budapest). The project materials are available at the http://tanitoter.ofi.hu website. The project itself wishes to set an example of supporting participation: in addition to its several workshops and presentations, it is also facilitated by its active operational community website. TÁMOP 3.1.1. (project No 6.7.2)

The Eco-School Network The project managed by the Ministry of Human Resources and the Ministry of Rural Development undertakes a special pioneering role in the establishment of a participating atmosphere, building learning organizations and in the support of democratic decision-making, as the development of organisational culture (and, at the same time, exemplary behaviour) and social education are important parts of education for sustainability. In the education of small children, the Green Pre-school System ensures the implementation of the same principles, and the two systems built upon each other allow for the adoption of the 'complete school' approach, the establishment of harmony between teacher's work and the physical environment in the full spectrum of public education. At present, approximately 12-13 percent of the institutions have the title of Eco-School or Green Pre-school, and sources are available for extending the programmes under the Swiss Contribution.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

• Coordination:

• Curriculum:

• Teacher training:

• Teaching materials:

• Learning environment:

9. Is a specific budget allocated to the implementation of the policies?

• Yes

• No

If yes, please specify the percentage of State budget.

At present Hungary spends 4.3% of the GDP on education and, from this, 1% on higher education; 9.6% of public finance expenditures is spent on education.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

• Yes

• No

If yes, please specify the members/institutions being part of this mechanism.

In order to improve the quality of public education, the Act on Pubic Education in force from September 2012 and its implementing regulations provide for the following: measurement and evaluation of teacher's activity, operation of pedagogical-professional and legal control system, requirements of qualification and professional skills.
The detailed rules of monitoring and evaluating teacher's work are in the process of establishment.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer: The past twenty years have seen the start of fundamental social and political changes in Hungary: the democratic transformation of Hungarian society has begun. These changes necessitated the identification of new social needs and tasks for public education. Before the change of the political regime, the 'hidden curriculum' of the education of social sciences was to legitimate the political system and to lay the foundations of the loyalty of citizens. Accordingly, the civil education at the

time perfectly suited the interests of the political system of those times: it 'produced' passive citizens unsuitable for independent thinking, hardly knowing their rights. However, the democratic change of the political regime has fundamentally re-interpreted the relationship between the State and the citizens, the values, moral and legal relations of society. It became obvious that the previous education of social sciences was unsuitable to satisfy the new social necessities both in terms of its approach, its contents and methods: to educate citizens with independent way of thinking, spirit of enterprise, being aware of their rights, mutually exercising the rules of social co-existence.

The programme of democratising Hungarian society raised numerous new issues and problems for civil education. The main issue was: how to educate young people to have democratic approach in a country where there exist hardly any democratic traditions, where the rules of co-existence are not built upon mutuality, where the relationship between people is characterised by subordination and super ordination. The main problem is represented by the fact that the actual social changes have just started, and the old behavioural patterns characteristic of socialism as well as the various patterns of market economy and their various combinations co-exist. This anomic transitional state is spectacularly manifest in the phenomenon that the generations growing up inherit more and more uncertain values and set of norms and they are not prepared to find their way independently among the more and more complicated social conditions.

This anomic situation cannot be compensated by the school system alone. Thus, a peculiar twofold situation has evolved.
The democratic values in close accordance with the recommendation of 1974 are precisely and credibly identified in the Act on Public Education, in the teacher's training programmes, in the curricula and sets of requirements. The teachers more or less try to communicate them to their students. At the same time, actual social reality in several instances contradicts these principles and ideals.

The most significant programmes:

The 'Arany János' programmes (talent support, halls of residence, vocational school) promoting further studies of disadvantaged students have been established, facilitating social mobility and the establishment and increase of primarily Roma intellectuals. The priority tasks of these programmes include talent support, catching up, development of personality and abilities, decreasing the social disadvantages, teacher's work based on individual development and activity plans, career orientation as well as the organisation and implementation of leisure-time activities out of class and preparatory activities.
The students participating in the 'Arany János' programmes compare their knowledge in competitions of subjects, culture and arts. The special measurement and evaluation of the progress of students is regulated and continuous in the programmes.

'D.A.D.A.' (smoking, alcohol, drugs, AIDS) programme: The thematics of the programme is split into lower and upper grades. Lower grades: 3. from grade 3 to 5, upper grades: 6. from grade 6 to 8. Fundamental motto of the programme: 'Say no'. The emphasis is on recognising sources of danger, reacting to them, avoiding the use of self-destructing substances and becoming a victim. Furthermore, we call the attention to the ways to avoid committing a crime and/or infringement.
There are other school information programmes related to drug and AIDS prevention with the involvement of the authorities and volunteers.

Legislative criteria at present:
The following values, objectives and tasks were identified in 2012 in the new National Core Curriculum (NCC) within the field of education Man and Society:
- education for the respect of personal and human rights, for moral values;
- establishment, raising awareness and improvement of national conscience and civic education;

- raising awareness of social justice, fairness and solidarity;
- creating sensitivity to social and economic problems;
- establishing responsibility for the environment and sustainability;
- getting to know and accepting other cultures, with special respect to the peoples and religions co-existing in the Carpathian Basin;
- understanding the operation of the democratic system of institutions;
- developing the knowledge and skills related to equal treatment and equal opportunities;
- establishing the social science approach and way of thinking, establishing and developing the skills required for the study and analysis of problems of this nature.
- students must also be provided with intellectual means in order that they should be able to reflect and evaluate in a critical manner, because this is the only way they can efficiently apply the knowledge acquired.

Emotional education (within that, avoiding violence), recognition of human responsibility in the relationship between man and nature (at various levels) as well as the transfer of epidemiological information (with special respect to AIDS and the significance of vaccination) are important fields within the field of education Man and Nature in the National Core Curriculum.

Ethics is a mandatory subject in grades 7 and 11 (2009–2013).
Mandatory introduction of moral studies or, in the case of parents' choice, of religious and moral studies held by church persons.(2013-)

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer: The **tender TÁMOP 3.4.1b** supported the education and teaching of students with migrant background. The fundamental aim of the tender is to support the education, teaching of students with migrant background, involved in the system of public education and teaching, to support their integration into the Hungarian society and the world of labour, the establishment of their independent way of life. In addition to elaborating programmes relating to the education of students with migrant background, the support also covers further training of the teachers dealing with them. The main areas of the programmes included in the tender are the training in Hungarian language; making the migrant students familiar with Hungarian culture, social environment and history; making them catch up as well as implementing intercultural education and teaching.

This scheme expands the possibilities of the TÁMOP tenders with similar subject advertised in the previous years. It is in accordance with the tenders advertised under the European Refugee Fund and the European Integration Fund and, at the same time, it is complementary to those in respect of the target group and the activities. The invitation to tender is in line with the priorities of the New Széchenyi Plan related to the increase of labour supply and to the support of acquiring competitive knowledge.

Active citizenship One of the priority subjects of the Hungarian EU Presidency in the first half of 2011 in the field of education. The economic crisis has also called the attention, among others, to the significance of taking individual and social responsibility. In this context, the education for active citizenship affects numerous areas, among others, *active participation and volunteering, education for democracy as well as social sensitivity*. We have shown the ways how the various school institutions can contribute to these – either institutes of public education, vocational training or organisations outside the school system. Because school is an important place to establish and develop the knowledge and skills required for active citizenship and, last but not least, the proper approach.

Domestic and international programmes coordinated by the TEMPUS public foundation in the above subject:
The Situation of Minorities through Individual Lives, Sustainable Development in Modern European Societies
Social Commitment Connects Us – If We Help, We Make Others and Ourselves Stronger, Made in... International Trade by Student Companies, Youth Enterprise Services in Central Europe – Youngbusiness.net3, Global Education Across the Borders, Community Learning – Capacity Building, Dialogue and Empowerment in Urban Civil Society, Learn Democracy through Practice (eTwinning project)
http://www.tpf.hu/upload/docs/konyvtar/egyeb/Oktatassal_aktiv_allamp.pdf

- The intercultural psychological and pedagogical MA training at the Eötvös Loránd University [ELTE] Faculty of Pedagogy and Psychology covers the training of experts who are able to facilitate the strengthening of dialogue between cultures even in schools.

(b) Bilingual and multilingual education

- Answer: Institutes of bilingual and multilingual education
- Support of bilingual education in primary and secondary schools where the conditions are provided and there is demand for it.
- Nationality language secondary schools
- Teaching nationality languages in areas with nationalities who need it
- Education of nationality studies (knowledge of the nation and national culture)

The **nationalities in Hungary have constitutional rights** to initiate the arrangements for education in their native language. The majority of the 13 recognised nationalities (Bulgarian, Greek, Croatian, Polish, German, Armenian, Roma/Gipsy, Romanian, Ruthenian, Serbian, Slovak, Slovene and Ukrainian) do exercise such rights; education in nationality language or nationality language teaching is available with the exception of Armenian and Ukrainian nationalities. The Hungarian legal system allows for the school-aged children of foreign citizens to study in languages other than Hungarian or in two languages (Hungarian and foreign language). Accordingly, they can pursue their studies in schools following foreign educational systems (there are German and English language schools in Hungary) and in bilingual schools (in Hungarian and English, German, French, Spanish, Italian, Russian, Chinese).

The above public education institutions enable foreigners to study in one of the world languages and people belonging to nationalities to study in their native languages.

In addition, it is also their task to provide knowledge on Hungarian language and Hungarian culture. Foreigners have the possibility to study Hungarian as a foreign language, and nationalities living in Hungary study Hungarian language at the same level as other Hungarian citizens, having regard to their language status.
In addition to foreign citizens and nationalities living in Hungary, the services offered by the above institutions may be used by Hungarian citizens with an interest in the affected languages, peoples and cultures.
The education work in the above institutions, the composition of the institutions' student population, the content of education and familiarisation with several cultures contribute to increasing understanding and tolerance between people.

Hungary also uses significant European support funds to achieve fundamental sector-specific policy objectives in the above issues.

In the field of bilingual and multilingual education, the tenders of TÁMOP 3.1.4 – Innovative school – and TÁMOP 3.4.1a – Assisting the education of nationality students – help the implementation of sector-specific policy.
Under the scope of the tender entitled Innovative school, we have put large emphasis on improving the foreign language competence of both teachers and students.
Under the scope of the tender entitled Assisting the education of nationality students, we have supported the idea that nationality education should be part of the Hungarian public education system and it should provide identical opportunities to facilitate the native language education of students belonging to the nationalities living in our country, with various capabilities and various levels of knowledge of languages.

(c) Promotion of the gender-sensitive education systems

Answer: In this respect, the fundamental principle of the Hungarian public education system is the following specially highlighted requirement, included in a government decree on pre-school basic programme: the education system *'Leaves no room for the emergence of prejudices* either in social, *sexual* or any other sense'.

(d) Prevention of racism, discrimination and violence

Answer: Relevant commemoration days set out by Parliament in resolution and included in public education:

Day in memory of the victims of communism – against dictatorship
Day in memory of the victims of holocaust – against exclusion
Day of National Unity

There are usually discussions, films and their analyses and theatrical performances for the students, by the students, in the interest of the students, at institutional levels or, at a lesser extent, at inter-institutional or municipality level. The fundamental aim is to remember and remind as well as to achieve that anti-racist and anti-discrimination elements should be integrated into students' thinking as a true-to-life experience. Alternative settlement of disputes – project against violence and discrimination 2008-2012: The most efficient way to resolve school conflicts is if we manage to handle them with proper expertise within the institution, therefore, it is crucial to provide appropriate training for the teachers participating in the programme and to support the transposition of the things learnt into teaching practice.

By establishing a country-wide network, the project aims at achieving that the techniques of alternative settlement of disputes should be available for use in all regions of the country. Direct result: 119 teacher trainings took place by December 2012, covering the training of 1019 teachers and experts working on partner areas.
In the future, the aim is to multiply the results of the project, and our contribution to reaching this aim is to develop and distribute digital multimedia learning material as well as to arrange for multiplication workshops, to prepare reference institutions.

(e) Civic engagement of youth

Answer: **Social Solidarity (TÁRS) Programme (2011–2012) – 146 tenders and 148 programmes**

Objective: A change of approach should take place among the generations growing up regarding their relationship to their closer and wider environment, to those in need and to the public good. We are convinced that this way young people are provided with the possibility to get prepared for active citizenship. Through learning by own experience we wish to improve their social sensitivity and several competences (cooperation, problem resolution, project management, responsible decision-making, managerial abilities etc.) that are indispensable to obtain for conscious and responsible citizenship.
Priority programme elements: The tender supported all initiatives serving social and community objectives meeting local demands. On that basis, programmes that can be applied for include, for example:
– Support by social activity serving community objectives (e.g. regular visit to old people, children or family in need, shopping, household chores, cleaning, and repair)
– Programmes, activities prepared and organised jointly with social or educational institutions (e.g. joint sports events, excursions, theatrical performance in children's homes, joint cleaning in old people's homes)
– Activity to be implemented jointly with disadvantaged person/group living in the students' environment (handicraft, sports, organising joint events, folk dancing, animation of children's programmes in parents' clubs with qualified assistants, assistance organised for disabled persons and their families)
– Activity aimed at conserving public institutions and public areas (e.g. painting the fence, landscaping the park, planting trees, building, repair, cleaning),

Extending the role of public education institutions, establishing new co-operations of institutions In the case of the social commitment of young people, under the invitation to tender TÁMOP 3.2.1a (introduction of forms assisting, promoting learning) we have supported developments with the aim to achieve a change of approach in the generations growing up regarding their relationship to their closer and wider environment, to those in need and to the public good. This way young people are provided with the possibility to get prepared for active citizenship.
Through learning by own experience we wish to improve their social sensitivity and several competences (cooperation, problem resolution, project management, responsible decision-making, managerial abilities etc.) that are indispensable to obtain for conscious and responsible citizenship.

The government considers that the principle of solidarity and volunteering and the establishment of such an attitude represent such a significant priority in terms of sector-specific and social policy that, in 2011 it has extended it as part of the public education system and introduced the 50 hours community service as a prerequisite to the secondary school leaving exam.
As the Act on Public Education sets it out: '"community service" means social and environmental protection activity … carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests,'

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer: At present there are seven schools in Hungary involved in the ASP system (source: www.unesco.hu)

By now, approximately 9000 education institutions of 180 countries have joined the international network, whose members are not special or exceptional institutions but schools that undertake to pay increased attention in their everyday work to the interest of students in international issues and to their sensitivity to sustainable development, furthermore, to endeavours towards peaceful co-existence and dialogue between cultures.
Baktay Ervin Grammar School (Dunaharaszti)
Bessenyei György Grammar School and Hall of Residence (Kisvárda)
Hansági Ferenc Vocational and Technical School for Catering and Tourism (Szeged)
Lágymányosi Bárdos Lajos Primary and Secondary Grammar School (Bp. XI.)
Móra Ferenc Primary School (Bp. XVI.)
Vass Lajos Primary School (Bp. XIX.)
Vetési Albert Grammar School (Veszprém)

(b) Non-formal education (Reference: §30-31)

Answer: The various civil organisations and foundations operating through domestic and international tenders play an important role in the process of education for peace and enforcement of civil rights. Even though the economic crisis has recently reduced their scope and number, they still play an important role in the education of democratic values.

- For instance, in the field of civil education, independent teacher's further training programmes and nationwide events for students (competitions, camps, voluntary work) were organised last year by the following, among others:
Civitas Association (www.civitas.hu)
Foundation for Democratic Youth (www.i-dia.org)

Kurt Lewin Foundation (www.kla.hu)
- Lots of teacher's programmes were organised to support the integration of migrant students (and parents), among others, by the following:
Shelter Foundation (www.menhely.hu)
Artemisszió Foundation (www.artemisszió.hu)
The churches also contribute with significant youth organizing charity activity closely related to the endeavours of the education policy expecting all students to take social responsibility in the form of voluntary work.
- The pedagogical activity of the school system is complemented by numerous parents' and professional organisations, however, they are not really integrated, thus, even though their role is very important, their efficiency can only be measured at local levels at the most.
Organising cultural (intercultural) international youth festivals (e.g. Sziget Festival, VOLT)
Support of youth sports and competitive sports, especially the support of team sports and mass sports (e.g. by the introduction of everyday gymnastics lessons).

Holding the Week of Tolerance in several schools and non-governmental organisations as a means of confirming the attitude of acceptance and understanding, through a true-to-life experience.
Hungary has participated in part of the projects organised on the occasion of the European Year for Active Ageing and Solidarity between Generations, which have increased social understanding through learning between generations.

The contents and structure of television and radio programmes is continuously increasing both in terms of religions and nationalities. In addition, as positive examples in recent years, we have seen first and second generation celebrities and presenters belonging to national minorities or born as migrants in Hungary, providing excellent performances.

Community spaces can be considered as part of non-formal education. Organising cultural (intercultural) youth festivals (e.g. Sziget Festival, VOLT)

Online interfaces, for example http://www.youthforhumanrights.org/hu and, within that, community portals

(c) Higher education institutions

Answer:

- Higher education trainings especially dedicated to the development of human rights: Teacher specialized in Man and Society MA (Eötvös Loránd University [ELTE], University of Miskolc, University of Szeged) and vocational training of Youth assistants (Eötvös Loránd University [ELTE], Pázmány Péter Catholic University [PPKE], Szent István University [SZIE], University of Szeged [SZTE]). Both trainings take place in public higher education institutions maintained by the Ministry of Human Resources.
- From 2011 onwards, a Christian Roma Special College Network has been established in 5 centres of higher education (Budapest, Debrecen, Miskolc, Nyíregyháza, Szeged) with the vocational and financial support of the Ministry of Human Resources.
- Education, research and improvement of civil competences in youth age-groups is the subject of the conferences entitled 'From Ideals to Competences', organised on the 6th occasion in 2012 at the University of Szeged, with the support of the Fund Manager for Human Resources (NEA – National Cooperation Fund).

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer: The State operates the higher education system as an operator and grants support with specific tenders:

Support for the special colleges for Roma (TÁMOP 4.1.1.D):
The general aim of the TÁMOP 4.1.1/D scheme is to improve the quality of higher education, to expand the role of higher education in the increase of employability. A further objective is to establish and provide complex student services for disadvantaged students admitted to higher education institutes, primarily of Roma origin, contributing to the successful completion of their studies, to the reduction of drop-outs and to reinforce their social involvement. The services include talent promotion, provision and improvement of services related to
learning methodology and catching up. A fundamental objective is that the Roma special college should contribute to the formation of Roma intellectuals committed to undertaking tasks in public life, involved in active social dialogue and merging professional excellence with sensitivity to social issues.

Recognition and dissemination of scientific results (TÁMOP-4.2.3.)
The main objective of the higher education development scheme:
1. Provide information on the results of domestic higher education and Hungarian science, increase their recognition and social acceptance, facilitate the international recognition of researchers, scientific schools and workshops, 2. facilitate the provision of scientific succession by popularising science and researchers' life:
Talent promotion and provision of scientific succession by making researcher career attractive: Popularise science and scientific activities with the help of innovation results of the Hungarian sphere of researchers among the wider public, especially among young people facing further training (age-group of 10-18).
- Supporting and stimulating the scientific communities organised by students.
- Recognition of the scientific achievements of young researchers, researcher women, Roma researchers and researchers coming from compound disadvantaged environment.

Framework agreement between the Government and the National Roma Self-Government (2011)
The Framework agreement was concluded in order to strengthen the co-existence of the Roma and the majority society and to build the common future; the objectives of the agreement in respect of education include the following:
– create workplaces and increase cooperation in the field of education
– implement the public interest inclusive of the Roma, free of discrimination
The Parties set the common objective to support the following:
• implementation of an overall educational reform programme whereby 20 000 young Roma people can obtain marketable profession in 50 vocational schools participating in the catch-up. Furthermore, they support the studies of 10 000 young Roma people in education providing secondary school leaving exam and assist the preparation of 5 000 talented Roma persons
to meet the conditions of participating in higher education;
• in the field of vocational and adult training, the marketable vocational training of approximately 50 000 Roma adults with vocational school being their highest qualification, and the participation of further 80 000 Roma adults in basic level skills (literacy, counting, information technology).

‘Programmes promoting the social integration of children and young people’ TÁMOP-5.2.5.B

Objective: It is a fundamental social interest that the youth of our country should ensure the success and achievements of themselves and their communities as a source of power consciously exercising their rights whilst knowing and recognising democratic values, smoothly integrating into adult society, continuously renewing it with an innovative approach. Furthermore, it is indispensable that children, teenagers and young people should participate in the closer and broader communities with an inclusive and tolerant attitude; their national and European identity should help them in building a sustainable and peaceful society. Furthermore, it is a fundamental objective that the affected age-groups should consider family and raising children as a value and part of successful life, they should actively prepare for their parental role.

When implementing the 'Tanító Tér' (Educating Space), mixed specialist teams were established to which experts involved in the design, development and shaping of infrastructure were invited: a network has been established with its members being among others local governments, universities (for example, the Budapest University of Technology and Economics or the Pedagogical and Psychological Faculty of ELTE), civil organisations (for example, organisations engaged in environmental education, such as the Göncöl Association or the Hungarian Research Teachers' Association), partner institutions (public education institutions: primary and secondary schools, halls of residence) and other professional communities (for example the Hungarian Chamber of Architects or the network of eco-schools).

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer: Through the Hungarian Institute for Educational Research and Development (OFI), the Government, the Minister in charge of Education maintains close cooperation with the ENSI (Environmental and School Initiatives) international network, which, as a think-tank, has been undertaking an important role in the field of education for sustainability for several decades.

We are actively involved in the SUPPORT project, whose aim is education for sustainable development (EDS) and, as part of it, turning into responsible citizens. (LLP Comenius program 2007–2010)

The 'Tanító Tér' (Educating Space) project also cooperated with several international networks (including research institutions, universities, ENSI and numerous foreign schools that participated in the research works as partners).

The eco-school network also has several international network connections through the ENSI, stimulating the schools involved to establish exchanges. For instance, the Algyő Primary School has already organised several such programmes or participated in them (not only in school co-operations but also in research and development projects).

As for talent promotion, the National Association of Research Students (operating since 1996 as an example of our national talent promotion programme) organises several exchanges, international symposiums for its members and closely cooperates with the international network named Network for Youth Excellence (NYEX). Their partner organisation, the Hungarian Research Teachers' Association, also operating as a civil organisation (but enjoying the auspices of the Secretary of State for Education), also participates in numerous research and development programmes and has already organised several international seminars for teachers.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer: According to the research thematics, the education of human rights in Hungary belongs to the scope of the education of civil competences and the development of social competences. Thus, research examines the knowledge and skills related to human rights in the scope of active and responsible civil competences. In their joint project, ELTE, the University of Debrecen, the University of Pécs and the University of Szeged performed research among young people involved in secondary level education in 2008 and 2010. Research was performed in 2003 by the Institute for Educational Research in 'Students' Rights in Higher Education' (led by Kálmán Gábor), and by the Corvinus University among students of higher education, entitled 'Active Youth 2012'. The knowledge obtained from these research works were incorporated into the elements of the higher education reform: civil competences have an emphatic role among the content elements of training primary and secondary school teachers of history.

As a background institution of the Ministry of Human Resources, the Mobility Youth Service organises and holds trainings for the members of primary and secondary school age-groups on the basis of non-formal pedagogical methodologies, incorporating the results of the investigations Youth 2000, 2004 and 2008 performed by the National Youth Research Institute relating to civil competences.

The sector-specific document entitled 'The World of European Youth at the Beginning of the 21st century' edited by the European Youth Research and Organisation Development and Communication Centre (NGO) was the fundamental document for the work (in 2011-2012) of the Ministerial Commissioner For the Future of New Generations. As a result of this work, the strategic discussion paper entitled 'For the Future of the New Generation' was created at the beginning of 2012, which has become part of the youth policy framework programme of the government.

In order to research the education of human rights and peace, *the sector-specific unit of 'Civil education and educational rights',* joining the researchers of the topic, was established in 2012 within the Hungarian Educational Research Association (HERA).The forum for the educational researchers to present their research works in this subject is the National Conference on Education Science (ONK) organised on an annual basis.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer:

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any

suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer: The National Core Curriculum contains the knowledge on human rights as a mandatory knowledge to be acquired, but further efforts are required in the field of learning materials and teacher training.

On the one hand, the curriculum specifications may help the establishment of common interpretation frameworks, but on the other hand they may reflect an ideology, which may hinder the many-sided approach to the education of human rights.
The education for human rights may become more efficient if the topic appears throughout the education of several subjects, e.g. if mandatory reading materials include among others those written by authors from various countries and thus comparison and the use of an intercultural curriculum becomes possible.

The information will be analysed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.