
Education of migrant children in Hungary

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Data on migrant students

	Kindergarten	Single structure (ISCED 1+2)	Upper secondary Vocational School	SEN Vocational School	Upper secondary general grammar school	Upper secondary general-vocational school	In Total
Number of kindergartens and schools where foreign children/students learn	824	1111	77	11	358	199	2304
Percentage of kindergartens and schools where foreign children/students learn	29.0%	48.1%	32,0%	10.5%	61.6%	48.3%	42.1%
Number of kindergartens and schools where foreign children/students with refugee status learn	12	43	6	1	11	4	73
Percentage of kindergartens and schools where foreign children/students with refugee status learn	0.4%	1.9%	2.5%	1.0%	1.9%	1.0%	1.3%
Number of foreign children/students in kindergartens and schools (including double citizenship)	3 078	7 384	323	20	2 903	1 443	15 151
Percentage of foreign children/students in kindergartens and schools (including double citizenship)	1.0%	1.0%	0.4%	0.3%	1.6%	0.8%	1.0%

Legal background

- **Convention on the Rights of the Child, 1989 enacted by the Act LXIV, 1991**
- **Migration Strategy for 2014-2020 (gov. Decision No 698/2013. (X. 4.)**
- **Public Education Act (CXC; 2011)**
- **Ministerial communication (24/XLVIII., 2004)**
- **National Core Curriculum (Gov. Decree 110/2012)**

Convention on the rights of the child

- Best interest of the child
- Right to primary education

Migration Strategy, 2013

Education is very important. Mostly this is the first place where migrants meet non-migrants.

- Free language and integration support for refugees (NGOs offer Hungarian language courses for other 3rd country nationals. As regards integration courses there is a shortage).
- Free compulsory education (year 3-16): refugees or those having applied for this status, 3rd country nationals legally staying more than three months in Hungary
- Free education for those under international protection (both HE and primary/secondary)
- Equal rights (as Hungarians have) for those having right to free movement and settlement (both HE and primary/secondary education)

Migration strategy targets&AMIF

The Asylum, Migration and Integration Fund (AMIF) was set up for the period 2014-20, with a total of EUR 3.137 billion for the seven years

As regards Hungary and education oriented targets:

- Promote Intercultural education **in public education**(295 Million HUF): data collection and analysis. Programme development (e.g.methods, teaching materials), programme accreditation and set up of expert group in order to help migrant children catch up. Teacher training and training development (ITE and in-service) (31/12/2017)

Migration Strategy targets&AMIF

- The labour market integration of 3rd country nationals in **HE** (320 Million HUF): language and intercultural education, programme development for better integration, counselling(12.31.2016)
- **Adult education** (800 Million HUF): data collection and analysis of Hungarian language support, programme development in this field, trainings (31.12.2015/16)
- **Adult education** (680 Million HUF): set up mechanisms for the recognition of qualifications of 3rd country nationals, active employment policy tools for those under international protection (legislation, services, information material for the target group), staff- working for employment services-trainings, trainings for migrants in launching business (31.12.2015)

Public Education Act (CXC, 2011)

- Children/students have to be admitted in the catchment area (address or camp)
- Admission rules
- Types of schools:
 1. Registered International schools (foreign foundation)
 2. Minority schools (public or minority foundation)(13 recognised minorities in Hungary)
 3. Mainstream schools (public) (Hungarian or bilingual)
 4. Government dependent schools (founded by Church or other entity)
- Compulsory moral education subject in phasing in system from 2013

Ministerial Communication, 2004

intercultural pedagogical programme on the kindergarten and school education of foreign citizen children and students. It contains the principles, objectives and methodology to be implemented in the course of joint education of Hungarian and migrant children. Important principles are:

- multicultural approach,
- learning of the Hungarian language as language of instruction at schools in order to promote integration,
- encouraging the respect of the others' cultures
- and promoting the preservation of the mother tongue and culture of migrant children.

National Core Curriculum

- 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 „**Moral education**“ is the development of awareness of social relationships

Step Together

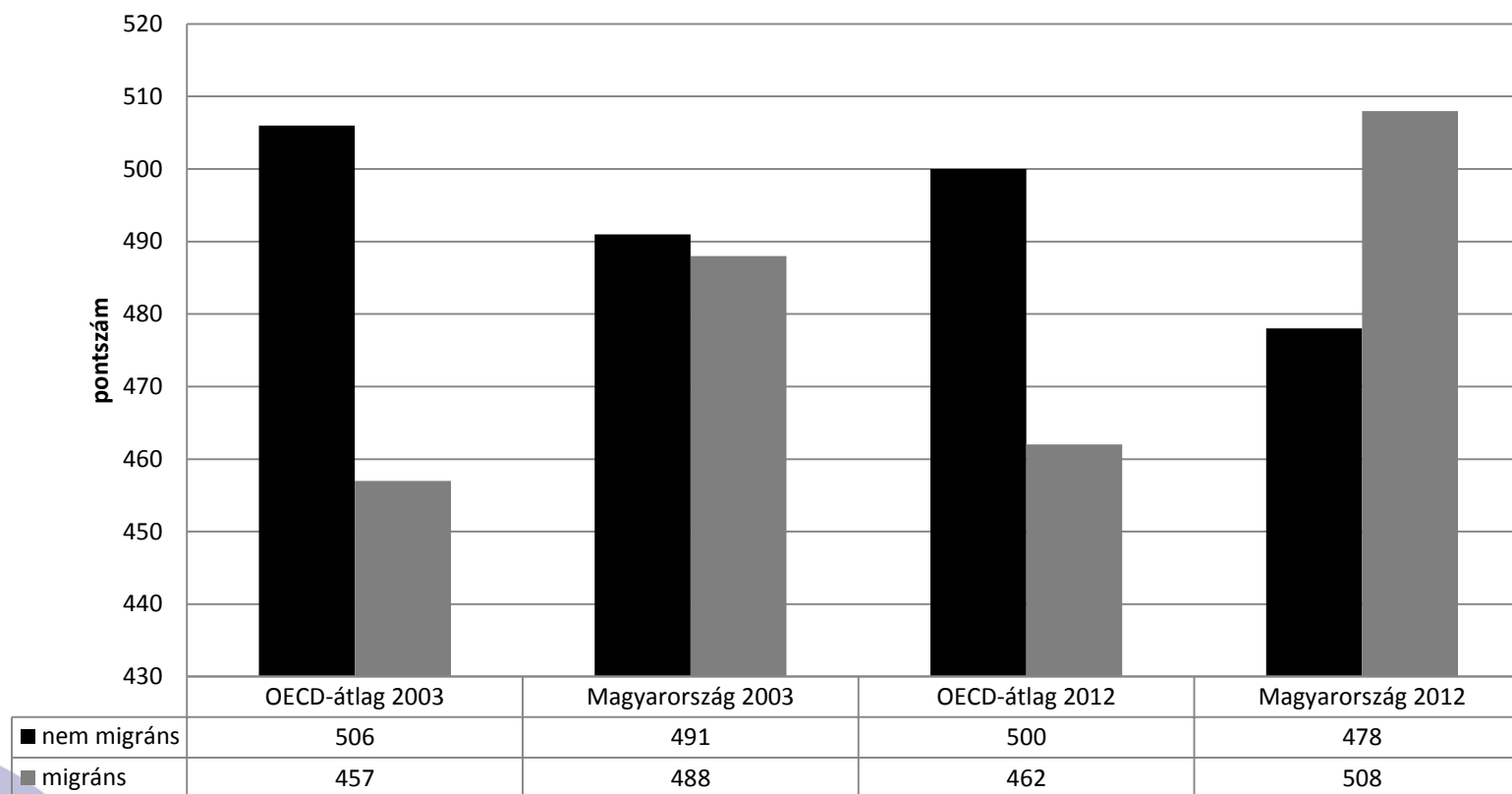
- „**Step Together**” **project** co-financed by the European Integration Fund. It aims to develop Hungarian as second language-competencies of migrant children, by making them stepping together with their Hungarian classmates in order to facilitate their inclusion in Hungarian public education, and to reduce educational underachievement and dropout rates).
- **In the framework of the project content based Hungarian language teaching materials have been elaborated for primary school pupils** (The closer target groups of the StepTogether program are migrant students aged between 8 and 14 with literacy skills). The materials focus on the development of their Hungarian language and specific subject knowledge at the same time. The learning aids are thematically related to the curriculum, which facilitate the work of teachers working with migrant children. For teachers using these materials a continuous teacher training programme is also available.

Kalunba Charity, 2014, NGO

Helping those in need, wherever they are along their **educational journey**, to receive **Hungarian language lessons**, further their education, and gain job training in order to be productive and valuable members of society.

Migrants have good results in PISA

Mathematics, PISA 2012 Results: Excellence through Equity



Thank you for your attention

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