



**OECD Thematic Review on Migrant
Education**

**International Questionnaire:
Migrant Education Policies in
Response to Longstanding
Diversity**

HUNGARY



Background

1. As part of the OECD review on migrant education, countries were invited to provide information on their national migrant education policies. Note that this information is in addition to the full country background reports provided by the six countries participating in the policy review: Austria, Denmark, Ireland, the Netherlands, Norway and Sweden.

2. The attached information was provided by Hungary using a standard international questionnaire on migrant education policies in response to longstanding diversity. For any questions regarding this information, please contact:

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QUESTIONNAIRE A

INTERNATIONAL QUESTIONNAIRE: MIGRANT EDUCATION POLICIES IN RESPONSE TO LONGSTANDING DIVERSITY

Box 1. Technical notes

Types of questions

Questions on national statistical information: Please attach datasets that are available from your national statistics, and provide a short note summarizing the available information (directly in the questionnaire).

Multiple choice questions: Please use the following symbols to fill in the multiple choice boxes:

- Y = Yes
- N = No
- A = Category does not apply
- M = Data is not available

Tables: Please complete every cell in the tables. If you cannot provide the data requested for each cell, please indicate whether the data is 'not available' (m) or 'not applicable' (a).

Types of immigrants considered

First-generation immigrant students: Students who were born outside the country of assessment and whose parents were also born in a different country.

Second-generation immigrant students: Students who themselves were born in the country of assessment but whose parents were born in a different country, i.e. students who are following/have followed all their pre-school/schooling in the country of assessment.

In some countries, data may not be available according to the place of birth of immigrant students and their parents. To capture as much available data as possible, we may also ask for information on the category of "foreign nationals":

Foreign national students: students not holding citizenship of the country where they are enrolled in school.

Levels of education covered

Unless otherwise indicated, countries are requested to provide information on migrant education in pre-primary childcare institutions (we will refer to childcare as level '00') through to lower secondary schools (i.e. ISCED levels 0, 1 and 2). For questions on transition rates we will also ask for information on upper secondary education (ISCED3).

ISCED (International Standard Classification of Education) refers to an instrument suitable for compiling statistics on education internationally.

Level 00: Pre-primary childcare: This level refers to early interventions (before the age of pre-schooling in some countries). This type of childcare is normally offered for children aged between 0 and 4 depending on country contexts.

ISCED 0: Pre-primary education. This level is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere.

ISCED 1: Primary education. This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education. This level continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education. This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed.

Year covered

Information is requested for the **2006/07** school year or the year 2007. If you are providing data for a different year, please provide a note at the bottom of the respective table.

In addition, wherever available, it is most preferable to receive the data from the 2006/07 school year, as well as from five years or ten years ago.

Notes on interpretation

If you need to provide any notes to facilitate interpretation of your answers, please provide them in a clear and concise manner directly underneath the answer concerned.

I. Contextual information

3. Please provide information on the **countries of origin** of enrolled immigrant students in Table 1 below.

Table 1 Country of Origin (public schools, 2006/07)					
Please provide the main countries of origin for the immigrant students who are currently enrolled at school.					
Country	Level of education	Country of origin	Percentage of enrolled children who were born in this country of origin (first-generation)	Percentage of enrolled children whose parents were born in this country of origin (second generation)	Percentage of enrolled children who hold citizenship of this country of origin (foreign nationals)
	Pre-primary childcare	1)	M	M	M
		2)	M	M	M
		3)	M	M	M
	ISCED 0	1) Rumania	M	M	0,1
		2) Ukraine	M	M	0,02
		3)Serbia and Montenegro	M	M	0,01
	ISCED 1,2	1) Rumania	M	M	0,2
		2) Ukraine	M	M	0,04
		3)Serbia and Montenegro	M	M	0,02
		1)			
		2)			
		3)			
Notes:					
Percentages were counted based upon the number of ethnic Hungarian students by country of origin.					
ISCED 0 = number of children enrolled in kindergartens					
ISCED 1-2 = children enrolled in 5 th -to 8 th grades of general schools (This is not fully equivalent with level ISCED 2					

4. Are the following groups considered "disadvantaged learners"¹ and therefore explicitly targeted by policies to improve equal access, participation and/or learning outcomes of all students?

	ISCED (public schools)			
	00	0	1	2
✓ First-generation immigrant students	M	M	M	M
✓ Second-generation immigrant students	M	M	M	M
✓ Foreign national students	N	N	N	N
✓ Students who are not native speakers of the language of instruction	Y	Y	Y	Y
✓ Students from indigenous groups	Y	Y	Y	Y
✓ Students with low socio-economic background	Y	Y	Y	Y
✓ Boys, with respect to certain subjects	N	N	N	N
✓ Girls, with respect to certain subjects	N	N	N	N
✓ Other (please specify)				

II. Access

5. Are the following types of **orientation/ induction programmes** provided to newly arrived immigrant students and/or their parents to facilitate enrolment and integration at school?

	ISCED (public schools)		
	0	1	2
✓ Distribution of welcome materials in national language	N	N	N
✓ Distribution of welcome materials in non-national languages	N	N	N
✓ Assigning "welcome buddy"	N	N	N
✓ Assigning tutor/ mentor			
✓ Interpretation service	N	N	N
✓ Bilingual classroom assistant	N	N	N
✓ Family advisor	N	N	N
✓ Organisation of social events for parents who are new to the locality			
✓ Other (please specify) General and specific information on 9 foreign languages available on the electronic gateway of the Ministry of Education and Culture			

Note: This item was adapted from Eurydice (2004), Integrating Immigrant Children into Schools in Europe.

1. Disadvantaged students are students who may experience difficulties in education due to factors that relate to social, economic, cultural, geographical, ethnic or gender related aspects of their background, not including students eligible for special education.

III. Participation

6. Please complete the Tables 2-5 on the following pages on enrolment numbers, enrolment rates, drop-out rates, and repetition rates.

Table 2 Enrolment numbers (public and private schools, 2006/07)							
Enrolment number = number of students enrolled in each level of education (the count of students studying in the beginning of the school/academic year).							
Country	Level of education	Type of education	Total number of students enrolled	Number of native students enrolled	Number of immigrant students enrolled		
					First-generation	Second-generation	Foreign national
	Pre-primary childcare	Public					
		Private					
	ISCED 0	Public	310136	308851	M	M	1285
		Private	17508	17209	M	M	299
	ISCED 1	Public	370113	368299	M	M	1814
		Private	29359	28751	M	M	608
	ISCED 2	Public	404313	402558	M	M	1755
		Private	27441	27122	M	M	319
Notes:							
Native = Pupils holding Hungarian citizenship, Immigrant students = All pupils not holding Hungarian citizenship							
ISCED 2: Only pupils enrolled into grade 5 th -8 th of general schools							

Table 3 Net enrolment rate (public schools, 2006/07)							
Net enrolment rate = the share of children of the specified age group enrolled in the corresponding level of education (in percentage)							
Country	Level of education	Official age range per level of education	Overall enrolment rate	Enrolment rate of native students	Enrolment rate of immigrant students		
					First-generation	Second-generation	Foreign national
	Pre-primary childcare						
	ISCED 0	3-4	81,4		M	M	M
	ISCED 1-2	5-14	100,5		M	M	M
	I				M	M	M

Notes: The referred age groups are not fully corresponding to the given ISCED level.

Table 4 Drop-out rate (public schools, 2006/07)

Drop-out rate = the share of students enrolled in the specified level of education at the beginning of the school year who have left the school system before the beginning of the next school year without completing the level (as a percentage).¹

Country	Level of education	Overall drop-out rate	Drop-out rate of native students	Drop-out rate of immigrant students		
				First-generation	Second-generation	Foreign national
	ISCED 1					
ISCED 2						

Notes:

1. Percentage of early school leaver by national status is introduced in the European Commission (2006), Efficiency and Equity in European Education and Training Systems COM(2006)481 Final, November, p70, based on the Eurostat Labour Force Survey (2005).

Table 5 Grade repetition rate (public schools, 2006/07)

Grade repetition rate = the share of students enrolled in the specified level of education who are enrolling in the same grade or year of study of the same education programme for a second or further time (as a percentage).

Country	Level of education	Overall grade repetition rate	Grade repetition rate of native students	Grade repetition rate of immigrant students		
				First-generation	Second-generation	Foreign national
ISCED 1	1,9	M	M	M	M	
ISCED 2	2,2	M	M	M	M	

Notes:

IV. Learning Outcomes

7. What types of policies are in place to **adapt the curriculum and school organisation** to the needs of immigrant students?

ISCED (public schools)

	0	1	2
✓ Curricula and textbooks recognise diverse cultural backgrounds	Y	Y	Y
✓ Curriculum promotes intercultural education	N	N	N
✓ Employment of school leaders, teachers or support staff with immigrant background	N	N	N
✓ Professional development programmes for school leaders to prepare them to respond to the needs of immigrant students			
✓ Professional development programmes for teachers/educators to prepare them to respond to the needs of immigrant students			
✓ Employment of staff with a school-home liaison mandate			
✓ Counselling and guidance to promote transition to higher levels of education			
✓ Other (please specify) Schools who implement the Intercultural Pedagogical Programme and develop their own intercultural programme, in most of the cases assign an experienced teacher/teachers from their staff to this task	Y	Y	Y

8. What types of policies are in place to **adapt teaching and learning** to the needs of immigrant students (other than language needs)?

ISCED (public schools)

	0	1	2
✓ <u>Integrated support</u> : Immigrant students receive individualised course material and support inside the mainstream classroom	A	A	A
✓ <u>Extracurricular support</u> : Immigrant students receive individualised support in addition to regular instruction (outside the mainstream classroom)	A	A	A
✓ <u>Extracurricular group tuition</u> : Immigrant students are grouped together separately for additional instruction (outside the mainstream classroom)	A	A	A
✓ Mentors / tutors for immigrant students to provide general support	N	N	N
✓ Additional diagnostic testing of students			
✓ Other (please specify) Schools who implement the Intercultural programme typically organise extracurricular support in addition to regular instruction. Children staying at refugee centres typically receive extracurricular tuition eventually in groups, prior of joining mainstream school, In most of the cases extracurricular tuition is provided by tutors of civic organisation			

9. What types of policies are in place to **respond to the language needs** of immigrant students?

ISCED (public schools)

	0	1	2
✓ Immersion without systematic language support	N	N	N
✓ Immersion with systematic support in the language of instruction (L2)	N	N	N
✓ Immersion with a monolingual preparatory phase in the mother language (L1)	N	N	N
✓ Immersion with a monolingual preparatory phase in the language of instruction (L2)	Y	Y	Y
✓ Transitional bilingual education with a gradual shift to the language of instruction (L2) only	N	N	N
✓ Maintenance bilingual education to develop proficiency in both the mother language (L1) and the language of instruction (L2)	N	N	N

Note: this item was adapted from OECD (2006), Where Immigrant Students Succeed, OECD, Paris.

10. Please provide information on **transition rates** in Table 6.

Table 6 Transition rate (2006/07 - 2007/08)						
Transition rate = the share of students enrolled in the final grade of the specified level of education in the 2006/07 school year who have been admitted to a higher level of education in the 2007-08 school year (in percentage).						
Country	Level of education	Overall transition rate	Transition rate of native students	Transition rate of immigrant students		
				First-generation	Second-generation	Foreign national
	Pre-primary childcare					
	ISCED 0					
	ISCED 1					
	ISCED 2					
	ISCED 3					
Notes:						

IV. General policy issues and funding

11. Current practices regarding the education of migrant children

The legal context

Hungarian legislation is fully in line with international conventions' and Community Law provisions regarding the principle of equal treatment and non-discrimination. Article 4 of the Act No LXXIX/1993 on Public Education stipulates unambiguously the implementation of these principles throughout the public education system.

Article 110 of the above referred Act offers the following formula regarding the categories of non-Hungarian minors (between the age of 5 to 18) falling under the scope of compulsory education (ISCED 0,1,2,3):

Minors, non-Hungarian citizens are under the scope of compulsory education in Hungary if they applied for asylum, have received asylum or temporary asylum, are recognised refugees, or fall under the scope of the provisions of the Act on the entry and residence of foreign nationals, they exercise the right of free movement and residence in Hungary, and have the status of immigrant or settler. The above conditions shall be attested at the time of the enrolment of the student at an educational institution.

The above provisions apply, when the duration of the stay

- a) does not exceed one year, upon request of the parents,
- b) exceeds one year, by effect of the Act.

Foreign national complying with the above provisions is entitled to take benefit of all public education services on equal footing with the Hungarian citizens.

Funding

For operations and maintenance of school based education the contribution of the State is granted by the central budget to school maintainers. It is calculated upon a composite index but primarily on a per capita student basis. The funds are earmarked in the annual budget of the Ministry of Education and Culture (MoEC) and channelled to the beneficiary institutions through the Ministry for Local Governments and then school maintainers. The MoEC' annual budget line makes available separate amounts for financing the execution of specific pedagogical tasks (i.e. bilingual teaching, or education of children with special needs, etc.) which may require the mobilisation of additional human and physical resources, or for incentives.

As of the Academic Year 2004/05 the Ministry of Education and Culture through the Central Budget grants a modest per capita additional subsidy calculated on the basis of non Hungarian speaker migrant pupil to school maintainers (mostly local governments) provided schools under their supervision develop and implement local intercultural pedagogical program on the basis of the provisions of the Ministry's Intercultural Pedagogical Programme. In the current Academic year the amount of the additional subsidy is 45.000 HUF/year/ non Hungarian speaker migrant child. (So far the number of schools applying for the additional subsidy remains rather limited given that the per school density of non Hungarian speaking migrant pupils appears to be too small compared to the additional workload and intellectual effort required for the development of such programme. The lack of specially trained teachers seems to be an additional obstacle.)

In view of the manifested difficulties of schools operating in the vicinity of refugee reception centres in their endeavour to assure the successful linguistic and cultural inclusion of migrant children (considered children confronted with multiple disadvantages), as of the 2008-2009 Academic year, schools where non-Hungarian speaker migrant children of non-European origin are admitted are entitled to request increased per pupil financial subsidy. (The amount of the subsidy is 90.000HUF/Academic year/ child.)

The Ministry of Justice and Public Order, the National Office for Immigration and Nationality manage respectively the European Fund for the Integration of third country nationals, and the European Refugee Fund. The first one supports different actions facilitating the cultural, linguistic and social integration of the migrants' families, the latter one's actions focus on refugee issues, and among others on the support of the education of migrant children staying at refugee reception centres. Both funds are primarily funded by the EU.

Administrative responsibilities

At the level of the government, responsibilities for regulating, managing the system, developing and implementing basic education and training policies are shared between the Ministry of Education and Culture and primarily the Ministry of Labour and Social Affairs. (The latter's competencies mostly include the content of secondary vocational training, and also the regular updating of the National Register of Qualifications, as well as adult training.) The Ministry of Education and Culture is responsible for the overall management of public and higher education, and overall regulatory matters fall within the competences of this Ministry.

Vertically, the administration of education and training institutions is largely decentralised. Local authorities, whose number is well over two thousand, are not only responsible for the management of the public education institutions operating within their administrative area, but make decisions on financial and human resources (i.e. approval of the institutions' budget and appointing their headmasters) and also have to approve, as well as watch over the effective implementation of their pedagogical programmes.

In the context of the education of migrant children the Ministry of Education and Culture is responsible for the enforcement throughout the public education system of principles and obligations of Hungary ensuing from international conventions and particularly from Community Law regarding access to and participation of migrant children in public education and related services on equal footing with Hungarian citizens. These provisions are encoded in the Public Education Act and relevant administrative acts. However local authorities, who exercise administrative, financial and managerial control over public educational institutions operating within their administrative area, bear the responsibility to watch over the effective implementation of basic educational policy principles as well as the legal provision ensuring their enforcement

Interagency co-operation and exchange of information among main stakeholders

At the initiative of the Ministry of Education an Inter-ministerial working group involving representatives of the Ministries of Justice and Public Order, Labour and Social Affairs, National Office for Immigration and Citizenship, educators and academics, civic organisations was setup late 2003, in order to promote in the field of the education of migrant children inter-agency co-operation, exchange of information and co-ordination regarding relevant matters. The Committee chaired by the Ministry of Education gets together bimonthly. The Committee is not a decision making body, but it is a platform for the informal exchange of information and experience as well as eventually formulating recommendations and proposals to the respective authorities. Topics on the agenda include: sharing of information regarding migration policy, follow up European immigration policy, mutual briefing about harmonisation of policy and legislative

measures by line Ministries, exchange of good practices on the education of migrant children with on the spot visits, etc.

Efforts are made to facilitate the exchange of good practices on European level through the systematic dissemination of relevant written information, and of opportunities for exchange of experience, and actively seeking partnership at a European level.

The evolution of the number and particularity of the ethnic make up of migrant children

The number and percentage of migrant children enrolled in the Hungarian public education in comparison to Western European standards is rather limited. In the 2007-2008 Academic Year the total number of migrant children attending Hungarian public educational institutions was all in all 10.916.

Contrary to the trend observed in the course of the period between 1995-2000 and compared to the peak reached in 2002-2003 with a total of 12762 students, there is a slow but steady decline in the number of migrant children. This figure corresponds to merely 0,65% of the country's total school population.

The geographical distribution of students is uneven. About 50 % of all foreign pupils are enrolled in Budapest capital city. The proportion of foreign pupils in some schools operating in districts with a relatively higher density of immigrant population, reaches 5-8%. Also, in some schools operating in larger cities located near the Hungarian borders the percentage of non-Hungarian nationals is above the national average.

Specific feature of the ethnic composition of foreign pupils consists in the high proportion of ethnic Hungarians coming mostly from Rumania, Slovakia, Serbia and Ukraine. Depending on the educational level and the type of school, they make up 45-87% of all foreign nationals. The total number of minors from non European countries except for those coming from China and Vietnam is negligible (several dozens of new arrivals per year). Minors falling in the last category mostly arrived from the Middle-East and Central-Asia and in their majority are asylum seekers, some are non-accompanied children. These minors are placed at one of the three refugee reception centres of the country.

The Intercultural education programme and its implementation

In accordance with the relevant provision of Article 110 of the Public Education Act, in September 2004 the Minister of Education issued a Communication regarding the introduction of the guidelines on intercultural education of kindergarten and school level education of migrant children. The document which was published in the Official Gazette of the Ministry of Education in September 2004, lays down in form of a guidelines the basic principles, objectives and methodology of an intercultural pedagogical programme to be implemented in the course of joint education of Hungarian and migrant children.

The referred document is explicitly a recommendation of the Ministry of Education and Culture addressed to educational institutions attended by migrant children. The above referred additional financial subsidy intends to offer an incentive to its implementation, and to facilitate the mobilisation of necessary resources. At the same time, the document is also a pedagogical tool. It offers schools and individual teachers guidance regarding the content, the methodology and time frame of organising the joint education of native and migrant children by integrating principles and practices of intercultural education into the school own pedagogical programme (developed on the basis of the National Core Curriculum), and adapting them to local needs and conditions. The guidelines particularly emphasise the significance of Hungarian language teaching, from the point of view of the socio-cultural integration of migrant children. The outstanding role of school in facilitating the acquisition of Hungarian language competencies is particularly stressed, which is considered a precondition to the harmonious integration of children into the Hungarian society. To this end, the Programme advocates the organisation of special catching up language

courses as well as special courses to acquaint migrant pupils with the culture, history and geography of Hungary. Meanwhile the document states that one of the pedagogical programme' core principles is to provide support to migrant pupils in their efforts to preserve their native cultural and linguistic identity

Upon the launching of the program the Ministry of Education organised a dissemination seminar which was attended by responsible of local governments, teachers, educators and academics, representatives of civic organisation involved in activities related to the migrants' integration.

It is up to each school to develop its own intercultural pedagogical program taken into consideration the human, physical and intellectual potential at its disposal, and also the actual needs. A number of schools, who in the course of time have accumulated a valuable pedagogical experience, and acquired an experienced staff in this field, develop innovative programme and successfully implement the principles of and the methodological recommendations of the Intercultural Pedagogical programme.

It is to be stressed, that to date, there has not been a systematic follow up, or a national level assessment on the impact of the Intercultural Pedagogical Programme on the education of migrant children. In 2005 after only one year of its publication the MoEC has commissioned a survey on the first results of the launching of the Programme. The conclusions of the survey confirmed, that due to the shortage of necessary human, physical resources, pedagogical skills, and also to the lack of sufficient information and knowledge on the programme itself, only very few schools developed their own intercultural pedagogical programme. In order to provide further help to schools in the development of their own intercultural pedagogical programme, the Ministry early 2006, has published a methodological guide. Since, no new systematic survey has been conducted.

Schools operating in the vicinity of refugee receptions centres, who admit a relatively larger number of migrant children coming from non European countries, are confronted with specific difficulties. According to relevant surveys the cultural, linguistic integration of this category of migrant children typically meet a number of difficulties. These are partly due to the complexity of the pedagogical tasks the teaching staff is confronted with, but also to overall pedagogical weaknesses. Another major impediment is the recurrent aversion demonstrated by parents of native children of accepting the inclusion of migrant children into mainstream education. Local authorities are sometimes confronted with the resentment of a segment of the local community against the practice of inclusive education (parents occasionally show reluctance of enrolling their children into these schools).

The upper level management of the MoEC on a regular basis reviews the conditions of the school based education of migrant children, and the Ministry in co-operation with respective departments and agencies closely follows immigration trends..

It should be noted that the Hungarian National Core Curriculum the general and mandatory pedagogical framework programme for public educational institutions across the board as regards the objectives, the content and the organisation of educational activities, explicitly advocate a multicultural approach and inclusive education based on the mutual respect and understanding.

The development of teacher training

As of 2005 the Centre for Intercultural Psychology and Pedagogy has been founded at the Faculty of Pedagogy and Psychology of the Eötvös Loránd University, Budapest, and the teaching of the discipline "intercultural education" has been introduced. The Centre offers a number of special courses for those future teachers who wish to teach migrant children. The centre is hosting short term training courses for tutoring and counselling immigrants. Among the offers for teachers' continuing training programmes, accredited training courses for the teaching of Hungarian as foreign language can be selected.

The issue of mother tongue teaching for immigrant children

Given the fact that the number of migrant pupils attending the same school and having the same mother tongue is very-very limited, and also due to the lack of appropriate human and material resources there are no specific provisions regarding the tuition of migrant children on their mother tongue.

Nonetheless, as referred above, the guidelines of the intercultural pedagogical program explicitly state as a general principle that ensuring integration of migrant children involves the provision of supporting “the improvement of their native language skills”, and eventually suggests schools to seek co-operation from the diplomatic mission of the specified country.

The operation of the Hungarian-Chinese bilingual general school is the only exception. In September 2004, based upon a bilateral agreement between Hungary and China, a Hungarian-Chinese bilingual general school (ISCED 1, 2) started its operation in Budapest, where the estimated number of Chinese nationals at the age of compulsory education exceeds 500. The school is organic part of the Hungarian public education system. Its special pedagogical programme and curriculum advocating the principles of integration and multiculturalism are based on Hungarian regulations, especially the provisions of the National Core Curriculum. The teaching staff is mixed, but mostly Hungarian. Attendance of the school is tuition free, and at present almost 50%- of the pupils are native Hungarians.

Measuring educational performance of migrant children

There is no systematic monitoring of scores obtained in school education by migrant children, nor a follow up of the advancement of this category of children within the formal education system. Since the majority of migrant students are ethnic Hungarians who in principle are not confronted with language or acculturation difficulties, relevant surveys do not show major difference between the performance of native and this category of migrant pupils. Also, because of the limited number of non-ethnic Hungarian migrant children throughout the education system the evaluation of this category of students' performance is rather difficult or from methodological point of view inconclusive.

Education policy interventions on access and participation of immigrant students

In view of the special difficulties encountered in the course of the education of immigrant (mostly asylum seeker) children of non-European origin, the Ministry of Education and Culture has supported in the Academic year 2006/2007 a pilot project implemented by a general school operating in Budapest, where several migrant children of non European origin were enrolled. The Ministry also launched in autumn 2007 a call of proposals with specific objective of supporting the education of migrant children living at the refugee reception centres in order to encourage schools operating in their vicinity of these centres to take a more active role in the integration of immigrants children into their immediate environment through the development and implementation of individual intercultural education programmes. The call of proposal favoured projects based on the cooperation of schools and civic organisations dedicated to facilitate the migrants' inclusion. One of the selection criteria of the project proposal was the establishment of active ties between the school and the parents of the children. (The final evaluation of the projects is not yet available.)

Public discourse on issues related to the education of migrant children

In view of the very limited number of non-Hungarian migrant children enrolled in schools, on national level there is no public debate regarding the education of migrant children, and the public or the national media are not sensitive toward this issue. Mostly sociologists and educationists address the subject in scholarly written publications and surveys. In recent years several studies have been dedicated to this topic. They generally conclude, that the main obstacle to the integration of migrant children is the prejudice of a

large segment of the population vis a vis immigrants. Consequently efforts by individual schools or teachers alone could not produce about a positive change in the attitude of the society. .

Current policy issues

In view of the experience gained in recent years in Hungary in this field, also taking into account experience of countries with a large number of migrant children enrolled in their mainstream schools, it is considered that most important tasks for the immediate and near future are as follows:

- Strengthening pedagogical skills and competencies of teachers involved in the education of migrant children, systematic monitoring of the progress achieved, particularly capacities for the teaching of Hungarian as a foreign language should be strengthened.
- promoting a more inclusive attitude of local communities toward non Hungarian speaker migrant children of non European origin,
- furthering partnership and co-operation among competent line ministries, academics, educators and civic organisations,
- promoting the exchange of good practices, building partnerships with European partners,
- improving the dissemination of general and practical information among newly arrived migrants on the Hungarian education system, learning opportunities and access to education.

To this end, as of late 2008, early 2009 further actions will be taken in order to improve the pedagogical environment of the education of migrant children. Accordingly, coming years operations under the 2nd National Development Plan (2007-13) Social Renewal Operational Programme mostly funded by the European Social Fund shall focus on the development of training and in service training programmes and related pedagogical tools of the teaching Hungarian as a foreign language, enhancing co-operation between schools, school maintainers and civic organisations in the field of intercultural education, and promoting the establishment of active partnership on a European level. Related academic research also will be encouraged. The Operational Programme shall allocate over 150 MHUF for achieving these objectives.

Budapest, September 2008.

REFERENCES

- European Commission (2006), Efficiency and Equity in European Education and Training Systems.
- Eurydice (2004), Integrating Immigrant Children into Schools in Europe, European Commission, Brussels.
- OECD (2006), Where Immigrant Students Succeed, OECD, Paris.
- OECD (2007), PISA 2006. Science Competencies for Tomorrow's World, OECD, Paris.

GLOSSARY

ECEC	Early Childhood Education and Care
ISCED	International standard classification of education
L1	Mother language of immigrant students
L2	Language of instruction
PISA	Programme for International Student Assessment