

Károly Tóth
**Equality and desegregation programmes
in vocational education and training**

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**EQUALITY AND DESEGREGATION
PROGRAMMES IN VOCATIONAL
EDUCATION AND TRAINING**

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E-mail: projekt@jgypk.u-szeged.hu
Web: www.jgypk.u-szeged.hu/df

Translator:
Zsuzsanna Gál

Lector:
István Garami

Cover design:
Lajos Forró

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1. INTRODUCTION

One of the central elements of the reform efforts of the Hungarian vocational education and training, especially in case of vocational training schools, is that the weight and proportion of acquiring vocational knowledge and the on-the-job training at the enterprises will considerably increase. It is also a forceful endeavour to provide pupils with such knowledge and skills during their studies that facilitate their job finding either in the national or global labour market.

A lot of students, however, start their vocational studies with such learning difficulties, social or multiple disadvantages which could not be compensated for without taking official measures. It is well-known that the ratio of disadvantaged pupils having accomplished their primary school education is the lowest in grammar schools, higher in secondary vocational schools and is the highest in vocational training schools. Various documents of the European Union lay down those fundamental principles that aim to provide guidance how more and more people should be given equal or similar opportunities on the labour market.

Our educational material wishes to offer an insight into the European and national equality and desegregation directives and strategic programmes. We are presenting practices concerning the national action plans and scholarship programmes. We are analyzing the best or good practices in Szeged and Csongrád County on a large scale. We offer this study for any participants of vocational education and adult training, trusting that, besides the institutions providing VET and adult education as well as representatives of businesses, students and learners will be able to benefit from it during their studies.

2. EQUALITY DIRECTIVES AND PROGRAMMES OF THE EUROPEAN UNION

2.1. Charter of Fundamental Rights of the European Union

In the sphere of vocational education and training, the training institutions, the state and civil organizations as well as the business enterprises make concerted efforts to improve equal opportunities of disadvantaged and multiple disadvantaged students.

The Charter of Fundamental Rights of the European Union endorsed in December 2000 emphasizes the importance of promoting equal opportunities and of the measures aiming at tackling discrimination on any grounds. In relation to this, another basic principle is positive discrimination whose application is not only permitted but it is the aim of significant EU programmes to promote it. The Charter identifies the Union's principal values as the following: human dignity, freedom, equality, solidarity. These fundamental principles determine what treatment each Member State, the institutions, the economic enterprises, governmental bodies, nongovernmental organizations should enforce for citizens, employees and people living with disadvantages. It is not only by chance that Article 1 of the Charter declares that human dignity is inviolable, and it must be respected and protected. Freedom as the second fundamental right goes beyond the right to security and liberty of person, and embraces right to the protection of personal data, to freedom of thought, conscience and religion as well. Within the Chapter on

Freedoms, Article 14 stipulates that everyone has the right to education and to have access to vocational and continuing training. Furthermore, in the European Union, everyone has the right to engage in work and to pursue a freely chosen or accepted occupation. Article 21 of the Chapter on Equality, on the one hand, stipulates that everyone is equal before the law, on the other hand, any discrimination based on any grounds, among others, ethnic or social origin, disability and property, shall be prohibited. Article 26 of the Charter of Fundamental Rights of the European Union deals with positive discrimination aiming at the social and occupational integration as well as participation in community life of persons with disabilities.

It is worth mentioning that the fundamental requirement of equal opportunities is also included in Article 31 of the Chapter on Solidarity according to which every worker has the right to working conditions which respect his or her health, safety and dignity. Article 51 of the Charter also stipulates that the above principles, besides the institutions, organs and authorities of the Union, must be enforced by the Member States, taking the subsidiarity principle into consideration.

2.2. Directives of the European Council regarding equal treatment

When we examine what equal opportunities and desegregation principles should be enforced with special regards to the Hungarian Roma young people, it is helpful to refer to the two European Council's directives endorsed in 2000. According to Item 3 of the Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, everyone has the right against any discrimination, and this right is a universal human right which is recognized by the treaties of the United Nations as well outside the European Union. Though seemingly it does not connect closely to the desegregation measures, we must mention that Item 6 of the above Council Directive declares the following: "The European Union rejects

theories which attempt to determine the existence of separate human races. The use of the term "racial origin" in this directive does not imply an acceptance of such theories". The Council's statement according to which racial discrimination can be an obstacle in achieving high level employment and social protection, and in increasing life standards and life quality; and unfavourably discriminating against any person of the community on the ground of racial origin may hinder the establishment of appropriate economic and social cohesion as well as solidarity.

The Item 12 of the Council Directive 2000/43 not only allows but explicitly considers necessary to apply affirmative actions, emphasizing that measures taken against any discrimination on the ground of racial or ethnic origin should embrace education as well, besides social protection, health care, etc. Item 17 of the quoted Council Directive states that positive discrimination means an acceptance and maintenance of such measures that aims at preventing and compensating for any disadvantages of persons with certain racial and ethnic origin.

The Council Directive 2000/78/EC of 27 November 2000 establishes a general framework for equal treatment in employment and occupation. Since vocational training prepares for a future occupation (or quite often vocational training takes place while working), it is reasonable to study the enforceable requirements in the occupational field on the ground of having lots of similarities with equality measures concerning young people and young adults. In the spirit of Item 20 of the Employment Equality Framework Directive, appropriate measures should be provided, i.e. effective and practical measures to adapt the workplace to the disability, for example adapting premises and equipment, patterns of working time, the distribution of tasks or the provision of training or integration resources. These measures must be implemented by providing various resources (e.g. equal opportunities, obstacle-free actions and other grant applications). Employers must take all appropriate and necessary measures to enable persons with disabilities to find a job, to participate in work, to have opportunities for promotion,

also **training and further training**, with the exception if such measures mean a disproportionately big burden for the employer. This burden may not be considered disproportionately big provided that measures of a given Member State's disability policy satisfyingly compensates for it.

The Council Directive 2000/78/EC (Article 2, Chapter I) considers unfavourable discrimination any kinds of discrimination on the grounds of religion or belief, **disability**, age or sexual orientation with regards to employment and occupation. It is a significant principle of equal treatment that **no direct or indirect discrimination** shall be exercised. Direct discrimination shall be taken to occur where one person is treated less favourably than another is, has been or would be treated in a comparable situation. Indirect discrimination shall be taken to occur where an apparently neutral provision, criterion or practice would put persons having a particular religion or belief, a particular disability, a particular age, or a particular sexual orientation at a particular disadvantage compared with other persons. Based on combating discrimination, everyone has the right to get access to any forms of career advice, vocational training, professional/vocational further and retraining, including on-the-job training as well.

The Council Recommendation of 28 June 2011 on policies to reduce **early school leaving** laid down measures to prevent it. The Item 2 of the document sets the goal to reduce the ratio of youngsters who leave the school system before acquiring lower secondary qualification and do not take part in any education or training to 10% from 14.4% by 2020. The recommendation finds it important for the Member States to pay high attention to the education and training of persons especially exposed to the risk of economic or social discrimination, with special regards to early school leavers. The Council called the governments of the Member States to take appropriate measures aiming at economically or socially disadvantaged children (e.g. Roma-origin ones) as well as pupils and young people with special educational needs, especially emphasizing the importance of education and vocational training in their implementation. Furthermore, the Council highlighted that only

the co-ordination of the various policies (e.g. social, youth, family and integration policy, etc.) may be effective, and the strategies concerning early school leaving must embrace prevention and compensation, too.

According to the Council Recommendation, the expansion of the range of education in a manner that it provides education and training opportunities for those who are above the compulsory schooling age in the possible biggest number also belongs to measures taken for the prevention of **early school leaving**. Similar instrument is the implementation of active desegregation policies, among them, the supplementary funds allocated for schools offering education for a great number of disadvantaged students. The above directive of the Council considers it desirable to provide special funds for such extracurricular school activities (arts, cultural and sports) that may increase those pupils' confidence who are at risk of early school leaving and may help them to overcome their learning difficulties. Mentoring has a significant role in enabling students to tackle and treat their learning, social or personal problems. Likewise, career orientation and counselling activities have an important role in the measures aiming at the prevention of early school leaving.

The same Council Directive places a great importance on the **compensation policies** as well. The aim of these measures is to help early school leavers re-enter the school system or acquire the missing vocational qualification.

2.3. Life long learning programme

Additionally to the EU's equal opportunities and desegregation measures, now we are briefly looking at objectives set by the **life long learning programme** in this respect. The action programme was established by the Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006. Although the decision basically drew up international co-operation measures to be implemented in secondary and higher education as well as in vocational training, the document emphasized also in several sections

that fundamental principles concerning desegregation and equal opportunities (equal treatment) must be enforced. The Subsection 35 of the decision's preamble calls for fighting against exclusion and all forms of xenophobia, whereas, Subsection 36 sets the aim of achieving higher reach and inclusion of members of social groups with disadvantages in the EU's Life Long Learning Programme, and of responding to the special learning needs of people living with disabilities more actively. Higher funds should be allocated for meeting the extra costs of educating disabled people as well as for assisting them in learning sign language and Braille writing.

2.4. Europe 2020 strategy

The **Europe 2020** (strategy for intelligent, sustainable and inclusive growth) sets as a priority EU aim to achieve that at least 75% of people of 20–64 age is employed and the ratio of drop-outs is reduced under 10%. The number of citizens threatened by the risk of poverty should be reduced by 20 million until 2020. The Europe 2020 strategy emphasizes that investment in education does not only bring about economic advantages, but considerably strengthens the economic, social and regional cohesion as well. As part of the high priority strategic programme, education, training and life long learning have their ground in the fact that 25% of students has insufficiently developed reading comprehension, and every seventh of them leaves education and training early. The secondary school qualifications often fail to meet the demands of the labour market. The Europe 2020 strategy considers the integrated approach for decreasing drop-out to be a priority area, on the one hand, and the approximation of the school output and labour markets needs as well as the co-ordination and advice services targeted at young people entering the labour market, on the other hand.

The EU declared a strategy for inclusive growth: high level of employment, eliminating poverty, empowering people for tackling challenges and creating a more cohesive society by means of training and social protection systems, and by doing so, promoting equal availability and opportunities for all citizens in their whole life.

The Europe 2020 puts emphasis on the fact that approximately 80 million European citizens have insufficiently developed basic skills, albeit the life long learning usually supports the most educated ones. According to the labour market prognosis by 2020, the number of jobs needing higher education qualification will most likely increase dynamically (16 million), meanwhile, the opportunities of low skilled and low qualified people are gradually deteriorating parallel to the fact that the number of jobs needing low qualification is constantly decreasing on a similar scale (by 12 million).

In the view of effectively managing the above mentioned economic and social problems, the Europe 2020 strategy finds important for the education and training co-operation to embrace all important professional stakeholders and social partners as well. In the enforcement of the principles of life long learning, flexible learning opportunities between different education and training systems, promotion of further studies and appeal of vocational training should be set as priorities. The document attaches great importance to equal opportunity measures, including the implementation of schemes promoting social innovation to help the most vulnerable as well as the provision of innovative education and training, or jobs for communities in dire need. It is a high priority objective to install anti-discrimination measures, for example, in case of discrimination against disabled people, to enable them to develop and enhance their capabilities to the greatest extent.

3. NATIONAL LEGISLATION, MEASURES AND ACTION PLANS

3.1. The Fundamental Law of Hungary

The National Avowal part of the Fundamental Law emphasizes the commitment to helping the vulnerable and the poor. In the "Freedom and Responsibility" part under the Art. 15 places a great emphasis on the fact that in Hungary everybody can exercise fundamental rights without discrimination on any ground, respectively on the ground of disability. In the view of achieving equality, the point 4 and 5 of the quoted article mention the option of positive discrimination as a separate measure for children, women, people living with disabilities and the elderly.

3.2. Act CXXV of 2003 on equal treatment and the promotion of equal opportunities

One of the most important provisions (Sec. 4) of the law is that the enforcement of equal treatment is the obligation of the state, governmental organizations, authorities, interest representation bodies as well as public and higher educational institutions. The law reinforces the requirement stipulated in European directives that nobody shall be discriminated against directly or indirectly on the ground of their disabilities.

The regulation considers especially necessary to exercise positive discrimination or other kinds of affirmative actions in the service of eliminating inequality due to disability.

Section 27 of the law contains equal opportunities principles to be applied in public education and training in details. Pursuant to these, equality must be assured in determining the conditions for admission to education, the assessment of entrance applications, defining educational requirements and their assessment. The principle of equal treatment extends also to the availability of educational services, allowances, accommodation in dormitories for everybody. Pursuant to the act, no such educational and training forms can be established, by setting up segregated classes or groups, that would in any manner hinder the learning of students living with disabilities or meeting the exam requirements. As one of the most important conditions of education and attitude shaping, the act prohibits the operation of such subject interest classes or student's communities that would prejudice, exclude or discriminate against others.

The Act CXXV of 2003 on equal treatment and the promotion of equal opportunities stipulates for the municipalities to draw up their local equal opportunities action plans.

On the one hand, this programme must contain an analysis concerning groups with all sorts of disadvantages, for instance, people living in extreme poverty, women, the Romas, the elderly and the disabled. In the course of such analysis, the education, housing, employment, health and social circumstances of disadvantaged persons must be investigated. Among the measures prescribed for the municipalities, the elimination of segregation observed in educational and training institutions was especially important. The fact that the regulation contains severe sanctions deserves recognition since those municipalities failing to draw up such an equality plan have actually been banned from applying EU funds since the act's entering into force.

3.3. "Green Book for the Renewal of Public Education in Hungary"

In drawing up the concept of education and training equality programmes, the "Green Book for the Renewal of Public Education in Hungary" came to lots of important statements. The author of the chapter entitled Vocational Education and Training and Drop-out,

Ilona Liska emphasized that, though numerous factors play a role in the fact that masses of young people are getting excluded again and again from the labour market because of their low level education, one part of the reasons should be sought for in the public education system. Drop-out of students mainly occurs in case of vocational schools. The ratio of students with multiple disadvantages is the highest in vocational training schools. In the last years, most of the development funds have been allocated for grammar and secondary vocational schools, simultaneously, the institutions issuing school leaving certificate have become very popular. As a result of all these factors, students who are disadvantaged because of social status or lack of certain abilities, or low school attainment represent a constantly growing ratio. The author draws the attention to the fact that the average attainment of vocational training school students is considerably lagging behind the average both in vocational and general subjects, and lots of them drop out (also) from these institutions. A severe result of this is that their opportunities on the labour market are scarce, and this disadvantage remains long lasting.

Since in the school types preparing for matriculation, such skills can be acquired which later are easier to build on, and holders of a school leaving certificate or people with higher qualification can adjust to the changing circumstances, at least according to the author, whereas, people with lower qualifications find not only lower prestige jobs but acquire too few skills to be suitable for the renewal of their knowledge and skills.

According to the study of the "Green Book" (ILONA LISKA), the constant technological development brings about a fast change of the vocational content, which would require the acquisition of new knowledge and (re)-trainingability.

The ability of taking in new information, communication skills, ITC user's skills are such general abilities and skills that are gaining greater and greater importance on the labour market. (From this point of view, it is quite debatable that the vocational training act of 2011 inevitably provides for extending the vocational knowledge and skills, on the one hand, and for reducing the number of lesson hours of the general knowledge and ability developing subjects, on the other hand.)

Instead, the "Green Book" in 2008, thus right before the change of government, had emphasized the importance of strengthening education in the 9th and 10th grades. Among others they recommended measures for extending the school mentoring activities at least with 800-1000 mentor teachers, and for providing additional resources, in case of undertaking reintegration programmes aiming to prepare approx. 6 000 drop-out youngsters for the school leaving exam, and for establishing so called 'second chance schools'. The recommendations of the "Green Book" also contained proposals for providing dormitory accommodation and financial aids for disadvantaged pupils, and in-service training for teachers and on-the-job trainers in the topic of disadvantages and equal opportunities in society.

The "Green Book for the Renewal of Public Education in Hungary" allocated one single chapter for **equality and desegregation** measures. According to Gábor Havas, the author of the chapter, the number of people (in 2008 !) living on the periphery of society was estimated at least 700 thousand, and since they hold low educational qualifications, do not have any chance for regular employment. This affects the socialization of children living in such disadvantaged families especially unfavourably, consequently, they get to school with such disadvantages that are extraordinarily difficult to eliminate or correct.

The ratio of the Romas among the disadvantaged students and youth is strikingly high. The publication already in 2008 mentioned at least one hundred such settlements that have in fact become Roma ghettos, and additional two hundred ones that show tendency to face the same fate. Segregation in education means a severe problem for the reason of that the low standards of educational services (the majority of well-trained, committed teachers does not choose these schools) are often coupled with the social and motivational problems of students with disadvantages. Furthermore, parents can easily come to a conclusion that instead of the 'ghetto school', they look for a new one.

Among the necessary measures, the "Green Book" also dealt with the fact that in teacher's basic and in-service training, the requirements of equality must be given high priority. We also emphasize the authors' recommendations according to which teacher candidates

should learn methods and procedures concerning how to deal with pupils with multiple disadvantages for at least one semester. Another proposal examined possible measures to help greater number of admission to secondary schools giving school leaving certificate. According to Gábor Havas, those primary schools should be recognized and supported from where pupils with multiple disadvantages get into secondary education, and forms of school allowances and bursaries should be extended. 'Second chance' schools should also be established for early school leavers or drop-outs.

Following the 2010 change of government, new priorities have appeared both in public and vocational education, which are well reflected in the necessary equality measures. The document, preliminary **National Action Plan**, preparing for the implementation of the Europe 2020 Strategy was drawn up in November 2010. While the formerly quoted "Green Book" on public education inevitably set life long learning as a priority, the National Action Plan considers the adaptation to and meeting labour market demands the principal aim of vocational education and training. Since the ratio of drop-outs from vocational training schools is very high, the Hungarian government has undertaken to reduce the ratio of vocational students to 20% by 2020. Another important but unfavourable data is that the ratio of those vocational training school pupils who started working not in their attained vocation has increased from 35-40% observed before the transition to 60%. Additionally to other measures, the government wishes to change this situation by extending the vocational training school bursary system.

Since in the further chapters, we are going to present some high priority programmes (Bridge – HÍD, Arany János Programmes), now we are having a glimpse into the aims of equality measures to be implemented in national vocational education and training. Considering the fact that the number of disadvantaged pupils is steadily growing, the Action Plan of November 2010 considers the reduction of the number of early school leavers (approx. 20 000 pupils) to be one of the most challenging tasks. Therefore, the co-operation between the public education measures and other (children's welfare

and protection, municipal) spheres is indispensable. Hungary has undertaken to reduce the ratio of early school leavers to 10%. It is a high priority measure to launch alignment vocational school training for those who either have not been able to complete primary school, or have not been admitted to secondary school (Bridge Programmes).

3.4. The Act CLXXXVII of year 2011 on vocational education and training

The Act CLXXXVII of year 2011 on vocational education and training reflects the new education policy principles following the 2010 change of government also in the area of equal opportunities and desegregation in education. Meanwhile, the 2008 "Green Book" considered essential that more and more pupils to take up studies in institutions where they can acquire a school leaving certificate, the new (2011) act on vocational education and training places emphasis on the importance and primacy of vocational training.

The preamble of the act clearly states that the new policy promotes the acquisition of highly demanded and recognized vocational qualifications. In the view of this, the ratio of teaching general subjects has been reduced to 33%, consequently, the ratio of vocational subject teaching and the on-the-job vocational training has been increased.

The act of vocational education and training already in the first section mentions the requirements of equal opportunities and equal treatment. In case of infringement of these principles by a VET institution, the concerned institution shall be banned from conducting vocational training activities (Art. 2, Sec. 1). In the organization of the vocational education and training provision, besides efficiency, professionalism and high standards, the principle of equal availability also has to be enforced (Art. 4, Sec. 1).

Section 11 of the vocational training act contains the fundamental principles of the procedure to be applied in case of special educational need examinees. One vital requirement is to ensure **obstacle-free facilities both physically and with regards to info communication**

during preparation. With the exception of vocational exam activities, dismissal may be granted from learning some modules and fulfilling the concerned exam tasks, or because of health reasons, it is possible to fulfil the written exam in an oral manner. The vocational training act does not deal in any other ways with disadvantaged (or multiple disadvantaged) students in details, the explanation of which could be that the principles laid down in the public education act also provides for vocational education and training.

3.5. Equal opportunities campaign in Hungary

The effectiveness of the equality and desegregation programmes running in primary and vocational schools, and dormitories can considerably enhanced by other governmental measures as well. It is especially worth mentioning the **SROP 5.5.5/08/1 programme entitled Combating Discrimination – Shaping Societal Attitude and Strengthening the Work of the Authority**. This project started in 2009 set the aim to strengthen the awareness of anti-discrimination fights in order to reduce the social prejudices in Hungary. The Equal Treatment Authority (ETA), also with this project, wishes to promote the interest representation ability of groups suffering from unfavourable discrimination.

With the instruments of the SROP-5.5.5, the ETA endeavours to raise people's awareness concerning equal treatment requirements as well as to heighten the sensitivity of the whole society. Within this EU-funded programme, the Authority launched the 'Equal Treatment for Everybody' national image campaign on 1st February 2013. The goal of the campaign is to raise people's legal consciousness and to draw attention to the requirement of equal treatment. In addition to investigating discrimination committed in the world of work and using services, the ETA has undertaken to reveal the discriminative mechanism of public administration and legislation as well. In the framework of the image campaign, they are promoting equal treatment on four hundred billboards, furthermore, four hundred radio and seven hundred tv-clips, city light posters and ads have been inserted in daily papers. The campaign reaches out to 163 settlements.

3.6. The Act CXC of 2011 on Public Education

The Act CXC of 2011 on Public Education redefined the **concept of a child or pupil in need of special attention**. It categorizes pupils into two groups, one is the group of pupils needing special treatment such as pupils with special educational need (SEN), pupils with adaptation, learning and behavioural deficit and especially talented children or pupils. To the other group belong those children or pupils who are disadvantaged or multiple disadvantaged according to the act on the protection of children and guardianship administration.

According to the regulation, **disadvantaged** is a child, pupil who is placed under protection by the notary because of one's family circumstances, social conditions, and whose entitlement to regular child protection allowance was determined by the notary. Within this group, that child, pupil is considered to be a **multiple disadvantaged** child, pupil whose parent providing legal supervision completed the eighth year of primary school at best, in case of a kindergarten child, at the age of three, in case of a pupil, at the time of reaching his/her compulsory schooling age. That child, pupil who is taken into permanent foster care is also considered to be multiple disadvantaged. The act pays heightened attention to these children, pupils indeed. For instance, for pupils with multiple disadvantages, or with physical, sensory disability, or with moderate and slight mental developmental deficit as well as for autistic pupils going to basic art school, the first art education is always free of charge.

Primary and secondary schools are under the obligation to organize 1-3-member small groups ensuring such differentiated development that serves the talent support and alignment of disadvantaged pupils, and the effective education of pupils struggling with learning difficulties and behavioural deficiencies as per their diagnosis. For talent care and alignment, at least one additional lesson hour must be allocated in each class.

In the admission to kindergarten, schools and university as well, the multiple disadvantaged and special need children, pupils enjoy preference. Kindergartens or schools under compulsory provision may not refuse the enrolment of multiple disadvantaged children. Provided that more than one schools operate in a settlement, primary school districts must be determined so as to establish a balanced

proportion of multiple disadvantaged children in the educational institutions. If the multiple disadvantaged pupil at the compulsory schooling age wants to enrol at an institution outside the catchment area, then the school after meeting its enrolment obligation may be able to manage additional admission or transfer claims, however, in the fulfilment of further admission demand, it has to give priority to multiple disadvantaged children or pupils.

3.7. The 20/2012. Ministerial Decree (Ministry of Human Resources) on the Operation of Education Institutions and the Use of Name of Public Education Institutions

The 20/2012. (VIII. 31.) Ministerial Decree of the Ministry of Human Resources regulates the admission of disadvantaged pupils to the secondary school separately. In the course of ranking, from among pupils with the same aggregated results, the ones with multiple disadvantages should be given preference. The regulation has a separate chapter on the admission to the **Disadvantaged Pupils' Arany János Talent Support Programme**, and deals in details with the rules of ability development and integration preparation. With this, it tries to compensate for the disadvantages attributable to the primary and secondary pupils' social status and developmental conditions. This way it offers opportunity for the enhancement and development of pupils' individual abilities and talent, for the promotion of equal opportunities of pupils' learning and further studies.

The **ability-development** education must be organized in all years and classes provided that there are multiple disadvantaged pupils in the class. All supporters who are in touch with the pupil take part in this programme. The development is conducted in accordance with a development plan tailored to the concerned individual pupil. The results are evaluated three monthly by the participating teachers and homeroom teachers. For the assessment, they have to invite the pupil, in case of an under age pupil, the parents, the child and youth protection professionals, and in justified cases, the representatives of the child welfare services, guardianship authorities

and the educational advice centres. The decree contains a detailed regulation on the Disadvantaged Pupils' Arany János Dormitory Programme as well. In order to effectively prepare pupils for their higher educational studies, the teachers of participating grammar schools and dormitories have developed a special programme, by involving experts, to compensate for pupils' disadvantages.

Those pupils may apply for this 5-year talent support programme who for any reasons are disadvantaged but talented, and because of their disadvantaged situation do not have the chance to develop and evolve their above the average capabilities.

In the first, preparatory year of the five-year programme, pupils are able to learn foreign languages and informatics in high lesson hours. During the programme, the schools and dormitories pay heightened attention to teaching Hungarian language and literature as well as mathematics in small groups. Pupils may enhance their knowledge in human, art and natural sciences in special programmes, and the participating institutions are able to offer high quality sports opportunities as well. The programme participants after the preparatory year continue their studies in the traditional educational framework of the secondary grammar schools. In the talent support classes, pupils also take part in self-awareness, learning methodology and communication workshops. The included pupils are able to take intermediate language exam in English or German, Spanish, French, Italian and Latin, and may also acquire the international computer driving licence (ECDL), moreover, they can get their driving licence, too. The school and dormitory provide financial support for all these enhancing and developing programmes. The pedagogical activity continues in the dormitory in the afternoon, forming a unity with the morning grammar school activities, therefore, participating pupils must have dormitory placement. In order to meet the extra tasks of these special programmes, the state provides the maintainers of grammar schools and dormitories with double normative fund. The concerned municipalities may contribute to this by offering bursaries or social aid for pupils.

The conditions of participation concerning both the institutions and pupils is regulated by the 20/2012. (VIII. 31.) Ministerial Decree of the Ministry of Human Resources. The selection of the participating dormitories takes place in an open call for application.

4. PRINCIPAL EQUALITY PROGRAMMES AND SCHOLARSHIPS

4.1. The Arany János Dormitory and Vocational School Programme for Multiple Disadvantaged Pupils

In the Arany János Dormitory and Vocational Programme for Multiple Disadvantaged Pupils, those vocational schools and dormitories can take part that commonly assume responsibility for ensuring the acquisition of a vocational qualification recognized by the state for pupils taking part in the programme, in the framework of full-time school education and dormitory placement. The selection of participating dormitories is similar to the procedure followed in case of the Arany János Talent Support Programme for Disadvantaged Pupils. Chapter VI contains detailed description of local best or good practices.

4.2. Public Educational Bridge Programmes

The Public Educational Bridge Programmes (HÍD) provide assistance for pupils to enter secondary education, vocational training, or for attaining the knowledge and skills that are needed for entering the labour market and starting an independent life.

Such a pupil who is in the age of compulsory schooling and finished his/her primary studies but did not get admission to a secondary school can continue his/her studies in the Bridge I Programme

upon the initiative of the primary school. The education offered in the framework of the Bridge I Programme compensates for the lacking basic knowledge and competencies needed for further studies by providing differentiated learning routes that build on individual abilities and needs.

If a pupil in the compulsory schooling age does not have a primary school qualification, in the same year when s/he reaches the age of 15 and has accomplished at least six primary school years, the primary school initiates the pupil's admission to the Bridge II Programme. Education in the framework of this programme motivates pupils for learning, develops capabilities that are necessary for getting a qualification in a vocation determined by regulations, delivers career orientation tasks and may prepare them for getting a partial vocational qualification. It ends with a final exam about which the school responsible for conducting the training and final exam issues a certificate. The successful final exam attests partial qualification and entitles pupils to studies in secondary schools.

In the framework of the Public Education Bridge Programmes, activities, special classes and programmes serving pupils' complex development are organized proportionately divided in the mornings and afternoons. Teachers involved in the implementation of the pedagogical activities tailored to pupils' individual aptitude are entitled to supplementary salary provided that 70% of the pupils concerned by their educational efforts takes successful written entrance exam to secondary school, or in case of the Bridge II Programme, is allowed to go further to the second year. Within these programmes, such classes may also be formed where those pupils get prepared for starting vocational training in such vocations that are determined in the governmental decree on the National Register of Qualifications who until the end of the compulsory schooling age have not been able to accomplish their primary school education, and have completed fewer than six primary school years successfully.

The educational-pedagogical concept of the Bridge I Programme is to enable pupils to learn in an environment differing from their disadvantaged home circumstances, in rooms furnished with

tasteful, convenient and mobile furniture, which offers excellent opportunity for socializing, varied forms of leisure activities, learning and getting information, for the formal, informal and nonformal learning situations. It places individual development, differentiation and developing assessment, co-operation and learning from each other to the fore.

From the aspect of equal opportunities, it is important to highlight the building of a career path, the task of which is to assist pupils in attaining such competencies that will help them take series of decisions in their future life. The countless decisions and choices are needed for them to become such adults who can pursue a healthy life style, are confident in themselves and are able to adapt to the challenges set by a constantly changing labour market, who are able to maintain a balance between ones' work and private life.

This educational approach will presumably be more successful than the previous alignment educational programmes. It is a significant change that the Act on National Public Education reduced the upper limit of the compulsory schooling age to the age of sixteen. Pupils may go to a primary school of eight grades until the age of sixteen, that is, either they finish the eight years until the age of sixteen or not, the school terminates their pupil's legal status.

4.3. Útravaló-MACIKA Programme

The aim of the Útravaló Scholarship Programme, which has been running since 2005, is to promote equality of disadvantaged pupils, to upgrade the scholarship available for them as well as to assist talented ones having interest in natural sciences.

In the 2011/2012 academic year, more than 20 000 disadvantaged and multiple disadvantaged pupils plus more than 10 000 mentors received support (scholarship) within the equal opportunities subproject.

In the interest of increasing the learning and further studies opportunities of disadvantaged but especially Roma-origin pupils, on 1st September 2011, a new programme was launched under the name, ÚTRAVALÓ-MACIKA (hereinafter: Programme) including also the Útravaló Scholarship Programme upon the revision of the

various schemes financed by the Útravaló Scholarship Programme and the Public Foundation for the Hungarian Romas (MACIKA (little bear) – acronym in Hungarian), which is to continue in the following academic years as well.

The Programme consists of four components: the Road to secondary school, Road to the school leaving certificate, Road to a vocation and Road to higher education subprogrammes, together ÚTRAVALÓ (provision for the road)-MACIKA equality bursary programme. The higher educational subprogramme was published on 17 September. Within the current call, financial support can be applied for to finance the Road to secondary school and the Road to the school leaving certificate.

The funds make it possible in the 2012/2013 academic year for at least 5 000 Roma pupils newly entering the programme to receive financial support to help them stay in the educational system and to increase their chances for further studies. In the framework of the equality subprogrammes, the payable support comes in the form of a bursary for pupils, and mentors receive HUF 7 000 per pupil per month as a scholarship.

The mentor undertakes to draw up development plans for the mentored pupils by him upon the discussion with the concerned pupil, and based on this, by involving the homeroom teacher and other concerned teachers, he assesses the pupil's advancement, development or any hindering reasons. He invites parents, the pupil for the assessment session, and if it is needed, the representatives of the child welfare services, guardianship authority and the educational advice centre. The results of the assessment including the remarks and feedback of other participants of the assessment are recorded in the diary of progress. He maintains regular and personal contact with the mentored pupil, within this, he provides tutoring for individuals or small groups for at least three lesson hours, and documents these activities in the diary of progress. He also maintains regular and personal contact with the homeroom teachers and if necessary with the subject teachers as well. He visits the families from time to time. He takes part in meetings, seminars and other events that the programme management organizes in the interest of the successful implementation of the programme.

In the framework of the Road to secondary school and Road to the school leaving certificate equality subprogrammes, those Hungarian or foreign pupils who were in legal relationship with a public educational institution in Hungary could apply in the 2012/2013 academic year:

- multiple disadvantaged pupils; or
- adopted children by foster families; or
- children taken in temporary foster care; or
- taken under protection; or
- placed by temporary effect; or
- are in after care; or
- receive after care support; or
- have disadvantaged status.

4.4. Secondary School Integration Pedagogical Programme (IPR)

The decree of the Ministry of Public Administration and Justice on supplementary benefit for teachers working at institutions promoting equality measures and taking part in the integration system provides for the procedure of submitting the claim for supplementary subsidy and supplementary benefit for maintainers entitled to such subsidy. Such subsidy can be applied for programmes implemented in the given school year, and for the financial support of the participating teachers.

In accordance with this decree, local municipalities, local minority self-governments and multi-purpose micro-regional associations, maintainers of nonstate institutions providing public educational tasks and higher educational institutions operating as central budgetary organizations may apply for such funds. The supplementary fund is HUF 16 000 per capita for ability enhancing and integrational preparatory education, and in case of kindergarten development programmes is HUF 18 000 per capita (in the 2012/2013 school year). Additionally, the decree also stipulates for teachers' supplementary benefit.

4.5. ROMASTER Programme

ROMASTER – Equal Opportunities Programme for the Future Roma Leaders – is a scheme for individuals and schools to promote Roma students' further studies, talent support, company mentoring and participation in scholarship programmes. The ROMASTER Foundation announced a call for scholarship application again from the 2012/2013 academic year for disadvantaged secondary students declaring themselves Roma by involving their schools as well. Only pupils currently studying in secondary schools giving a school leaving certificate and planning to further study and acquire a degree in full time business or technical courses may apply for inclusion in the programme. Additionally, those pupils may become beneficiaries who in the 2013/2014 academic or the following year will take their school leaving exam and complete secondary studies. The programme management gives high priority to students who wish to study economics, financial affairs and accountancy, informatics, electric engineering, mechanical engineering, chemistry engineering, bioengineering or any other engineering sciences in higher education. These orientations are the most sought for by the supporting companies.

In the 2007/2008 academic year, the foundations established an educational assistance scheme for socially disadvantaged secondary school Roma children. The aim of the ROMASTER programme is to promote the development of the Roma intellectual class, to aid those pupils' further studies and the improvement of their life conditions who are severely in need, and based on their school attainment, will probably have a good chance to enter higher education.

The amount of the scholarship is HUF 24 000 per month (12 times a year for the whole length of studies, that is, most likely for 5-7 years).

5. THE PHASE PRIOR TO VOCATIONAL EDUCATION AND TRAINING

5.1. Presentation on Szeged's integration programme

The elimination of segregation in the Móra Ferenc Primary School became especially necessary in order to provide quality education and to open real chances for pupils visiting it, enabling them to get a secondary school qualification. Throughout the years, the school had become severely segregated, and the ratio of Roma pupils had grown to 80% as compared to the total number of pupils by 2007. On the one hand, there is a great number of Roma families in this district (Cserepes Street), on the other hand, parents with non-Roma origin, benefitting from the right to free choice of school, had enrolled their children in other institutions. The number of multiple disadvantaged children was strikingly high, their ratio was higher than 50%. Such a great number of multiple disadvantaged pupils raised the issue of infringement the rights of pupils going to the Móra Ferenc Primary School to equality and equal treatment. In order to tackle segregation, the Szeged Roma Minority Self-government, upon the demand of most parents, asked the Municipality of Szeged for help. In order to find a solution and in co-operation with other organization (Roma Educational Association, LIFE, National Educational Integration Network, the Human Service Centre's Child Welfare Centre, Alsóváros Family Assistance House, Child

Protection Unit of the Office for Education, Culture and Sports of the Mayor's Office, working group of primary school headmasters) the General Assembly opted for closing down the Móra Ferenc Primary School and placing children at other institutions. The Department of Equality and Ethnic Minorities of the Ministry of Education also supported this decision and offered its assistance for training the staff of the receiving institutions.

Preparing for the 2007/2008 school year took place taking the above decisions into consideration, and altogether they had to find placement for 156 pupils after the graduation of the 8th graders. A placement plan was worked out for the eleven new schools, maintaining the free choice of school principle (see the table below).

Inclusive institutions	Number of Pupils
Alsóváros Primary School	23
Arany János Primary School	9
Béke Street Primary School	13
Dózsa György Primary School	7
Gedői Primary School and Basic Art Education Institution	7
József Attila Primary School and Vocational Training School	8
Makkosház Primary School	14
Rókus Primary School	14
Rókusváros No.: II Primary School and Basic Art Education Institution	11
Tarján Hungarian-German Bilingual Primary School and Basic Art Education Institution	7
Weöres Sándor Primary School and Basic Art Education Institution	12
Total:	128

The rest of the pupils enrolled at other primary schools of the city. In the designation of the institutions, several factors played a role: residence, placing siblings at one place, learnt/taught foreign languages, accessibility, transport, capacity, etc.

Further actions taken in order to implement successful integration:

- In all inclusive schools, new jobs were created in which mentors – mainly teachers from the Móraváros School – have helped pupils' integration.
- The municipality provides pupils going to school far from their residence with a season ticket.
- By initiating the Student's Mentor Programme, the University of Szeged also actively takes part in materializing the integration.

The Municipality of Szeged City of County Rank co-operates with numerous civil organizations in order to ensure equal opportunities. In issues concerning the Romas, the Szeged Roma Minority Self-government, the Housing, Education, Employment Public Utility Association and the Roma Educational Association are the most important partners. Through these organizations, the Roma citizens can be reached. They help that aids for children (clothes, school supplies, excursions, camps, etc.) are channelled to those in real need. They also play an important role in articulating and channeling the emerging needs.

In the 2007 revision of school enrolment districts, taking the social status of people living in the districts into consideration as well as the number of multiple disadvantaged children, the district of the ceased Móra Ferenc Primary School got divided among five institutions. Accordingly, from the 2008/2009 academic year, the concerned pupils reaching the compulsory age of education have belonged to the enrolment districts of the Béke Street Primary School, Dózsa György Primary School, Madách Imre Hungarian-English Bilingual Primary School, Rókus Primary School and Zrínyi Ilona Primary School.

5.2. The József Attila Primary and Vocational Training School's Programme (primary school classes)

The institution delivers its provision for 36 pupils at one site. The primary school education takes place in the 6th–9th grades for pupils of special educational needs or those who are over the compulsory schooling age. Education targeted at SEN (special education need) pupils is offered in an integrated manner since conditions stipulated in the regulations are already available. The ratio of pupils struggling with SEN and partial developmental deficits together does not exceed the country average. However, the ratio of pupils repeating one school year, private pupils and those who miss more than 250 lesson hours is extraordinarily high as compared to the country average. The ratio of learners continuing their studies at the vocational training school is 100% in total, concerning disadvantaged or multiple disadvantaged pupils alike.

As extracurricular activities, subject interest groups are organized at the school in which the ratio of disadvantaged pupils' participation is 0.7%.

Concerning the assistance schemes, 100% of disadvantaged pupils take part in the Útravaló Scholarship Programme.

Owing to the institutional profile, no competence measurements are conducted here. The school's staff and management from time to time take part in professional and in-service training to gain methodological knowledge in effective integrated education, financed from project grants. Two teachers have taken part in methodological in-service training in the field of differentiated learning organization. The requirements of integrated education have been established.

In the network of nonprofit organizations, regular maintenance of contact with the following civil organizations has a special importance from the aspect of equality: the Roma Minority Self-government, the Family Assistance Service, the Children's Welfare Service, the Roma Educational Association and the Order of Malta Charity Service.

6. EQUALITY, VOCATIONAL PROGRAMMES, BEST PRACTICES IN THE VOCATIONAL SCHOOLS OF SZEGED

6.1. The equality programme for secondary school education in Szeged

In case of secondary education in order to establish equality, another kind of measure is necessary as compared to the ones in primary education. Szeged's traditional and especially wide range educational system ensures for all youngsters to find the form and level of education that is most suitable for them. The task of secondary schools is to create those infrastructural and professional environment which equally ensures successful studies for all concerned pupils.

Alignment (individual and group alike), by improving school performance and attainment, and increasing the prestige of vocational training play an important role in vocational education and training. The process in which the vocational training school has become a 'pool' of pupils with disadvantaged status must be stopped. Such pupils should also be given the chance to continue their studies in institutions that give matriculation. Further important task is to widen the educational and training options offered for SEN pupils as well as to introduce the school integration programme targeting multiple disadvantaged pupils.

The table below shows the distribution of multiple disadvantaged pupils in secondary schools. Characteristically, these pupils get concentrated in the vocational training schools.

Name of Institution	2011		2012	
	DS	MDS	DS	MDS
Deák Ferenc Grammar School	20	2	26	0
Tömörkény István Grammar and Secondary Vocational Art School	33	2	30	2
Radnóti Miklós Experimental Grammar School	10	1	10	0
SZKKVSZI Krúdy Gyula Member Institution	67	20	71	28
SZKKVSZI Kőrösy József Member Institution	26	3	28	3
SZKKVSZI Vasvári Pál Member Institution	31	3	23	4
SZMKSZI Gábor Dénes Member Institution	36	4	36	5
SZMKSZI Csonka János Member Institution	51	5	42	8
SZSZSZI Fodor József Member Institution	41	13	32	19
SZSZSZI Kossuth Zsuzsanna Health Care and Light Industrial Member Institution	49	7	38	5
SZSZSZI Kiss Ferenc Forestry Member Institution	13	2	8	0
SZSZSZI Vedres István Building Industrial Member Institution	27	2	26	2
SZISZSZI József Attila Member Institution	29	29	23	34
SZISZSZI Szeged-Móraváros Member Institution	99	64	84	59
SZISZSZI Déri Miksa Member Institution	16	2	16	2
Total:	548	159	504	171

Key: DS – Disadvantaged Status, MDS – Multiple Disadvantaged Status

6.2. Secondary education for special educational need (SEN) pupils

The task of secondary education of special educational need (SEN) pupils is to help them reach the school attainment that is most appropriate for their capabilities. Their number is gradually increasing in secondary schools as well. Despite the ratio of SEN (6.1%) in primary schools, the secondary school SEN ratio (2.6%) is considerably lower. The reason of this difference, among others, may be attributable to the considerable drop out of SEN pupils.

The József Attila Primary and Vocational Training School offers VET primarily for pupils with moderate intellectual developing disorder. SEN pupils can be found here in the greatest number. Among VET schools maintained by the municipality, besides the József Attila Primary and Vocational Training School, there are six institutions, where pupils could acquire a vocation according to the schools' deed of foundation, however, there are SEN pupils only in three schools (Gábor Dénes Secondary Grammar School and Mechanical Vocational Secondary School, Kiss Ferenc Forestry Secondary Vocational School and Szeged-Móraváros Secondary Vocational and Vocational Training School). Their ratio is 20.92% as compared to the average of all secondary school SEN pupils.

Based on studies investigating the operation of the VET system and the existing regional equality scheme, we can state that children coming from families with unfavourable social status primarily go to vocational training schools. This is underlined by the fact that in case of complex institutions, the ratio of disadvantaged and multiple disadvantaged pupils is higher at places offering vocational training.

The ratio of pupils with multiple disadvantages participating in the Útravaló Programme is very low as compared to the ratio of multiple disadvantaged pupils at vocational training schools.

The József Attila Primary and Vocational Training School and Szeged-Móraváros Secondary Vocational and Vocational Training School are the schools where alignment education is organized as a full-time schooling for those who wish to join VET without accomplishing their primary school studies, or who have primary

school qualification, but do not intend to start the 9th grade, that is, to continue their studies.

It is important to highlight the Arany János Talent Support Programme for Disadvantaged Pupils run by the Radnóti Miklós Experimental Secondary Grammar School whose aim is to foster further studies of disadvantaged but talented pupils.

Pupils can take their final exam after having one preparatory year and a study period prescribed by the rule of final exam. In the preparatory year, pupils take part in native and foreign language, mathematics and information technology education at higher level as well as in self-awareness, individual and ability developing, communication and learning methodology programmes and activities. In the framework of the programme, pupils can get prepared for the higher level language final exam in English, can acquire IT knowledge and skills equivalent with the international ECDL qualification, and can get their driving licence, too. Programme participants are all dormitory pupils.

A separate equality plan was drawn up for VET institutions connected to the establishment of the Regional Integrated Vocational Training Centre (TISZK).

6.3. Experiences of the Arany János Dormitory and Vocational School Programme for Multiple Disadvantaged Pupils in Szeged

6.3.1. The programme of József Attila Primary and Vocational School

Because of the special profile (providing several chances, great number of special need pupils) of the school, the social network plays a considerable role in the enrolment procedure. Informing pupils about the range of trainings and options for compensating social and other disadvantages takes place by the involvement of the social services and civil sphere representatives. Pupils receive information on enrolment (leaflets, other publications) through

child welfare services, family care network, farm social workers, expert's committees, career counsellors as well as nonprofit workers (e.g. Charity Service of the Order of Malta). Additionally, the school organizes open days twice a year, and takes part in various career planning events. They also visit partner institutions, minority self-governments (e.g. Szeged, Baks, Hódmezővásárhely) to offer career advice once a year.

Input assessment, process of individual development

At the beginning of the academic year, the school assesses all new pupils' abilities and skills in three competence areas. The areas of assessment are: reading comprehension, arithmetic and social competencies. On the ground of the results, pupils' individual development plans are drawn up. In case of pupils included in the Arany János Programme, special need teachers conduct development since all pupils in the programme are with some kinds of special needs (mainly organic origin). The development plan determined by the the Committee of Enquiry Into the Education of Handicapped Children and Young People plays an important role in the development of special need pupils. Since most of the participants of the programme are vocational school attendees, in addition to the individual and rehabilitation activities, they also receive assistance in preparing for the vocational final exam. The development plans are reviewed in every quarter of a year, evaluated and modified if necessary. They discuss the quarterly results with parents and staff teaching in the same class. At the end of the year, a sort of control assessment is conducted on whose ground the annual assessment is done.

Career orientation, choosing a vocation

Choosing a trade that is in harmony with pupils' capabilities is put in the focus of the preparatory courses for the vocational and special vocational schools. Therefore, in tenth and eleventh grade, pupils can learn about at least three vocational groups, where the vocation is approached from the aspect of practical training and workshop practice. This is supplemented with factory visits, drawing up career plans and modifying them if necessary.

Keeping contact with dormitories and cooperating partners

Pupils' mentors are in daily contact with the dormitories in addition to the official meetings. They regularly exchange information concerning pupils with the dormitory teacher. According to the procedure established in the school, not only the mentors, in this case, homeroom teachers, but social workers appointed to a specific group also deal with the concerned pupils. The social workers' task is to maintain contact with the staff of the child protection institutions.

6.3.2. SZSZKSZ Fodor József Food Industry Member Institution

The institution had taken part in the Arany János Programme for four years by 2012. There is a great number of pupils who are disadvantaged, have special educational needs or live with disability. The programme enables the staff to deal with the concerned children with high priority. Since pupils are members of such school class communities that are made up of children with similar background, this makes it easier for them to get adjusted, to be more tolerant, cooperating and form a community. The staff of the school pay equal attention to all pupils, using integrated approach and varied methods to assist pupils in acquiring the educational content.

In the 2011/2012 academic year, eight mentors were involved in the project. Thirty-nine pupils from six classes from all four years learnt in this framework. A school psychologist and a district special needs teacher provided assistance for both pupils' and teachers' work.

In general, the mentor's role is taken up by the homeroom teacher in case of the Arany János Dormitory and Vocational School Programme (AJDVSP). In the 9th and 10th year, the AJDVSP pupils are organized in the same class, which makes teachers' work easier and helps to keep the dormitory group together. Because of the high number of pupils in these classes, **two mentors (the homeroom teacher and one specialized teacher) supervise pupils' activities.** The self-awareness, self-development and mental hygienic activities are usually conducted in the framework of the form-master's class.

As the requirement of the programme, the deputy headmaster was in charge of managing it at leadership level, the vocational school co-ordinator/project co-ordinator supervised and co-ordinated the mentors and teachers providing supplementary tutoring and alignment lessons. The deputy headmaster summarized the interim and end of year evaluations, school attainment, kept contact with the dormitory, regularly monitored pupils' school results, behaviour and absence. He/she drew the mentors' attention if there were bad marks in the electronic teacher's diary, or too much unjustified absenteeism, etc., or organized team discussions where pupils, mentors, parents and dormitory teachers were present.

Thirteen teachers provided assistance for pupils in the framework of **vocational subject tutoring**. In accordance with the pupils' performance and needs, these extra classes were organized weekly, or occasionally prior to assignments or assessments. The objectives of such extra lessons were to develop reading comprehension, logical and mathematical competencies in order to revise, reinforce and practice class assignments.

The innovative teaching methods and tools (co-operative techniques, differentiated pair or team work, activity-centred learning) applied during classes enabled teachers to pay more attention to and help those pupils who took part in the programme.

Since it is their high priority to facilitate pupils in the 9th grade to go through a **successful integration** and to start the school year with ease. For this reason, classes spend the first two days of the academic year with adaptation workshops during which pupils get to know the school, training workshops and their operational rules. They take part in self-development and team building lessons together with their prospective teachers and classmates.

In order to mitigate social disadvantages, the mentors bought school supplies, equipment, uniform for work, best and school clothes upon agreeing with the pupils. The programme offered a treat for the graduating youngsters at the school leavers' ball and financial aid to meet school leaving costs.

In the 2011/2012 academic year, the AJDVSP pupils went on an excursion. In organizing its programme, they aimed at offering

a wide spectrum of interest areas and lots of exciting experience (Budapest Chocolate Museum, Hungaroring, Bear's den).

The objectives of the Arany János Programme at institutional level are: assisting learning and school work, providing alignment activities and tutoring, successful completion of the school year, in the last grades, successful vocational exams, and in general, motivation throughout all years. Their main goal is to organize programmes rich in experience, to mitigate social disadvantages, facilitating integration and successful choice of a trade.

6.3.3. SZKKVSZI Krúdy Gyula Member Institution

The Arany János Programme has made such a cooperation with the Szeged City Dormitory possible that assists pupils to overcome their social disadvantages. They help alignment both in class as well as in extracurricular activities based on the **assessment of pupils' social status**. They manage to provide social help in a manner that is tailored to individuals.

The concept of inclusion is part of the institution's everyday practice, which actually made them revise the organizational framework of the curricula's implementation and also those conditions that they have to ensure in order to properly advance all concerned pupils.

In four years' time, they managed to establish the administration system. They implemented the individual development approaches by involving special need and developing teachers. It is a key issue of successful teaching and education that how those teachers and employees can be found who are committed, innovative and co-operating. For this reason too, the headmaster's leading and organizing activity is essential. Additionally, conditions needed for independent learning, rooms suitable for small-group work, information technological equipments and the incorporation of ability developing activities, the use of task sheets and various school supplies all must be ensured, which they managed to achieve in four year's time.

Informing parents and maintaining contact with them was a priority area as well. Together with the City Dormitory, they utilized the system of family visits in case of problematic pupils.

This way managing the identified family problems became easier. They also looked at competence development as the foundation for life long learning as their priority task.

Participants, programmes

In the AJDVSP, the Krúdy Gyula Member Institution took part for four years. In the first year, they had three pupils, five in the second one, and in June 2011, the number of pupils was already eighteen. In the 2011/2012 academic year, this number increased to twenty-seven. The rising tendency can be attributed to the information spread in primary schools since it could facilitate pupils' inclusion. As a result, it happened that some pupils opted for learning at a vocation training school instead of a secondary vocational school with the aim to learn a trade.

Their main aim was to get prepared for the new VET methodology according to which, learning the trade starts already at the age of 14, in the 9th year.

Throughout the years, it has become apparent that buying the required work uniform means a serious problem for families, therefore, they broadened the system of **individual aids**. The objective was to further widen concerned pupils' ICT and foreign language knowledge and skills. The modes of doing so were the following:

- subject interest groups,
- supplying pupils with dictionaries,
- including them in international co-operation programmes, e.g. a partnership gastronomy competition in grill category.

The school provided pupils with a **package of stationary, best/school leaving dress** last school year.

They also bought a theatre pass so as to develop pupils' cultural awareness. One of the cultural programmes of the summer vacation was to see a play of the Szeged Open-air Theatre Festival.

Co-operation, common work and constant contacts between the school and the City Dormitory have become part of their everyday operation. In case of any problems, the hotline starts working. The school and mentors often have to act as caretakers and substitutes for parents providing help.



Gastronomy competition

6.3.4. SZSZKSZ Kossuth Zsuzsanna Health Care and Light Industry Member Institution

The vocational training school runs only with one class with 20-28 pupils per each, therefore, the number of pupils included in the programme is quite low.

During enrolment, they paid a great attention to informing pupils and parents alike: the conditions of inclusion were publicized in the career planning newsletter, at the autumn Career Choice Fair, they had person-centred promotional activities to inform the interested ones, on the school's leaflet, they highlighted this opportunity and sent it out to the primary schools of the city and its catchment area, on Open Days and at any other events (e.g. healthy life style competition, drawing contest) where they met primary school pupils and/or their parents, they paid attention to giving detailed information.

They maintained a close relationship with the City Dormitory, they mutually and regularly informed on the results and problems each other either on the phone or in person, and also harmonized the necessary tasks.

Owing to this and the permanent mentor's motivation and control as well as the multiple correctional opportunities, pupils included in the programme finished a successful school year in June 2012.

They also organized **supplementary classes** in mathematics, physics, biology, health sciences, when the subject teachers offered help in a scheduled manner. Pupils benefitted from such help especially before school assignments. Homeroom teachers (mentors) provided **individual tutoring** for their pupils if it was necessary.

In case of 9th-graders and at the beginning of the school year, **input measurements** were conducted on whose ground they drew the class teachers' attention to the importance of this assessment, and mentors came up with proposals for how to improve pupils' disadvantaged status.

Mentors maintain regular contact with pupils' parents, which usually takes place on the phone, sometimes at parent's meeting or teacher's consulting hours. Parents most of the time act as partners since their financial and social means are scarce, therefore, they are happy that their kids take part in the programme.

In order to improve children's social status, they provide all sorts of allowances and aids for pupils taking part in vocational training (in 11th and 12th grade), for example, compulsory uniform for on-the-job training (white uniform, trousers, shoes, socks, etc. required in health care institutions), or school supplies for lower graders. They also support schooling in the manner of buying vocational books that can be borrowed from the school's library or read on site.

The school pays great attention to healthy life style, establishing a health-minded behaviour, prevention of smoking and other addictions and the development of environmentally conscious approach. Pupils, including the ones taking part in the programme too, are trained how to maintain a healthy mental balance, stable and positive relationships, to develop a respectful behaviour, and how to manage conflicts properly. Besides the regular classes, they also involve pupils in individually-tailored activities (self-awareness, communication, mental health and vocational training) to achieve all this.

6.3.5. Szeged Industrial, Service Secondary Vocational and Primary School (SZISZSZI) Móraváros Member Institution

In the 2011/2012 academic year, sixteen pupils from the secondary vocational and vocational training school finished their studies in the framework of the Arany János Dormitory Vocational School Programme. Mainly experienced mentors were employed, and actively working mentors started working with new entrants of the programme. Most problems were due to **undermotivation**. Participants of the programme receive special attention from their homeroom teachers. In order to develop pupils' self-awareness, teachers use experience-based pedagogy and discovery learning techniques. Pupils are often challenged to overcome both physical and mental obstacles. The full-day, experience-based educational workshops organized by the school (SZISZSZI Móraváros MI) aims at developing pupils' social competencies, especially enhancing their co-operation. During co-operative exercises, some other competencies also develop.

After taking the instruction in, pupils plan the implementation of their task and during their activity, they communicate with each other. Both in the phase of planning and implementing, conflicts may arise, which can be an excellent ground for discussing conflict resolution techniques, and the concerned ones are able to express their needs and expectations, and how they feel in that particular conflict situation. Finding a successful solution to problems makes pupils feel the sense of achievement. In the evaluation sessions, they elaborate on how they perceived and processed their own experiences. This strengthens pupils' sense of self-efficiency and raises their confidence. They get to know their classmates' experiences, feelings, which develops their ability to perceive others' emotions and their empathy. Based on their common discoveries and experiences, they look for common solutions and draw a lesson from them, which later they can transfer to their everyday life.

The method of discovery-based learning offers pupils such fundamental values that are missing from the upbringing of multiple disadvantaged children. These values are the principal values of discovery or experience-based learning, which are fundamental in the life and function of any group, and determine the quality of community life: security, commitment, respect, responsibility and positive attitude. By evaluating these values, they reflect on their own thoughts and behaviour, and they also express their emotions triggered by others in them. They give feedback to their mates, by so doing, their self-knowledge and awareness develop greatly.

In the 2011–2012 academic year, the staff incorporated an another type of community and common experience segment (mentor–pupil –homeroom teacher) into the programme in order to gain pupils' trust, for which the physical education teachers' team drew up the concept and basic principles. They set the aim to shape pupils' **health awareness**. They wished to make pupils' conscious of the physiological effects of healthy and regular diet, sufficient amount of physical exercise. They set as an objective to organize a developing and mass sports event since pupils can play together with their mates and teachers more freely and relaxed in such sports events or competitions, struggling for a good result and common success.

The Szeged Industrial, Service Vocational and Primary School endeavours to provide their pupils with the opportunity to gain foreign vocational experience in the framework of numerous **international projects**. Among others, they have established contacts with the Hennef Berufskolleg in Germany and Viborg Mercantec in Denmark, in the vocational training for carpenter and cabinet maker. Thirty-five pupils take part in an exchange programme annually at the vocational training school of Wrexham City in the United Kingdom. Whereas, fifteen mechanic trainees visit Jena yearly as well.

The Szeged vocational schools and the City Dormitory have achieved considerable results in the framework of the Arany János Dormitory and Vocational School Programme so far in assisting pupils to attain a vocation that meets the labour market demand, and in improving the indicators of their early school leaving or drop out.

6.3.5.1. 'Together for Each Other'

Project days in the SZISZSI Móraváros Member Institution

One of the aims of this training material is also to present best practices for secondary vocational and training schools as a ground for improving their own equal opportunities programmes. One of the most successful initiatives was the 3-day event organized by the Szeged Industrial, Service Vocational School's Móraváros Member Institution whose title was 'Together for Each Other'. Since in this vocational school the number of disadvantaged pupils is very high, the institution has made considerable efforts to tackle inequality and find correctional solutions. It is their essential educational endeavour not to implement direct (and possibly frustrating) equal treatment programmes, but with such an event they wished to broaden perspectives, putting diversity, otherness and tolerance in the focus. It can be a favourable outcome that such an event, by strengthening openness towards diversity and otherness, may make it easier for the pupils' community to accept positive discrimination exercised in favour of disadvantaged children. Upon the approval of the school management, we can present the programme in details.

During the three days of the project, teachers, pupils, invited professionals and guest speakers alike aimed at presenting themselves and get to know each other better. They wanted to reflect together on how diverse we humans are, having different built, hair, skin and eyes. Our lifestyle and diet of course differ as well. There are people who like doing sports, other prefer to be supporters, and some others rather relax. We dress differently, following different fashion. On the ground of our temperament, we all behave differently. We use words in a different way, maybe failing to understand each other just because we mean something else not what the other said. We speak various foreign languages (if we can), nevertheless, we may speak our mother tongue differently. We dance differently. We have different concepts of the world, belief and religion. How we tackle addictions also differs from individual to individual. We can do a lot together in crime prevention, but each of us in one's individual way. During the programmes, pupils sat in the wheelchair, tried to navigate themselves blindly, learnt from the sign interpreters, and got to know how somebody can raise a child without arms. They played boccia, blind table tennis, volleyball and football with the deaf. They were thinking together and exchanged opinions about the big issues of life: faith, love, psychology of couples, sexuality, homosexuality, sexual minorities, fatherless life, settling down in a foreign country, the world of the homeless, the acceptance of disabled people, animal protection, and last but not least, environmental protection.

The content of the project days was the following

First day Visible Otherness	Second day Otherness in Us	Third day Otherness Around Us
life style, diet, sports, fashion, music, native language, dialects, linguistic variations, temperament	life concept, belief, religion, ethnicity, crime addictions	physically disabled people, the deaf, the blind, mental health problems, additional otherness

On the first and second days, each class visits each venue and theme in a revolving stage setting. The third they is organized in a way that pupils are able to pick those activities in which they are most interested. They had the chance to actively take part in small-group discussions, and to get to know the world of disabled people, for example, to try the wheelchair, to learn about sign language and to play blind table tennis.

Altogether twenty-five classes, approximately six hundred pupils and sixty teachers were mobilized together with the guest speakers. The young and old, teachers and pupils all could reflect on how they live with and relate to each other.

In the successful implementation of the project, professional partners also played a great role:

- Fashion show by SzSzKSz Kossuth Zsuzsanna Health Care and Light Industry Member Institution;
- priests: József Balogh (Catholic) András Juhász (Reformed Church) Sándor Cserháti (Evangelic) Zsolt Vámos P. (Apostolic Christian Church), Mátyás Wertheim (Franciscan monk), Krisztián Ábrahám (not belonging to official churches);
- Dr. Farkasinszky Terézia Youth Drug Centre staff;
- Csongrád County Association for Physically Disabled People;
- Csongrád County Police Headquarters;
- Sunny Side for Disabled People;
- Csongrád County Association for the Blind;
- Szeged Association of the Deaf and Hard of Hearing;
- Teenagers' Association;
- Agora Foundation;
- Homeless Hostel;
- Tappancs Association;
- Sportsmen: Dénes Kanyó, Gábor Fodor;
- Dieticians: Anett Fullajtár, Szilvia Bakosné Kiss;
- Péter Bács actor;
- Representatives of sexual minorities;
- Patrons: Lilla Molnár, Éva Bettenbuck.

'Together for Each Other' – First Day: Visible Otherness

The participating classes visited various sites dealing among others with body building, sports, vegetarian diet, dietetic knowledge and fasting in a revolving stage setting. Each class was accompanied with its homeroom teacher and was given a pass according to which it could go from one designated venue to another. The objective of the first day was to demonstrate that all of us live our everyday life with a different pace and in rhythm, having different dieting rules and eating schedules. There were five classes in the sports hall simultaneously, and each of them spent 10-10 minutes at each specially furnished stand. At the stands, guest speakers, marked in green in the table, talked about their individual lifestyle. They had a presentation on their diet, daily routine and attitude to sports. One PE teacher assisted each presenter. The presentation was made interesting and eye-catching with colour slides and other visual aids.

On the first day, pupils also demonstrated how diverse and different the world is, considering countries, languages, folk traditions and customs.



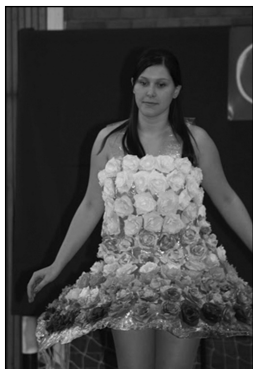
The foreign language (English and German) teachers awaited the classes in five classrooms with playful, interesting and challenging international quizzes invented by them to train and develop their pupils' imagination and fantasy. Pupils had to identify a piece of music, to assemble a puzzle, to find out the kind and name of a food from pictures and a tradition or custom, and respectively they had to determine which country or nation these things belonged to. Pupils worked in 4-5-member groups, and solved the tasks together. A symbolic competition also took place between the groups, and the winners were given a ballpoint pen as a gift.



Already on the first day, it became evident for everybody that people differ a lot in terms of fashion as well.



The fashion show taking place in the sports hall owed itself to the girls from the Kossuth Zsuzsa Secondary School of Health Services. The audience could learn about the history and changes of fashion from ancient times to nowadays, which meant a fascinating experience for everybody. Only a few pupils had been able to admire such a gorgeous dresses before from so close and live.



At another venue, pupils were made to recognize that we all speak the same language, yet we say and mean things in different ways.

At the venue called 'The variations of our native language', pupils could learn about and identify the various dialects, slangs, linguistic oddities and tongue twisters. These kind of activities were designed, offered and managed by the teachers of Hungarian language and literature. Pupils worked in 4-5-member teams, and the winners were presented chocolate as a kind of motivation.



At the next venue, the aim of the programme was to make it apparent how decisively our inborn temperament influences our behaviour, thus all of us manage the same situation differently.



The actor Péter Bács, an alumnus of the school, acted out the same situation in various styles during the temperament show. He gave an excellent illustration on how people with choleric, sanguine, melancholic and phlegmatic temper would display the same theme or action. After the show, pupils filled in a personality test to learn which temperament group they belonged to. Finally, they occupied the four corners of the sports hall according to their temperament group, and could discuss their characteristic features and traits.

'Together for Each Other' – Second Day: Otherness in Us

In the activity of 'Surmountable Obstacles', the participating classes went from one venue to another in a revolving stage setting designed by the Csongrád County Association of Physically Disabled People. Each class was accompanied with its homeroom teacher and was given a pass guiding pupils where to go during the day. The goal was to demonstrate that even under constraints people should not give up.



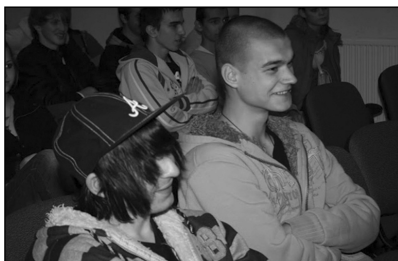
The aim is to find different ways for crime prevention in cooperation with the police.

The workshops were offered by police officers. They played video clips, then discussed issues concerning tolerance and racism with the pupils. They also drew children's attention to the web page, www.bulisbiztonsag.hu, where they can find all sorts of relevant information on how to avoid and prevent themselves from becoming either victims or perpetrator of a crime.



The aim is to discuss how to avoid addictions and have healthy passions.

The workshops were organized for five classes simultaneously by the professionals of the Drug Prevention and Treatment Centre. Teachers were not allowed to be present in order to ensure intimacy and honest exchange of information, and by doing so, pupils could talk about drug-related issues more freely.



The aim is to discuss issues concerning religious beliefs, the great world religions, and the various attitudes and denomination within Christianity.



The aim is to demonstrate how varied and different our ethnic folk dances are.



'Together for Each Other' – Third Day: Otherness living with us

The final day of the event presented very varied themes and activities: Obstacle course and wheelchair, Blind table-tennis, Sensitizing games, The deaf's handball, The deaf's volleyball, Get to know me and accept me!, Without a father, The art of love, The world of the homeless.

The first two days, in some ways, prepared participants for the third one, when the organizers wanted to involve children in discussions that would make them reflect and contemplate on very serious things.

Unlike during the first two days, when each class visited each venue, on Friday, the final day, pupils were offered options because of the sensitive nature of the themes. Pupils were not organized in classes and accompanied by their homeroom teachers but they could form small groups according to their personal interest. In order to have some control over pupils, at each venue, a teacher was posted to oversee pupils and to stamp their hand at the end of their activity. At noon, each kid had to present four stamps to his or her homeroom teacher. The workshops took place at four venues, for example, in the sports hall, gym and other designated classrooms. As the closing event, the school community, including teachers and pupils alike, gathered in the aula to welcome the Biacsi sisters, the alumni of the school, who had taken part in the Paralympics games in 2012.





7. EQUAL OPPORTUNITIES AND INTEGRATION IN TEACHER'S TRAINING AND IN-SERVICE TRAINING PROGRAMMES

With Hungary's accession to the European Union in 2004, new opportunities never seen before opened for the promotion of equal opportunities of socially disadvantaged children at school. The implementation of the modernization tasks in public education took place in the framework of the Human Resources Development Operative Programme of the National Development Plan. It was the result of the central development programme of this OP aiming at the facilitation of equal opportunities of socially disadvantaged children that the initial action plans were drawn up and steps were taken in the interest of spreading the inclusion policies for the education of socially disadvantaged but primarily Roma children.

Similarly to any change concerning public education, thus the implementation of integrated education can only take place at schools. For such initiatives, the institutions receive the necessary funds in the framework of grant applications.

In the 2.1.3 programme completed last year, schools undertaking integrated education could get funds for cooperation.

Below we present some projects

- Developing and introducing teacher's training programmes in higher education;
- developing and implementing teacher's in-service and professional development training programmes;

- working out and implementing courses for local decision makers, representatives of the maintainers and non-teaching staff in order to increase social awareness and support of integrated education;
- developing the know-how of integrated education, establishing methodological data base and programme packages for service providers;
- developing research programmes, prevention methods and models for the prevention of early school leaving and for the early identification of the risk of drop out.

7.1. Developing and supporting the implementation of teacher's training and in-service training programmes in higher educational institutions

From the aspect of the widespread promotion of integrated education of disadvantaged children, it is particularly important for teachers to have appropriate knowledge about the theory of inclusion and its practical methods. Both prospective and already practising teachers should be equipped with competencies needed for the implementation of person-centred education and differentiation. They have to apply such educational and learning organizational methods that consider the pupils' different background, must be able to provide integrated and differentiated learning environment for children with the most varied social background and to apply individually tailored evaluation systems. It is essential that these principles get integrated into the system of teacher's training and professional development. At determining the learning content of the training schemes for the primary and further training of teachers, the ministerial statement – 'Pedagogical framework system for the integration of disadvantaged children and for the development of their abilities' (IPR) – published on 6 August 2003 was taken as the ground. Accordingly to this, the development took place in the following pedagogical and partially psychological areas playing fundamental role in the integrated education of disadvantaged pupils:

- **Classroom differentiation in heterogeneous groups:** As the precondition of successful integration, this area contains those development methods that are adequate to the individual developmental differences and needs.
- **Co-operative learning:** In terms of integrated education, the basic principles of cooperative learning provide guidance for the development of the most important competencies.
- **Activity-oriented pedagogical methods:** The aim is to teach such methodological and learning organizational procedures that serve the effective integration (e.g. Waldorf, Montessori, Freinet).
- **Multicultural contents, intercultural education:** This kind of development aims to strengthen teachers' self-awareness and self-reflective abilities in order for them to recognize the social prejudices, to extend their knowledge concerning strategies for their mitigation, to target the transformation of the school culture and its environment in the interest of ensuring equality of pupils and their active participation.
- **Effective techniques for knowing pupils and supporting systems:** The aim is to foster teachers' competence in the creative application of methods for knowing pupils – in the areas of pedagogical observation, document analysis, interview and questionnaire techniques. This makes it possible for teachers to know the factors underlying pupils' behaviour more in depth and free from prejudices as well as the environmental factors directly influencing pupils.
- **Differentiated pupils' assessment in practice:** The pupils' assessment includes the approach and system of activities of developing assessment, the possible ways of integrating them into the pedagogical practice and methods of successful communication with parents.
- **Project pedagogy:** The goal is to apply the theory and practice of project pedagogy in order to improve key competencies and personal attributes, and to organize and implement projects in mixed groups.
- **Drama pedagogy:** This area offers an excellent opportunity for introducing drama in teaching, preparing teachers for how

to apply drama methods and techniques in order to enhance integrated learning.

- **Methods for the promotion of school achievement:** These methods contain studying how the social and cultural inequalities affect pupils' individual development, the professional teacher's communication, the improvement of teacher-parent communication in the promotion of success.
- **The pedagogical, legal and social background of integrated education:** The scheme focusing exclusively on the basic training presents the social causes and consequences of disadvantages, the key legal pillars of discrimination and segregation free education as well as the pedagogical approach and methodology promoting implementation.
- **Effective integrated education at schools:** Learning pedagogical and legal information needed for preparing for integration and ability enhancing development

As the first product of the overall project, in the framework of the teacher's in-service training programme, accredited in 2004 and registered under the number of OM 274/155/2004, the scheme focusing exclusively on the in-service training contains knowledge and a situation analysis concerning various aspects of integrated education, and the drawing up of the development strategy.

In planning the development process, the aim was to ground the development on the theoretical and practical knowledge of higher educational experts, professional teams operating for years as well as practising teachers who are experts in a specific theme.

7.2. Educational programme packages for teacher's training

The developing teams were contracted to work out a 90-hour higher educational training scheme in their respective fields of expertise. The concept of a training scheme originally was associated with the National Core Curricula, thus with public education (where

the name educational programme package is rather used), and refers to the optional documents and the system of professional instruments helping the design and organisation of the teaching-learning process. It was quite reasonable to develop a similar programme package for higher education as well, since they are flexible and modularly structured (elements are easily replaceable and intergrateable), promoting differentiation, and unlike former curricula, they are more detailed and concrete. A complex educational programme package includes the pedagogical concept, the programme curricula, the system of teaching modules, the comprehensive system of teaching tools and methods, the system of pedagogical assessment, the training material of trainers, additionally, a set of instruments for support, services and maintenance. The 90-hour (planned for 3 semesters, worthy of 6 credit points) programme packages can be divided into parts. Independent, 30-hour units (subjects) in the institutional curricula can be organized and offered, but even from these, smaller thematic units can be created and incorporated into the instructors' already existing subjects. Meanwhile, just because of the common objectives and pedagogical foundation, by using the eleven 90-hour programme packages, the programme of a specialized in-service course can be drawn up, which can promote the pedagogical paradigm shift necessary for effective integrated education and can serve the renewal of methodological knowledge and competencies of teachers already established in their career. The educational programme packages, in terms of both their approach and structure, perfectly fit in with the Bologna process. In the multicycle higher educational system, the training of lower elementary, kindergarten and special education teachers takes place in the form of basic training.

One of the main features of teacher's in-service training is that they organize a staff training on site. The training setting offers a good opportunity for each member of the staff to evaluate one's teaching practice in the context of methodological aids and tools employed to promote integration, and to plan the adaptation and integration of new elements in cooperation with other staff members. Besides methodological knowledge, anti-discrimination

and prejudice handling elements are also incorporated in the training materials. The main aim of these development actions is to provide practice-centred training for 8 000 teachers. The implementation of the training programmes took place in the framework of the 2.1. action plan of the Human Resources Development Operative Programme, which offered in-service trainings for the staff of the grant winner consortiums (altogether 270 public educational institutions by the end of the programme) with the following title: 'Effective integrated education at schools. Learning pedagogical and legal knowledge needed for the preparation for integration and ability enhancing development'.

In the framework of the in-service training development, such an expert training package was also worked out that includes pedagogical and legal information concerning the complex background of integrated education, with special regard to the identification of direct and indirect discrimination cases. In addition to the training of public education experts, the training modules are suitable for providing further training for the staff of various professional service providers. Developing and implementing trainings aiming at promoting social awareness and support for integrated education for the local decision makers, employees of the maintainers and non-teaching staff are equally essential. One of the key factors of dismantling structures resulting segregation and the successful implementation of integrated education is to raise social awareness and positive attitude towards the programme.

On the domestic market, there are only a few training courses that concern the theme of social equality, inclusion and fighting against discrimination. It is important to point out that ensuring the successful school achievement of disadvantaged children cannot be limited merely to the school premises, but lots of efforts must be made to train and further train teachers, and the external stakeholders have to assume active participation as well. A supportive local social environment must be created in the interest of the discrimination free education of disadvantaged children. In the focus of the courses, such multidisciplinary information should be

placed that concerns legal knowledge, prejudice management, the identification of direct and indirect discrimination.

One of the target groups of the social actors consists of municipal employees, leaders of the local education policy and representatives of school maintainers. Only the interest and commitment of local decision makers can ensure the success of integrated education, therefore, it is vital to establish a broader supportive attitude, to draw people's attention to the situation of the target group of the programme. As a result of their training, by being provided the necessary information, methods and techniques, their active and professional contribution may facilitate the elimination of local segregation.

The programme having been developed for representatives of civil organizations, legal advocates and minority self-governments maps up the options of tackling school discrimination and unlawful behaviour. During the training, the greatest emphasis is placed on interest representation, using legal remedies and techniques of self-organization. It may be reasonably presumed that personnel of social and child welfare services are committed to the increase of the disadvantaged children's equality and integrated education. The training programme offers an excellent opportunity for the harmonization of the school, social and child welfare tasks, and for the establishment of a genuine and efficient cooperation.

It is fundamentally important for the educational sphere to be able to cooperate with the local media in order to ensure permanent publication of the positive results of integrated education, since only spreading of information and promoting inclusion in the wider society can lead to its acceptance. Therefore, one of the training packages targets at the representatives of the media, including journalists, television and radio personnels an reporters, as the local shapers of public opinion. The training offers the media staff chance to gain impressions, experience and practice in the real world. This may raise their interest in and affinity to the issue.

In the course organized for the regional coordinators, professionals who help institutions in the establishment of social requirements related to the grant winner institutions are trained and their experience gets assessed.

7.3. Developing prevention methods and models for early school leaving and for the early identification of the risk of drop out

Looking at the school success and failure of disadvantaged children, we generally face the issue of drop out. Numerous studies have investigated its causes, and parallel to them, several experimental (so called pilot or incubator) projects have been going on, testing those methods that can effectively be applied against drop out in everyday practice. The baseline of the investigations is made up of those data that record family and social status, which were gathered by the Assessment Centre in other surveys concerning eight graders.

As a result, a smaller (with 10 000 individuals nationwide) sample, thus researchers may follow up changes happening in pupils' family and social situation as well as school career path (career choice, school change, drop out, etc.). The study lasts for five years using the panel investigation method.

The follow-up study provides data on the following:

1. What kind of social characteristics children represent having dropped out of the school system in a given year.
2. What the reasons of their drop out are: family circumstances (or their change), closing down of schools, or other reasons.
3. What kind of activities drop out youngsters pursued in the previous cycle.
4. Whether the social care provision system was able to help them get back to school in the near future.
5. What kind of plans the drop outs have concerning their future.

All the above results can be used for the development of preventive methods, hence considering both the causes and geographical locations, or the social care system, the critical areas can be identified well. These should be the targets for intervention: the forces towards dropping out must be mitigated, mechanisms,

methods and programmes that can be used successfully in preventing drop outs, or are able to re-enter young people in the system of public or adult education must be promoted.

7.4. Co-operative learning for the integrated education of socially disadvantaged children

One of the significant learning organizational procedures helping teachers' everyday pedagogical activities is co-operative learning. Adding to or combining with other learning organizational procedures, co-operative learning helps to diversify the learning activities and to increase their effectiveness, and by so doing, to promote a positive motivational attitude towards learning as well as among the actors of learning, which has particular importance in case of disadvantaged pupils. Since it prepares them for choosing and applying the fundamental co-operative methods and techniques in the interest of the integrated education of disadvantaged pupils. Self-learning is a characteristic work form of the co-operative organization of learning, since by applying various methods, techniques, common discussions and practices, makes participants experience the advantages and effectiveness of such a learning process that is based on co-operation and offering help.

7.5. Providing pedagogical assistance for multiple disadvantaged pupils

In the institutional system of public education, more and more multiple disadvantaged children/pupils are appearing. Participants are supplied with theoretical and methodological knowledge for getting to better know pupils' personality and for mapping up the environmental factors influencing individual development. Applying these methods makes it possible for teachers to get to know factors affecting children's school achievement more in depth, furthermore, the values determining behaviour, the characteristic attitudes,

emotions and motivations as well as environmental factors directly influencing children. The individual and team exercises facilitating self-learning help the establishment of a tolerant and supportive attitude. By providing information on various development strategies, the professionals' range of educational aids widens. For instance, the training includes the following areas.

- The teacher takes up a new role.
- Pedagogical aids and methods for managing learning problems and difficulties.
- The significance of holistic approach in the implementation of inclusive pedagogy.
- Aligning pedagogical, special educational, psychological, child and youth protection tasks. Who does what?
- Approximating different competencies.
- Pedagogical, special educational, psychological, child and youth protection tasks in assisting the multiple disadvantaged children/pupils.
- Method and application of empathic listening (reflective listening).
- Conflicts in the kindergarten/school.
- Prevention and treatment of kindergarten and school failures.
- Development of pedagogical methods, aids and systematic approach. Positive attitude and motivation required for delivering tasks.
- Development of a nonjudgmental and tolerant attitude in the relationship between parents and the kindergarten/school.

7.6. Drama pedagogy – for the promotion of integrated education of disadvantaged pupils

For the integration, we need such methods that highlight our bad reflexes, and can make us open to the acceptance of others and cooperation with them. In the drama pedagogical course, teachers may acquire such a set of instruments that can make communication

with their pupils easier and the pupils' interpersonal relationships smoother. On the contrary to traditional classroom environment, the drama plays may give much more essential information on pupils' personal character for both teachers and classmates. During their studies, participants can learn about the application of ability and skill development exercises, the foundation of drama methodology, the strategies and techniques of teaching drama, furthermore, they also learn how to apply the most important methods and tools of adapting and managing drama lessons. Students work out two lesson plans in the course. Then, like in case of micro teaching, they teach a chosen part of the lesson either designed or adapted by them. In the secondary assessment, feedback and opinions from the others as well as the evaluation guided by the instructor play an important role.

7.7. Effective integrated education at school

The school system in Hungary, reproduces the social status articulated by the social disadvantage, hereby, contributing to social mobility on a small scale. At the same time, public education is such a sphere where the social mobility indicators of disadvantaged children can considerably be improved. Publicizing, spreading and developing the kindergarten and school integration program (IPR) endorsed by the Minister of Education are the most urgent tasks in public education for the time being.

This programme is highly recommended for schools where based on the equal opportunities situation report, the number of multiple disadvantaged pupils exceeds 15%, or in case of disadvantaged ones, this number is higher than 40%.

The in-service training is organized by taking the methodology of co-operative learning into consideration. The method of team learning development, for example, pupils' quartet, mosaic or pair work, is applied in 2-4-member small groups at schools. The ratio of theory and practice: one third is allocated for theoretical knowledge (not necessarily lecture), two thirds for practical exercises.

7.8. Secondary school IPR in-service training programme

(preparing secondary schools and their staff for the effective integrated education at secondary schools and for the application of the integrational pedagogical system at schools)

In an open and successful school ensuring equal opportunities, the methodology of integrated education is the tool with whose help the advantages of competence-based education are reflected in pupils' achievement, regardless of their social status. It is an important indicator of the development activities supporting integration and competence-based learning that the children's performance included in the programme measurably improves, that is why supporting and spreading the desired developments in the Hungarian public education system is indispensable. For this reason, the further development of the integrational methodological programmes started in the National Development Plan 1 and continuation of the comprehensive, already started school modernization process must be ensured in the possible widest scope.

The first thematic unit is the sensitization of teachers to welcome differences, otherness and minority by the help of recalling experience, memories and emotions lived through in their own life. It is important that their own, truly lived through experiences should be transferred into the reality of schools, into the recognition and solution of situations arising in their everyday work. The method of elaborating this thematic unit is learning from self-experience in a training like setting.

The second thematic unit deals with those pedagogical system elements, instruments, learning organizational and methodological procedures based on which a comprehensive integration and school modernization process may start.

Building on the situation evaluation, the third unit consists of those instruments with whose help the adaptation process may be started, and an integrational pedagogical system complying with the local demands and opportunities may be established.

8. PARTICIPATION OF CIVIL ORGANIZATIONS IN EQUAL OPPORTUNITIES, DESEGREGATION PROGRAMMES IN SZEGED

In the following section, we aim to give an overview on the civil organizations in the South Great Plain, providing a summary of their voluntarily assumed activities.

Chance for Everybody Foundation

Main aims and activities: improving the living conditions of people living in socially disadvantageous environment, promoting their social inclusion as well as health education of the growing up generations.

Cultural Public Utility Association of Minority and Disadvantaged Social Groups

Main aims and activities: socially assisting the Roma minorities, their education, promoting activities dealing with the Roma culture.

DARTKE

This association is such a non-governmental organization that was established by social scientists and university professors with the aim to contribute with their research activities and publications to the possible broadest mapping how the social changes and transformations observed at national level take place in their closer environment, in the South Great Plain Region. The organization maintains an excellent relationship with the University of Szeged, one of the most prominent scientific centres of Hungary, from among its members, quite many are university associates.

'Ész-Lelő' Public Utility Association

Main aims and activities: improving the life quality of the civil society, especially of youth and disadvantaged people, ensuring equality in education, culture, information technology and leisure activities.

Gondi Márton Educational, Cultural and Interest Representation Association

Main aims and activities: supporting the social alignment of the Roma population both financially and intellectually, providing cultural and educational programmes.

Housing-Education-Employment Public Utility Association

Main aims and activities: interest representation, mitigating problems concerning housing, education and employment of people, living in Szeged and its region who are disadvantaged, ethnic minorities and socially in need.

'Lost one thousand years' Csongrád County Independent Roma Pressure Group, Public Utility Association

Main aims and activities: promoting equal opportunities of the disadvantaged social groups living in Csongrád County, in order to achieve this, their education and training, assisting and delivering social, health care, community and youth protection tasks and services, interest representation of socially disadvantaged groups and saving and maintaining the Roma culture and traditions.

Pelican Child and Youth Public Utility Foundation

Main aims and activities: providing assistance for socially disadvantaged children and youth in terms of everyday provision, schooling and career planning, vocational training, in organizing cultural and sports events.

Regional Youth Development Centre Foundation

Main aims and activities: providing such an assistance for youth belonging to disadvantaged social groups with which they can improve their own status by developing their talents, knowledge and capabilities.

Second Chance Special Public Utility Private Foundation

Main aims and activities: establishing the conditions of life long learning in compliance with the spirit of the European Union, providing supplementary education for and developing competencies of youth and young adults above the age of compulsory schooling, equipping them with knowledge and skills for entering the labour market, and increasing their qualification level.

Sorores Optimae Social and Cultural Foundation

The foundation was established in order to provide support for young people socially in need attending elementary, secondary or full-time higher educational institutions, disadvantaged people, ethnic minority Hungarians, refugees, placing the improvement of women's, children's and large families' living conditions and standards in the focus. It also facilitates activities in the sphere of disease prevention, health care, culture, education, child and youth welfare protection as well as environmental protection. Additional aims of the foundation are to contribute to health maintenance, treatment, health rehabilitation, elderly care, education, ability development and spreading public information.

South Great Plain Pedagogical Modernization Foundation

Main activities: promoting regional cooperation for the improvement of public education effectiveness, spreading modern educational methods, developing intercultural education, renewal of basic teacher's training, assisting disadvantaged, special need and talented pupils, and promoting equal opportunities.

Szeged Christian Roma College Network

The aim of the Szeged Christian Roma College Network is to establish a Roma intellectual group that is committed to social responsibility and participation in public affairs with Christian values, and is capable of maintaining an active social dialogue.

They put a great emphasis on improving the community's and social awareness, strengthening the Hungarian identity, and on the individually tailored educational advancement of college students

as well as their personal psychological development. The college's pedagogical work is conducted in a spirit of ecumenism. The in-service training consists of cultural, religious and general knowledge modules.

The Szeged Christian Roma College started its operation in September 2012, with sixteen students in the former nurses' hostel in Indóház Square. The government has provided funds for its establishment and scholarship for its students. Additionally, European Union funds and maintainer's contributions have covered the operational costs so far.

Szeged Csonka János Talent Support Foundation

Its aim is to provide assistance for talented youth studying at the secondary vocational branch of the school.

Together for the Romas Association

Main activities: Offering aligning education for disadvantaged Roma children, organizing and offering primary and secondary school preparatory courses, ability and skill development, promoting equal opportunities and inclusion in general. Further aim is to facilitate the rehabilitation employment of registered unemployed Roma minorities.

9. SUMMARY

The priority of the national VET reform is to enable young people to find a job either in the domestic or global labour market in a field chosen by them and demanded by the economy after their graduation. Since in vocational education and training, the number of disadvantaged pupils is especially high, it is essential that the public educational institutions together with higher educational ones, on-the-job training sites, municipalities, civil organizations help pupils overcome their socially or else disadvantaged situation in close co-operation.

The European Union considers positive discrimination in this field widely acceptable and supportable. The Hungarian equal opportunities policies have been drawn up in compliance with the European directives. Excellent Szeged initiatives have been established for assisting youth most in need by creating greater availability of learning, cultural and sporting opportunities for them. In higher education, numerous such teacher's in-service training programmes have been worked out that foster educators' efforts in this regard.

It is an essential requirement that the equal opportunities programmes get funded in the framework of European and national grant proposals. Several such significant (the last one is the TÁMOP 3.3.10. A-12 – SROP) calls for application have been published recently that provide funds for educational institutions for the implementation of equal opportunities projects

The main aims supported by these grant applications are the

following: **establishing an inclusive school environment** by applying new pedagogical methods and employing equal opportunities professionals, working out and implementing various in-service training programmes. The fund is available for activities aiming at the **improvement of pupils' school achievement**, their mentoring, individually-tailored development plans, the development of basic capabilities, as well as activities that are in the service of **community and interpersonal relationship building**.

It is also a promising advancement that for the special vocational training schools, the working materials (altogether 211) of the **Bridge and Special Educational Need professional curricular adaptations have been completed**, which are going to be the vocational programmes of pupils suffering from visual, hearing impairment, learning or mental disability.

By presenting best practices, we wished to demonstrate what a great importance the local (institutional, municipal, civil) initiatives can have besides the central programmes, whose one of the most important results is that they also foster the inclusive attitude in pupils and all actors of vocational education and training, additionally to strengthening the school community.

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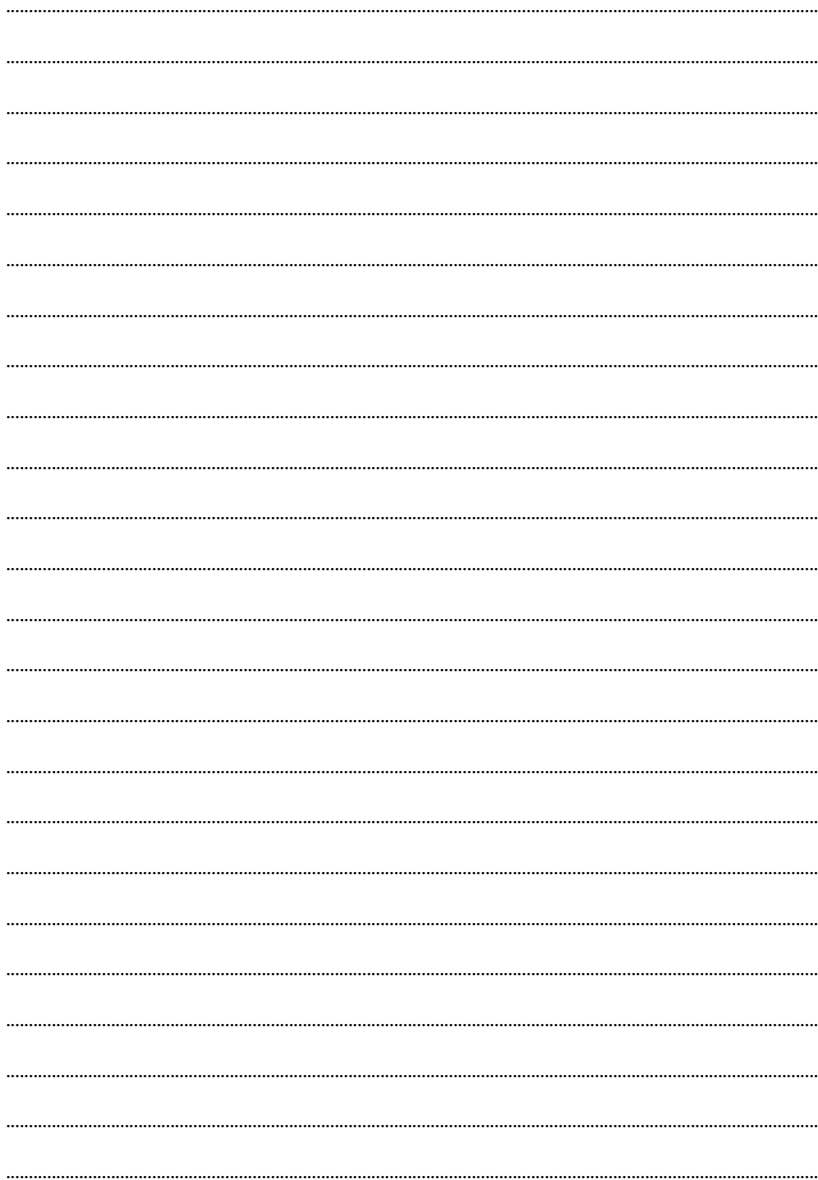
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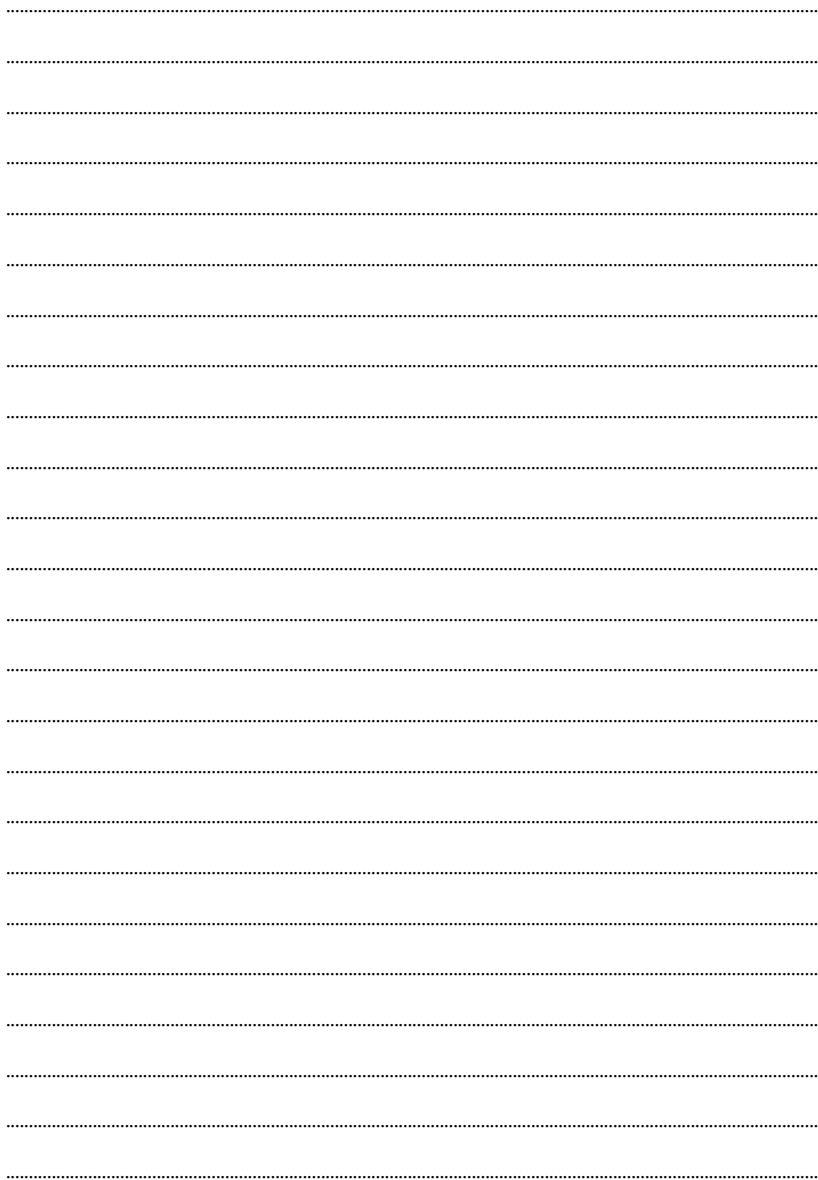
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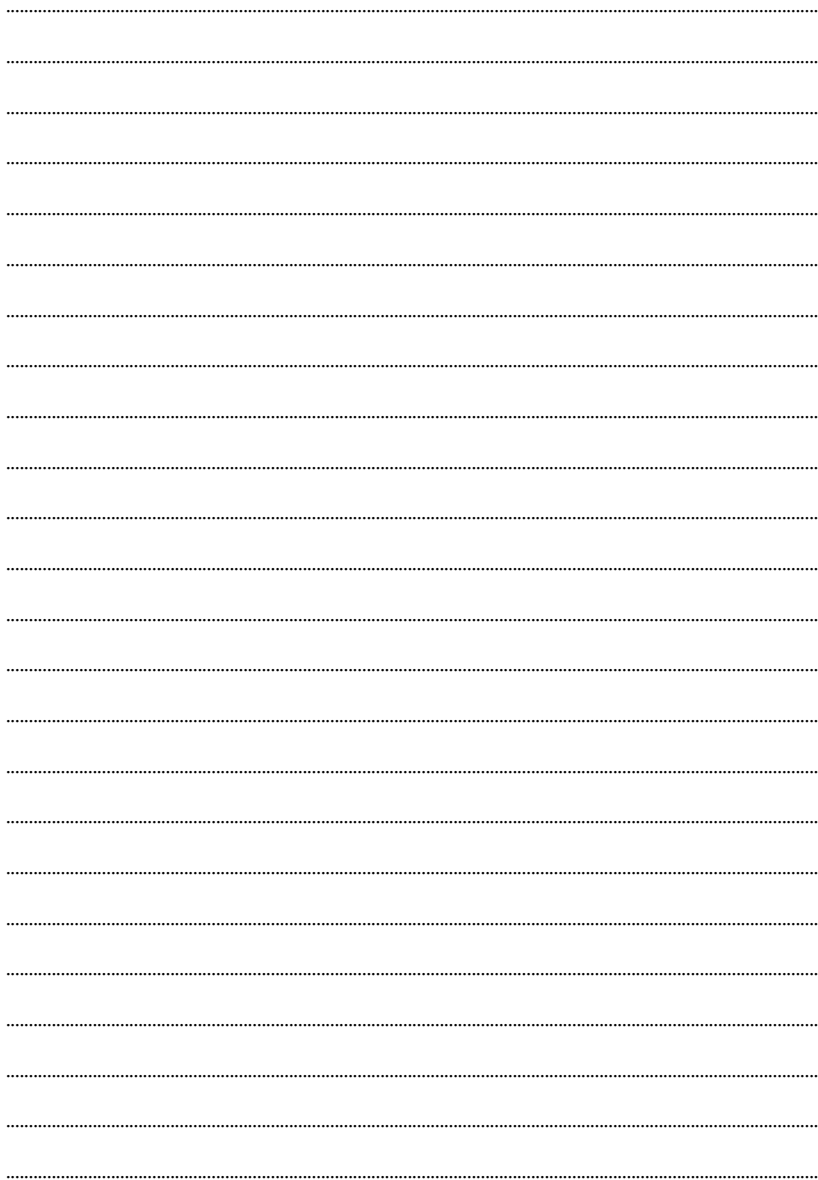
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