



PROVIDING EDUCATION TO UKRAINIAN REFUGEE CHILDREN IN HUNGARY

SITUATION REPORT AND POLICY RECOMMENDATION PACKAGE



**EDUA PROJEKT
UAINFO.HU**

Prepared within the framework of the project titled EDUA – uainfo.hu “Information equality and knowledge-sharing communities in the access of Ukrainian refugee children to education”, implemented by the Civil College Foundation and the Civil Platform for Public Education.



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MANAGEMENT SUMMARY

Within the framework of the project titled *EDUA uainfo.hu – Information equality and knowledge-sharing communities in the access of Ukrainian refugee children to education* implemented by the Civil College Foundation (CCF) and the Civil Platform for Public Education (CPPE), our project team collected the information available on the topic and shared it on the uainfo.hu website, conducted a questionnaire-based survey among pedagogues and Ukrainian parents, organised a conference, online meetings and consultation sessions and participated in events held on the topic. This policy recommendation was prepared based on the experiences gained in the project, on the research results and on the overview of the international practice.

The structure of the recommendation package follows the set-up of the European Commission's recommendation in 2022 – *Policy guidance on supporting inclusion of Ukrainian refugees in education* – supplemented with the topic of access to information. Following the international overview as well as after reviewing and assessing the situation of children who fled from Ukraine to Hungary, we focus and make recommendations on the following areas:

1. Entry and integration into the education system
2. Preparing the educational institutions and their educational staff for hosting refugee children
3. Preparing the education system for involving Ukrainian teachers and the staff of early childhood education and care (ECEC)
4. Targeted activities promoting the inclusion of refugee children in education
5. Addressing refugee families and communities and ensuring multi-actor, cross-sector cooperation
6. Long-term measures to promote inclusive education

We also publish our summarised recommendations in annex 4.

The problem management practices of six countries are also detailed in an annex.

According to the undertaken task, the proposals refer to improving the situation of children and families who fled to Hungary as a result of the war in Ukraine, but in

many cases they can also be generalised to the problems of children studying in Hungary, receiving international protection, and in general, children whose mother tongue is not Hungarian or who come from a non-Hungarian school.

We do not have exact data on children who have fled from Ukraine and attend Hungarian public education – kindergartens, schools, vocational training institutions – but their number must be well below 10,000, and the number of the institutions concerned may be roughly 1,200. These children do not form a uniform group either in terms of their mother tongue, their residence status or their social background. A special Hungarian feature is that many of them are native speakers of Hungarian and/or dual citizens. It is a great challenge to properly manage the situation of Transcarpathian Roma refugees, who come with significant educational and social disadvantages.

We have identified the following major problems:

- lack of data and other details, incomplete information;
- methodological and mental unpreparedness of the educational system (institutions and pedagogues); lack of experience in dealing with children whose mother tongue is not Hungarian, who studied under a non-Hungarian curriculum, or who are traumatised due to their refugee status; being left alone with their problems
- lack of well-considered ideas for central situation management and lack of flexible adaptation to the situation.

We intend to help solve and alleviate these problems with our proposals addressed to the education government, other state administrative bodies and institution maintainers – primarily the Klebelsberg Centre, school districts, vocational training centres and local governments (municipalities).

INTRODUCTION

The Ukrainian refugee families and their children who come to Hungary to escape from the war are displaced and deeply traumatised. Creating a safe, reliable and predictable environment should be a primary consideration when taking care of them. It should also be taken into account that the care needs of certain groups of Ukrainian refugees significantly differ at some points (language competencies, socio-cultural background, multiple citizenships etc.), so attention must be paid to creating a framework of conditions for multiple routes of care. The care system that is suitable for them and adapted to their needs does not ignore the mostly temporary nature of their stay, i.e. it tries to provide maximum support to opportunities for later reintegration. Unfortunately, another common feature of war refugees is that families often get separated, or only a part of them can embark on a journey. Just as during the 2015 crisis, we often encounter unaccompanied minor-aged children also today, which means that child protection must play an active role in the care systems.

We firmly believe that the right to self-determination is the right of a person with decision-making power to dispose over their body and destiny, as has been confirmed by the Constitutional Court.¹ Based on this and on the clear relationship between ownership, inclusion, participation and effectiveness,² we claim that the planning of care should not be started without continuous communication with the persons concerned about their plans and needs. The solutions, situation managements and services must be based on options that they require, understand and adopt. The legitimacy of any proposed alternative action can be questioned without their involvement in planning and decisions about their own lives, furthermore the effectiveness, efficiency and operability of the actions are not guaranteed if the situation management is not understood and accepted, and if there is no willingness to participate. This is why we would like to support with our proposals the calculation of the increased amount of unit cost provided by the European Union, its effective and meaningful use, the insight into real and possible needs as well as the possible structure of the frameworks and conditions for appropriate care resulting from such needs.

¹The Fundamental Law of Hungary, Article II

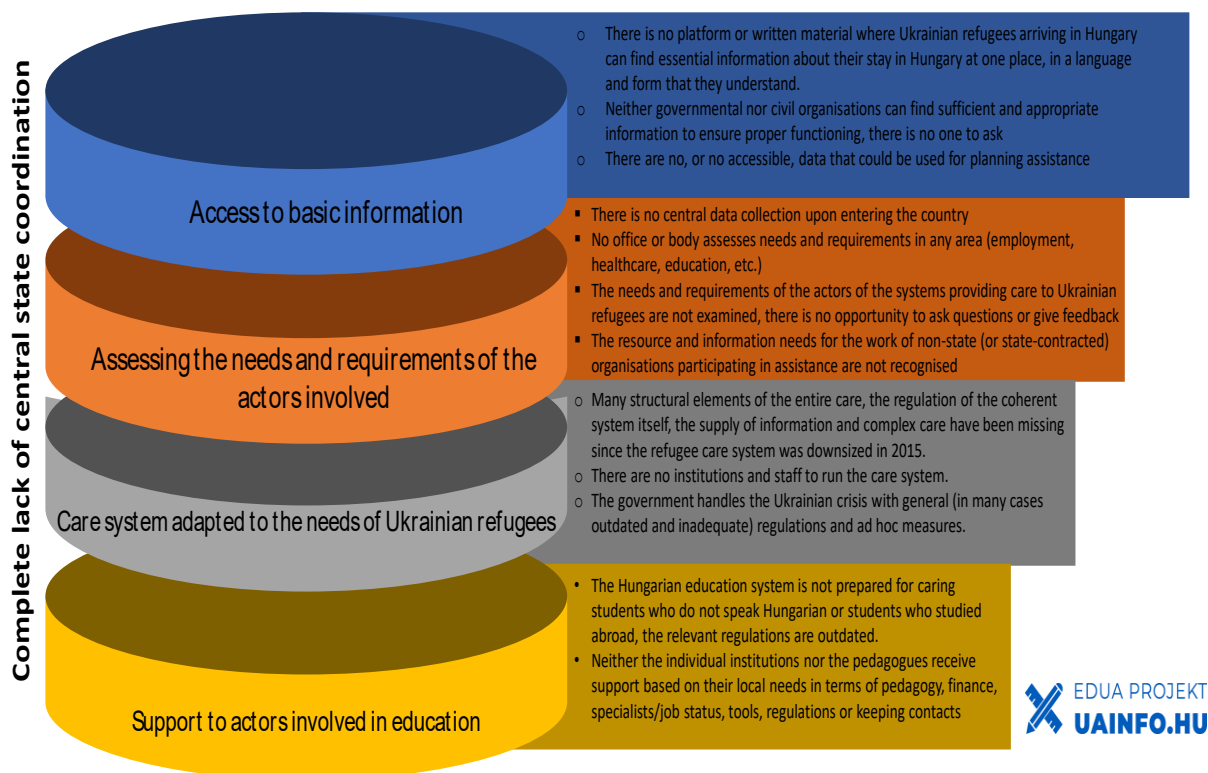
²OECD 2005, Paris, OECD 2018

The *Civil Platform for Public Education* and the *Civil College Foundation* looked for possible forms of support within their competencies immediately after the start of the war. The consensual findings were formulated very quickly after the early experiences: there are huge gaps and hiatuses in the complex care of refugees, including the information deficit that is the most basic and serious obstacle for all persons involved, insufficient solutions that are insensitive to the problem, the abandonment of the care systems and their actors as well as regulations that fail to reflect the real needs (Figure 1). The tasks tailored to the two organisations were just taking shape when *United Way Hungary* provided a tender opportunity, where the *EDUA – uainfo.hu* project formulated by the two organisations received funding and support. We made three commitments in this project: (1) creating, implementing and running an information platform, (2) community-building, knowledge-sharing and advocacy of the affected groups (refugees, their helpers, members of the care system) and (3) preparing a package of policy recommendations based on our experience and acquired knowledge. The latter was founded by numerous activities carried out for the sake of the former: research (by us and by others), knowledge gained at events (organised by us and by others), cooperation with, and integration into various networks and monitoring international experiences. This also goes to show that the legitimacy of this document would not be conceivable either without the enormous work and the shared knowledge of our cooperating partners, individuals and organisations. Accordingly, we intended to ensure the quality of our proposals by putting them up for discussion with the same partners who helped us in orientation and who have a strong insight into the field where they currently work (for example: pedagogues, institution heads, HFL³ teachers, trainers of assistant organisation, members of international organisations etc.). In the light of the proposals, we tried to make our points even more useful. We thank them again for their help.

³Hungarian as a foreign language

Figure 1: Situation report made by the EDUA project

Ukrainian refugee children in public education – situation report



Source: EDUA 2023, p. 3

The EDUA – *uainfo.hu* project implemented by the CCF-CPPE focuses on providing and accessing educational services and ensuring quality education. The education of refugee Ukrainian children cannot be managed solely with the decree prescribing their compulsory education and school integration and with the financial support provided to the maintainers. The reasons for this are as follows:

- 1) the psychological and mental state in which they arrive from a war-ravaged country,
- 2) large or small cultural differences, which cannot be ignored and cannot be bridged without preparations (above all, the use of language and Cyrillic letters, ethnic-sociocultural exclusion and its consequences in the mother and host country),

- 3) the highly dysfunctional operation of the Hungarian education system, which is unable to provide quality education even to the majority of Hungarian children,
- 4) the unpreparedness of the Hungarian education system and its actors for educating foreign students who are culturally diverse, and sometimes do not speak Hungarian.

During the broader care of children, it is absolutely necessary to prepare them, their families and the given institution (that they attend or are expected to attend) as well as to provide continuous support according to the perceived needs.

However, whichever area of the Ukrainian refugee care system we focus on, it is undisputedly necessary to offer in the initial step a platform that provides assistance in everyday life for refugees – both individuals and families – fleeing the war and not speaking the language of the host country, where they can find basic information in a simple and easy-to-understand form. In addition to presenting the first steps that are necessary for them, this platform must also contain well-identified persons who are responsible for issues and areas related to everyday life (in the form of offices, bodies, contact details).

Below we are reviewing the results of the international cooperation that evolved due to the humanitarian disaster in Ukraine, then the situation and the experiences in Hungary and by summarising this, we have formulated our proposals to the competent authorities and bodies.

INTERNATIONAL OUTLOOK, PRINCIPLES, RECOMMENDATIONS, BEST PRACTICES

Current (07.02.2023) data on the number of Ukrainian refugees on the website of the United Nations High Commissioner for Refugees (UNHCR):

- Ukrainian refugees registered throughout Europe: **8,054,405** persons
- Refugees from Ukraine registered under temporary protection or similar European national protection schemes: **4,830,738** persons

The last date of Hungarian data provision:⁴ 05.02.2023

- Border crossing from Ukraine since 24.02.2022: **2,215,943** persons
- Individual Ukrainian refugees registered in Hungary: **34,248** persons
- Refugees from Ukraine who applied for temporary protection or submitted an asylum application: **34,248** persons

The constant change in the number of Ukrainian refugees can be regularly monitored on the UNHCR website (Figure 2). This clearly goes to show that the least number of people register in Hungary in order to stay there instead of transiting.

Figure 2: Number of Ukrainian refugees registered under (1) temporary protection or similar European national protection systems, (2) registered Ukrainian refugees, (3) those who crossed the border from Ukraine (4) those who crossed the border to Ukraine

Country	Data Date	Refugees from Ukraine registered for Temporary Protection or similar national protection schemes	Refugees from Ukraine recorded in country	Border crossings from Ukraine*	Border crossings to Ukraine**
Slovakia	2023.02.14.	108 289	108 488	1 162 862	914 991
Romania	2023.02.12.	110 901	108 840	1 967 211	1 588 968
Republic of Moldova	2023.02.12.	Not applicable	108 885	770 354	402 841
Poland	2023.02.14.	1 563 386	1 563 386	9 604 232	7 390 201
Hungary	2023.02.14.	34 248	34 248	2 215 943	Data not available
Czech Republic	2023.02.06.	485 755	487 393	Not applicable	Not applicable
Bulgaria	2023.02.06.	152 179	49 897	Not applicable	Not applicable
Összesen		2 454 758	2 461 137	15 720 602	10 297 001

This figure does not include dual citizens and those who previously came to work in Hungary but could not return home after 24 February. There are no data on dual citizens who fled to Hungary and are staying here.

The data sources on refugees and on people under protection at the national level and the international organisations working on the basis of these sources indicate that they work with strong estimates. Multiple registrations of refugees may occur at a European level, which may be due to long-term travel across borders or incomplete data collections. Constant work is done for the clarification (triangulation) of the data.

In March 2022, the European Commission wrote⁵ that 90 percent of the refugees (then: 3.5 million) were women and children. UNESCO estimates that half of the Ukrainian refugees are children⁶ and they believe that every humanitarian crisis is also an educational crisis. The importance of the educational environment, which provides protection, support and assistance to refugee children, goes beyond the learning activity.

Based on the OECD's survey and recommendations (EACEA, 2022), three pillars must appear in education provided to refugees.

I. Refugee students are not a homogeneous group, so it is important to develop individual and flexible curricula in schools so that teachers, school leaders and non-teaching assistants can provide them with personalised support.⁷ Early assessment of language and other skills can also help in choosing the best learning paths.

In *Finland* and *Sweden*, individual learning plans are developed for refugee students based on their needs, previous studies and current social/family situation. In *Sweden*, all newly arrived refugees are assessed based on their academic and language skills within two months from starting school. The surveys are also conducted in the students' native language, so that their prior knowledge can be assessed as thoroughly as possible without language barriers. The principal and/or the teachers involved in the student's daily life determine the methods, the progress schedule and the development network that is best for the student.

⁵

https://www.schooleducationgateway.eu/downloads/files/news/Policy_guidance_Ukraine_schools.pdf

⁶ <https://www.unesco.org/en/articles/mapping-host-countries-education-responses-influx-ukrainian-students>

⁷Supporting refugee students from Ukraine in host countries:

<https://www.oecd.org/ukraine-hub/policy-responses/supporting-refugee-students-from-ukraine-in-host-countries-b02bcaa7/#boxsection-d1e27>

Decision is made based on the student's age and language skills as well as on the results of mapping the previous knowledge. This practice was already in place before the Ukrainian crisis (Cerna, 2019).

II. Support for learning the host country's language is key to ensuring that students do not fall behind in learning the curriculum. In addition, research shows that retaining and developing the mother tongue is also important for the refugee students' sense of belonging and identity.

In *Romania*, refugee students can enrol in one of the 55 schools offering education in the Ukrainian language. Even in schools that do not teach the Ukrainian language, teachers are encouraged to teach in Ukrainian if they have the opportunity. Refugee students in *Lithuania* learn Ukrainian individually, or they can choose it as a second foreign language. In *Estonia*, some public schools also teach in Russian.⁸ In *Portugal*, Ukrainian textbooks are made available to refugee students and bilingual Ukrainian-Portuguese children's books and textbooks have been made. The Portuguese Ministry of Education, together with *Rádio e Televisão de Portugal*, has also developed a televised distance learning programme, jointly led by a Ukrainian and a Portuguese teacher. In addition to teaching the Portuguese language, the programme also introduces the viewers to certain aspects of Portuguese and Ukrainian culture.⁹ In some European countries, depending on need and age, students are trained for language basics in a preparatory phase before they join mainstream education. In the *United Kingdom* and *France*, targeted language support is provided through what is called full immersion programmes, where language teachers and assistants who speak the given language help the students.¹⁰

⁸ *Mapping host countries' education responses to the influx of Ukrainian students*, <https://www.unesco.org/en/articles/mapping-host-countries-education-responses-influx-ukrainian-students> (accessed on 21 June 2022).

⁹ UNESCO (2022), *Portugal's education responses to the influx of Ukrainian students*, <https://www.unesco.org/en/articles/portugals-education-responses-influx-ukrainian-students> (accessed on 21 June 2022).

¹⁰ School Education Gateway (2022), *Including Ukrainian refugees in secondary school classrooms: what if the pupils just don't speak the language?* <https://www.schooleducationgateway.eu/en/pub/viewpoints/experts/including-ukrainian-refugees.htm>

III. It is important that the education systems of host countries take a holistic approach towards supporting refugee students (Figure 1) as they will probably not only need academic services but also social (integration) and emotional support and health services. School integration is decisive for their social and emotional well-being, and it has a direct and indirect impact on the chances of short- and long-term social integration and success in the labour market.

Mobile Interkulturelle Teams (MIT), a programme of the *Austrian* Ministry of Education, provides support to teachers and to the public administration staff working with immigrant and refugee children. In the *Netherlands*, the (non-governmental) *Pharos* programme supports the social-emotional development of refugee children in secondary schools. The goal is to pay attention to the difficulties of refugee children and to strengthen their peer support system by providing an opportunity to share their stories and experiences with other children.

The basis for the holistic model of educating refugee students (Figure 3), which is mentioned as the first and especially important aspect, is that the inclusion of refugees in education is not only about learning. Before displaced children can return to learning, they need safety, comfort and peace, and it is important for them to be able to fit into their new school. The educational integration of refugee students can be realised if education deals with each of the following three dimensions:

A) *learning needs* (e.g. mastering the language of education, making up for the time lost in school, adapting to the new education system),

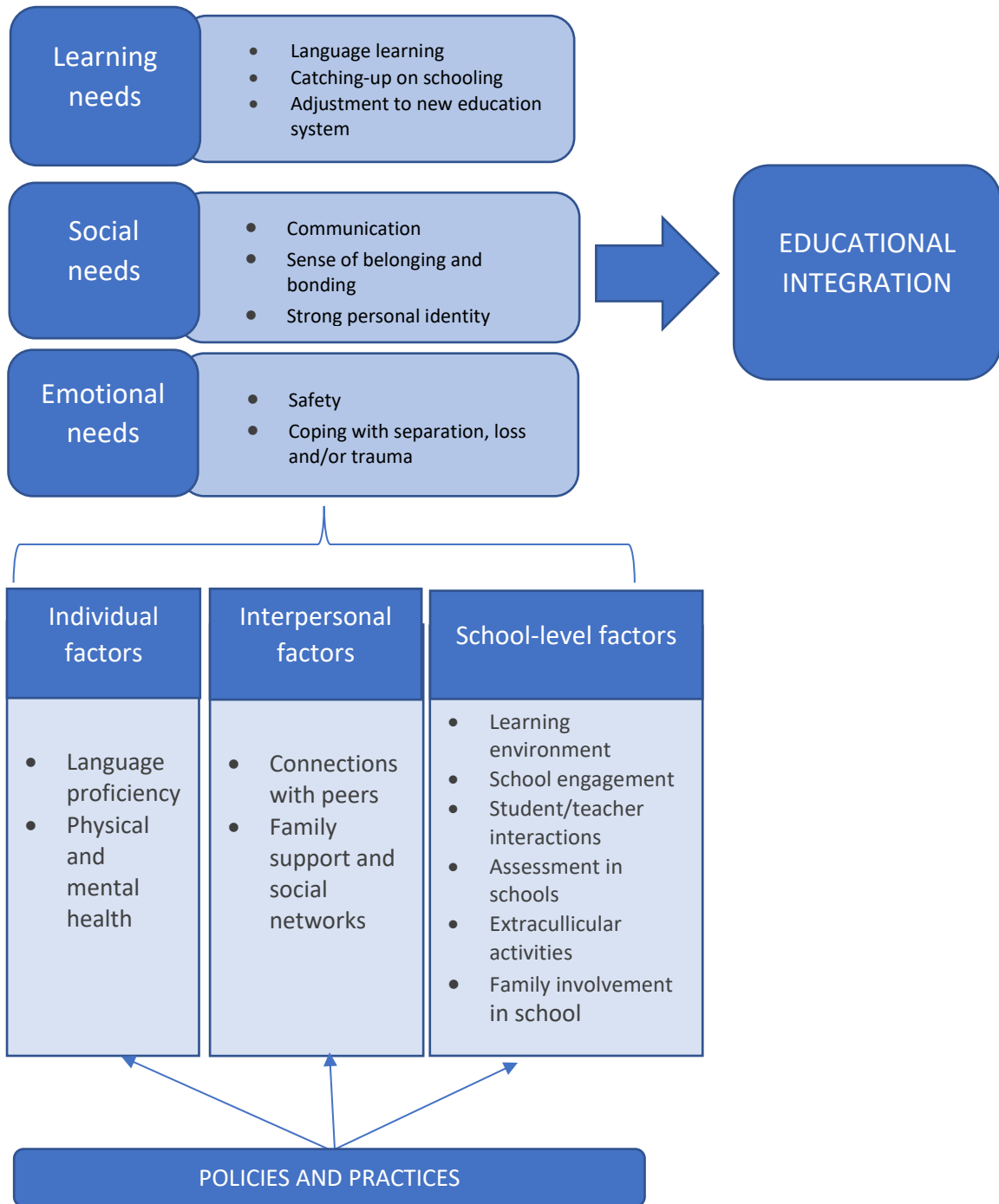
B) *social needs* (e.g. communication with others, including non-refugees, a sense of belonging and attachment, developing a strong personal identity),

C) *emotional needs* (e.g. feeling safe, coping with separation, loss, grief and trauma as well as restoring self-knowledge, self-control and interpersonal skills).

The following model is regularly included in OECD documents¹¹ as the basis of the theoretical framework necessary for planning policy measures.

¹¹ https://www.oecd-ilibrary.org/education/refugee-education_a3251a00-en

Figure 3: Holistic model for the educational integration of refugee students



Forrás: Cerna, 2019, 34. alapján

Therefore, the development of national and international measures requires an approach that is based on the following six pillars¹² (Figure 4):

Figure 4: Pillars of an approach to provide adequate educational care for refugee children (ensuring safety, access, psychological and linguistic support)



Source: Based on European Commission (2022)

¹²

https://www.schooleducationgateway.eu/downloads/files/news/Policy_guidance_Ukraine_schools.pdf

Solutions at country level:

In *France* and *Sweden*, knowledge level assessment is compulsory for newly arrived students. In *Iceland*, the national curriculum prescribes that schools should take into account the educational background, the language skills and the competencies of the newcomers. In *Slovenia*, schools conduct a "first survey" (input assessments) with newly arrived students; especially those must be interviewed who do not have any education. In *Turkey*, students who do not have a document proving their education or who cannot present it within three months from their arrival must take a placement test in order to determine the class level that is suitable for them. In *Estonia*¹³, it is recommended that schools conduct "introductory discussions" with the students in order to create an individual learning plan. They focus on supporting students' general competencies, especially in the areas of restoring learning motivation and maintaining learning skills. At the end of the period, another interview must be conducted with the students and their families to assess the individual education and development plan and to design its continuation. In *Poland*, the Ministry of Education and Science entrusted the psycho-pedagogical counselling centres and the school principals with diagnosing the personal needs of refugee students. In the *Netherlands* and *Switzerland*, the students' needs are assessed at local level. *Greece*, *Austria* and *Norway* have developed language skill mapping tools in order to help schools and teachers identify the students' need for support. They primarily focused on meeting the needs of students with limited language competencies. The *autonomous community of Valencia in Spain* has published a book on the reception of students from Ukraine, which sets out concrete ideas and methodological bases for schools to identify the specific needs of newly arrived students.¹⁴ *Belgium*, *Denmark*, *France*, *Lithuania*, *Slovakia*, *Spain* and *Italy* most often highlight integration-promoting measures on their educational websites. They mention "bridging", "inclusive" or "adaptation" classes. These transition classes provide language lessons, introduce students to the local education system, provide psychological support counsellors and assess student competencies. *Bulgaria*, *Germany*, *the Netherlands*, *Albania*, *Bosnia and*

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https://www.hm.ee/sites/default/files/ua_lapse_ja_noore_hariduse_jatkamine_08_03_la_psevanem_22_03.pdf

¹⁴ <https://ceice.gva.es/es/web/inclusioeducativa/protocols#acollida>

Herzegovina, Switzerland and Liechtenstein do not have a comprehensive policy to determine the educational or personal needs of newly arrived students.

To inform parents, most countries have launched a website where the most important information about education (compulsory school age, enrolment, subsidies, further education, language development opportunities etc.) is available in the country's language and in Ukrainian, and it can be searched centrally on the website of the European Training Foundation (ETF).¹⁵ For information about Hungary, the site redirects to the English pages of the Child Rights Coalition¹⁶ and to the English and Ukrainian pages of the UNHCR¹⁷, Hungarian government initiatives are not available from the site.

¹⁵ <https://www.etf.europa.eu/en/education-and-work-information-ukrainians-and-eu-countries/information-for-people-fleeing-ukraine>

¹⁶ <https://ukrainehelp.hu/en/#children-education>

¹⁷ <https://help.unhcr.org/hungary/uk/help/education/>

The Polish education system provides parents/guardians with two options for their children's school education:

(1) continuing education through the Ukrainian system, using distance learning methods and techniques

(2) enrolment of children and young people to schools operating in the Polish education system.

According to the latter scenario, students from Ukraine who do not speak Polish well enough to follow school education:

- attend classes regularly and have additional Polish language lessons;
- participate in preparatory classes, where the teaching process is adapted to the needs and competencies of the students;
- are assisted by a person who speaks their mother tongue and is employed as a pedagogical assistant;
- can take part in additional classes for different subjects organised by the school authority.

The principal of the school decides on the given form of support in agreement with the governing body of the school, by taking into account the individual needs of the students.

According to statistical data in the database of the Education Information System managed by the Ministry of Education, 80% of the Ukrainian refugee students enrolled in schools operated by the Ministry of Education and Science attend mainstream classes and the rest attend preparatory classes. In the preparatory classes, teaching is based on the general education curriculum, which is adapted to the needs of the students in terms of the content, methods and forms of teaching. Students study Polish at least six hours a week. The principal can allocate the remaining hours to classes that support the students' adaptation, integration and preparation for further education.

Czech Republic – In primary and secondary education, the Education Act guarantees the teaching of the Czech language for newly admitted students. For this purpose, language teaching groups are created in public schools. Students preferably take part in language teaching in person, but participation can also be arranged through distance learning. This language training usually takes place during school hours. Students are exempted from the regular school lessons that overlap with the language lessons.¹⁸

Language training can also take place outside the regular school hours with the consent of the student's parents/guardians if it is more appropriate for the student's education. Maximum ten students can be in a group. The time allocated to language training is 100-200 hours, which means maximum 10 months of teaching time. The duration of language training is determined by the principal of the designated school, adjusted to the student's needs.

In primary schools, Czech as a foreign (second) language can be studied for three hours a week, at most in 120 hours. This can be used if the above-mentioned language teaching is not sufficient, or if the student is not a newcomer but still needs support.

Annex 1 and Annex 2 show the practice of providing education to Ukrainian refugee children in three countries of the Central-Eastern European region, considered as a reference area for Hungary, and in three Western European countries.

¹⁸ <https://www.msmt.cz/mladez/jazykove-kurzy-pro-deti-cizince-migrujici-z-ukrajiny-2022>

THE SITUATION IN HUNGARY

Quantitative data are definitely needed to plan quality refugee care at a national level: data about the extent and the weight of the workload on individual service systems and about the various demands that appear and must be served. The reasons for uncertain data about the number of Ukrainian refugees have already been mentioned, however, one might think that logging into the national care systems can provide an opportunity to roughly follow the changes in the obligatorily recorded data in terms of time. As we will see, this is not necessarily the case. Therefore, the current state of data only allows estimates of the order of magnitude.

Based on the data requested on children from Ukraine registered in the education system (responses to the request in public interest were received on 23 February 2023) we have the following information (Table 1):

Data providers	School type	Student – Ukrainian	Student – Ukrainian, asylum seeker, refugee, under temporary protection	Student – dual citizen
MI public education * Source: Public education statistics for 2022	kindergarten	862	600	254
	primary school	2,792	1,936	1,788
	secondary school	167	87	291
	specialised secondary school, technical school	34	22	51
	vocational training (graduating)	na	na	1
	vocational school	na	na	1
	skills development school	na	na	2
National Institute of Vocational and Adult Education (NSzFH) *Source: 09.02.2023 SZIR (info system of vocational training) database of students with active status, institutional KRÉTA	Vocational school	na	30	113
	Technical school	na	44	197

Table 1: The number of Ukrainian students, Ukrainian students under temporary protection and dual-citizen students registered in public education and vocational training institutions by institution type

Source: Ministry of Interior (MI), National Institute of Vocational and Adult Education (NSzFH)

It can be clearly seen that the data received from the two bodies cannot be combined automatically since the Ministry of Interior's State Secretariat for Public Education published data from November 2022 based on the KIRSTAT (statistical data service on public educational institutions), and the NSzFH published data from 9 February 2023 based on the institutional KRÉTA (administration system of public education) study system. The order of magnitude can still be seen: There are around 2,500-3,000 students under temporary protection and with Ukrainian citizenship (most of whom probably do not speak Hungarian) and 2,500-3,000 students with dual citizenship (who probably speak Hungarian). In the latter group we do not know – and this will become clear after access to additional data – what proportion are students already studying in Hungary, and what percentage arrived after 24 February 2022. However, it is important to note that there are also many students with Ukrainian citizenship who are not staying in Hungary under temporary protection – they presumably lived in Hungary before, either temporarily or permanently.

The confusion about the data is increased by the fact that the data of November 2022 sent by the Hungarian government to the European Union differ from the above.

Data of November 2022 sent by the Hungarian government to the European Union:¹⁹

- A total of 4,300 persons under temporary protection attended Hungarian education. (This figure also includes university and vocational training, but does not include dual citizen refugees.)
- Of these, 805 children went to kindergarten,

¹⁹ <https://uainfo.hu/2023/01/18/hany-menedekes-tanul-magyar-kozoktatasban/>

- 3,305 children attended school (we do not have a breakdown by school type)

It is also an important figure how these children/students are distributed in the institutions, and in how many institutions this additional care task appeared (table 2):

Data providers	School type	Number of institutions attended by Ukrainian students who are asylum-seekers, refugees and under temporary protection	Number of task completion places attended by Ukrainian students who are asylum-seekers, refugees and under temporary protection	Number of institutions attended by students with dual citizenship	Number of task completion places attended by students with dual citizenship
MI public education * Source: Public education statistics for 2022	Kindergarten	245	303	163	191
	primary school	447	483	612	670
	secondary school	43	43	116	118
	specialised secondary school, technical school	6	7	17	18
	vocational training (graduating)	na	na	1	1
	vocational school	na	na	1	1
	skills development school	na	na	2	2
National Institute of Vocational and Adult Education (NSzFH) * Source: 09.02.2023 SZIR (info system of vocational training) database of students with active status, institutional KRÉTA	Vocational school	34	na	155	na
	Technical school		na		na

Table 2: Public education and vocational training institutions involved in hosting registered Ukrainian students, students under temporary protection and dual-citizen students, by institution type

Source: Ministry of Interior (MI), National Institute of Vocational and Adult Education (NSzFH)

In the case of students with dual citizenship it is once again true that we do not know the rate of students who were already studying here before the war, and the offices also indicated that cumulation is possible if an institution performs several tasks (i.e. there are Ukrainian students under temporary protection and students with dual citizenship). In this regard, the answers to our institutional questionnaire may help – it can be concluded based on the language distribution that all hosted children can speak Hungarian in two-fifths of the primary schools (41%), while slightly more than half (54%) of the schools also have refugee children who do not speak Hungarian.

We know that in the academic year of 2021/2022 there were about **14,000 task completion** places²⁰ in state-run institutions alone, plus vocational training institutions and non-state-run institutions. We also know that the total number of public education and vocational training institutions was 9,200, and that there were about 2,600-3,200 students who are Ukrainian citizens (i.e. mostly non-Hungarian speakers) and about 2,500-2,900 students with dual citizenship. In our research, the responding institutions (answers were voluntary, all schools and kindergartens received the short set of questions) provided the following information about the distribution of children (Table 3):

	Kindergartens N = 40	Primary schools N = 86	Secondary schools N = 11	Schools total N=110
1	40%	26%	36%	32%
2	27%	22%	27%	21%
3-5	9%	32%	27%	28%
6-10	11%	13%	0%	11%

²⁰https://www.oktatas.hu/pub_bin/dload/kozoktatas/kozerdeku_adatok/Oktatasi_Hivatal_Jelentes_2021_2022_tanevrol.pdf

above 10	2%	7%	9%	8%
No reply	11%	0%	0%	0%

Source: Simon 2023, 6.

Table 3 Distribution of institutions according to the number of hosted children and institutions types (institution sample)

If we look at the same by types of institution (Table 4):

	Primary schools N = 338	Secondary schools N = 39	Schools total N=432
1	7%	10%	8%
2	11%	15%	11%
3-5	31%	28%	28%
6-10	24%	0%	19%
above 10	27%	46%	34%

Source: Simon 2023, 7.

Table 4: Distribution of hosted children by the number of children hosted per institution and by institution type (institution sample)

If all surveyed school-attending refugee children are taken into account, a third (34%) attend schools hosting more than ten refugee children and more than half of them (53%) attend schools hosting more than five children.

Summarising all of this, we can definitely make three important statements:

- 1) The number of students coming from Ukraine and speaking Ukrainian or Hungarian is surprisingly low
- 2) The rate of institutions involved in hosting these students is between 10-20 percent of the total number of institutions in the education system
- 3) Although the distribution of students is not uniform, it does not represent a significant headcount load for most institutions

It is important to see all this because, among other things, it helps to form an idea of how much burden and challenge they actually represent for the education system as a whole, either in terms of different regulations or the necessary expenditures and resources. Apart from the headcount and the distribution – which

can confirm that the costs of the below recommended measures and interventions cannot be compared to the costs of the system as a whole – we must see the shock caused to the affected part of the care system. Our research and experience show that roughly 80 percent of the institutions had no earlier experience in providing services to refugees not speaking Hungarian and/or refugees speaking Hungarian but going to a non-Hungarian school. *Bognár and Hetzer (2022)* reported the following data: "In the 2018/2019 school year, the number of asylum-seeker and refugee children in kindergarten was: 30, in primary school: 52, in secondary school: 84." (p. 177) In the past, this student group was concentrated in institutions that mostly undertook this task voluntarily and developed many good practices over time. As *Bognár and Hetzer (2022, 177.)* defined it: they became "refugee-friendly" schools.

However, providing care to refugees is not only a matter of quantity. Recognising the heterogeneity of the persons involved and the resulting diverse needs must be considered an up-to-date basis not only for refugee care but also when considering educational systems and educational quality in general. At the level of government and policies, this recognition and consideration means the scope of movement and the resources provided within financial, professional and legal frameworks.

A care system can function successfully and effectively if its members – government bodies, offices, civil partners involved in task completion – (1) clearly see the functioning of the system as well as their own place, task and competence in the system, (2) the aforementioned scope of movement is ensured and (3) the actors are prepared to deal with the possible diversity of problems (in terms of approach, knowledge and attitude), they understand the problems and are able to deal with them in the context of individual life situations. After all, let's not forget that it is the People, the individuals who must always be in the focus of any care system. This must be particularly emphasised in refugee care since the affected groups are especially characterised by very difficult life situations, needs and vulnerability. Our experience shows that these three considerations are not enforced in Hungary in the crisis situation that has prevailed and needs to be managed since 24 February 2022.

Hungarian and international organisations, actors and the people concerned emphasise that Ukrainian refugees cannot, and must not be considered a

homogeneous group. People and families from all groups of society set out on the road because of the threat and war emergency; their age, their occupation, their spoken language, their level of education or even their nationality is different – there is no single feature that can be said to generally characterise all Ukrainian refugees. This is particularly important because the host countries must prepare for the very heterogeneous demands and needs accordingly. The diverse life situations and needs require the development and regulation of alternative routes and options of care. However, the current experience shows that the bases of these distinctions (for example: dual citizenship, different title of benefits, exceptions to traditional (mainstream) further education procedures, provision of language allowances etc.) are not transparent, not communicated, and in many cases they cannot be enforced.

The government is responsible at all times for operating a well-functioning refugee care system and for providing its resources and services. In Hungary, basic information is currently not provided to refugees, furthermore the governmental responsibilities are not clarified either in terms of providing information and services in individual areas. This is a problem not only for the refugees and their helpers: in most cases, the routes of care as well as the frameworks, opportunities, tools and resources necessary for care are not clear to the co-operators of the system either.

After reviewing the experience on providing general information and on access to data and information, we are going to describe below the situation in Hungary and make proposals by applying the framework defined by the European Commission (EC 2022).

The obstacle to creating a well-founded, research-based recommendation package is precisely what also characterises the circumstances of Ukrainian refugees themselves and the care to be provided to them: chaotic conditions and the dysfunctional, non-transparent operation of the care system. Uncoordinated processes and regulations, which are mainly due to the complete lack of state administrative coordination (for example, inconsistencies and deficiencies in the regulations for dual citizens with regard to subsistence allowance and family allowance). This is why we base our recommendations on our own and our

partners' experiences and research, while the confirming data are badly missing in some cases.

Access to general information

In Hungary, there is no information channel or platform that Ukrainian refugees could use immediately after crossing the border and where they could find help in a clear, manageable and organised way either about the next immediate steps to take (who they can contact, in what matter and how) or on issues related to everyday life in Hungary (accommodation and meals, health services, travel information, employment, childcare, education etc.).

The website of the *Office of the Commissioner for Fundamental Rights*²¹ provides the most extensive information in Hungarian, English and Ukrainian. However, the question immediately arises how the attention of the possible circle of the people involved (refugees and their helpers) is drawn to this – we have seen that this does not happen – or on what basis can persons crossing the border be expected to be aware of this. The site provides information on several topics, but not all of this information is understandable or usable for a refugee who does not know the Hungarian conditions and does not speak the Hungarian language. It is a well-known fact that not even Hungarian citizens can always easily interpret and handle the official language used in administration, which is definitely not user-friendly. Most of the information is not useful and too general (for example: a brief description of which institution types in the education system belong to which maintainers, with two links to the search page of the school district and specialist centres, but the *meaning* and the method of using it is not clear at first even for a Hungarian citizen) and it is also outdated (for example: the information on secondary school final exams refers to the spring period of 2022). Some of the (aid) organisations listed on the site only have websites in Hungarian,²² and most of them do not provide practical information on the available services, they only give a report on the organisation's work.²³ The website of the *National Directorate-*

²¹ <https://www.ajbh.hu/en/fontos-informaciok-az-ukrainabol-menekulok-szamara>

²² E.g. <https://www.maltai.hu/cikk/hir/4349>

²³ E.g. <https://segelyszervezet.hu/kampanyok/haboru-ukrainaban/>

*General for Aliens Policing*²⁴ provides information to Ukrainian refugees in Hungarian, English and Ukrainian exclusively about aliens policing procedures, the Ukrainian and English pages were last updated on 30 March 2022 and the Hungarian page on 25 November 2022²⁵, but the website is quite difficult to use anyway. The websites of aid organisations (evidently, they only deal with specific areas) do not always provide easy-to-understand information either: *UNICEF*'s website²⁶ is in Hungarian, the option of choosing a language is not obvious. Some materials of the *Hungarian Helsinki Committee* are available in Ukrainian and Russian, but basically they communicate in Hungarian and English on the site. On the website of the *United Nations High Commissioner for Refugees (UNHCR)*²⁷ you can already choose from several languages. *TASZ (Hungarian Civil Liberties Union)* offers information on education and health in Hungarian and Ukrainian. The *Budapest Transport Centre (BKK)* also offers information in Ukrainian.²⁸

In many other cases, bits of information can be found on certain pages or sub-pages of government offices (for example: Educational Authority (EA), see text in box), however, in many cases, not even the actors involved in care (administrators, pedagogues, heads of institutions etc.) know their availability or the information found here. In other words, the information is not arranged in a well-structured, easy-to-understand and manageable form, and in many cases the relevant persons (refugees) and the providers of care are not aware of its existence at all. This is not acceptable in an acute situation like this, when this information is vital for hundreds and thousands of people in need (for example: further education opportunities for refugee children, exceptional procedures, financial support etc.). In addition to extreme fragmentation, the Hungarian system also has impractical regulations; the remnants of the refugee care system, which has been falling apart since 2015, are outdated anyway, they do not serve the interests of the people involved, they do not provide an opportunity to consider characteristic features and in many cases they cannot be interpreted in the life situation of Ukrainian refugees (for example: it does not take into account that most refugees fleeing the war in the immediate

²⁴

http://www.bmbah.hu/index.php?option=com_k2&view=item&layout=item&id=1733&Itemid=2107&lang=hu

²⁵ Opened and checked: on 22.02.2023

²⁶ <https://unicef.hu/>

²⁷ <https://www.unhcr.org/hu/>

²⁸ <https://bkk.hu/utazasi-informaciok/kozossegi-kozlekedes/ukrajna/#ukran%20szoveg>

neighbourhood want to return home as soon as possible and the provided care does not support alternative options that would promote re-socialisation and reintegration at home. A typical example of this is refusing the opportunity to progress under the Ukrainian curriculum.

However, the lack of information that has practical consequences also has a primary, more serious impact: it extends the traumatised status because it does not give the refugees the feeling of safety, predictability and the chance to better learn the world around them.

Information on education

Based on the description²⁹ of the basic activities of the Educational Authority as a governmental budgetary body, its clear task would be minimum to publish information and procedures related to the education system (for example: detailed information about different groups of Ukrainian refugee students – dual citizens, non-Hungarian speakers etc.). The [oktatas.hu](https://www.oktatas.hu) website of the Educational Authority should provide the interested parties with all information on public education, vocational training and higher education. The site only contains information in Hungarian – except for the English translation of some materials of the Equivalence Centre. Unfortunately, there is no special page on the education of Ukrainian students or even generally on the education of foreign students or students returning from abroad either in the main menu or under the menu item on public education or vocational training.

Searching for the word "Ukrainian" on the site, we can only find the curricula of national minority education as well as the assignment lists of secondary school final exams – the only result relevant to us directs to the page of the Equivalence Centre and in addition to *information in Hungarian* on the simplified recognition of qualifications, there is a Ukrainian sentence giving the phone number of clerks dealing with Ukrainian qualifications. This information is not available through any access route either – although the phone numbers can be found on the Centre's

²⁹

https://www.oktatas.hu/pub_bin/dload/hivatal/alapito_okiratok/S01_329727_220802.PDF

website, under the subheading: contact details of the Hungarian Equivalence and Information Centre (MEIK).³⁰

By searching for the word "foreign", we can find on the site information that is important to us (of course, only in Hungarian): https://www.oktatas.hu/pub_bin/dload/kozoktatas/beiskolazas/tajekoztatok/KIFIR_kulfoldi.pdf. However, it is a question who goes through the path of Public education/Secondary entrance procedure/Information for applicants/Information for foreign applicants.

Based on this, we can say what our experience also confirms: refugees can get information about the Hungarian education system only from the uainfo.hu website of the EDUA project, and both the refugees, their helpers and pedagogues can access the relevant special opportunities and rules only from here.

³⁰The given phone numbers and clerks are available not because of the war: the Equivalence Centre also had clerks earlier, expressly specialising in recognising Ukrainian qualifications.

Data disclosure, access to data

One of the conditions for the efficient functioning of the refugee care system is to know the number of headcounts (in different breakdowns) as precisely as possible, for example in order to allocate the necessary resources. We have already mentioned earlier why determining the headcounts encounters difficulties (also) at the European level. These explanations are also valid at national levels: those who have applied for a temporary protection status may not stay in the given country for a long time; it is possible that they went on to another country or returned to Ukraine. Registration-based recording is difficult in Hungary since Hungarian-Ukrainian dual citizens cannot apply for temporary protection status.³¹

At the same time, it is important to understand that there are existing data for care at national level, and these data are available. For example, the *Electronic School and Study Administration System in Public Education (KRÉTA)*, which stores up-to-date information about students (citizenship, rights etc.).

We do not know exactly how many of those with temporary protection status currently stay in Hungary and how many children are among them, but it is possible to find out an approximate order of magnitude. For example: how many people receive subsistence allowance after children? In their case, the allowance is not based on school attendance (like family allowance), but on temporary protection status and certified attendance. In this way – comparing it with the data of the KRÉTA system – we could get an idea of how many people participate and how many do not participate in school education.

The EDUA project has sent questions to the Klebelsberg Centre, to the Ministry of Interior's State Secretariat for Public Education and to the National Office of Vocational and Adult Education on numerous occasions. The questions were not answered and the Educational Authority refused to answer by claiming that it did not possess the relevant data. (This answer

³¹ <https://helsinki.hu/tajekoztato-az-ukrajnabol-menekulo-ukran-magyar-kettos-allampolgaroknak/>

raises at least some questions because the associates of the Educational Authority used such data for earlier publications³²). The first time we received a response to our data request was 23.02.2023. We were able to make statements about the Hungarian situation based on these data.

The data are not accessible to non-governmental organisations, who fill gaps in the refugee care system, but not even to the individual members of the system. The reason for this is, on the one hand, the lack of necessary data and, on the other hand, the fact that the competent bodies do not make the existing data accessible.

Proposals for providing access to information

1. It would be important to hand over an informative brochure on staying in Hungary in Hungarian, Ukrainian and Russian languages already when the refugees cross the border or submit an application for asylum. It is necessary to place this brochure at all venues that Ukrainian refugees visit – government offices, immigration police etc.
2. This information must also be posted on the magyarorszag.hu website or on an official, central website created for this purpose, also in three languages, clearly displaying the bodies responsible for various forms of care and their contact details.
3. The Hungarian and English-language government customer line 1818 should be prepared for providing information to Ukrainian refugees and should make it possible to ask questions in Ukrainian or Russian; information about this option should already be given at the border.

³² <https://folyoiratok.oh.gov.hu/uj-kozneveles/segitseg-az-iskolaban-az-ukrajnabol-menekulok-szamara>

4. There should be an official translation of the laws and the forms to be completed with regard to Ukrainian refugees, and the translation should be accessible to the competent administrative bodies and offices.
5. There should be public databases of figures on Ukrainian refugees that are absolutely necessary when planning services to meet different needs and demands (for example: number of school-aged children broken down by age groups, their territorial distribution, number of children with special needs etc.).
6. State bodies, local governments and bodies performing public duties must comply with data requests in public interest.
7. The website of the Educational Authority should have a separate menu item on education-related information for Ukrainian refugees.
8. There should be a person responsible for the topic at the Ministry of Interior's State Secretariat for Public Education, the Ministry of Culture and Innovation, the Educational Authority and the NSzFH, who can be contacted with questions and proposals.

Below, we are introducing the Hungarian solutions and making constructive proposals against the framework of the policy guidelines of the European Commission (2022).

POLICY FRAMEWORK FOR **PROVIDING EDUCATION TO** **UKRAINIAN REFUGEE** **CHILDREN**

Entry and integration into the education system

Goals and priorities

Significant additional capacities will be required both in terms of infrastructure and staff; an immediate priority is to ensure the continuity of education, primarily through integration into the general education system or, if this is not possible, by integration into temporary host classes; there are urgent needs to complete the last classes of the current school year, to hand over the certificates and to clarify the procedure for entering the next level of education

Possible measures

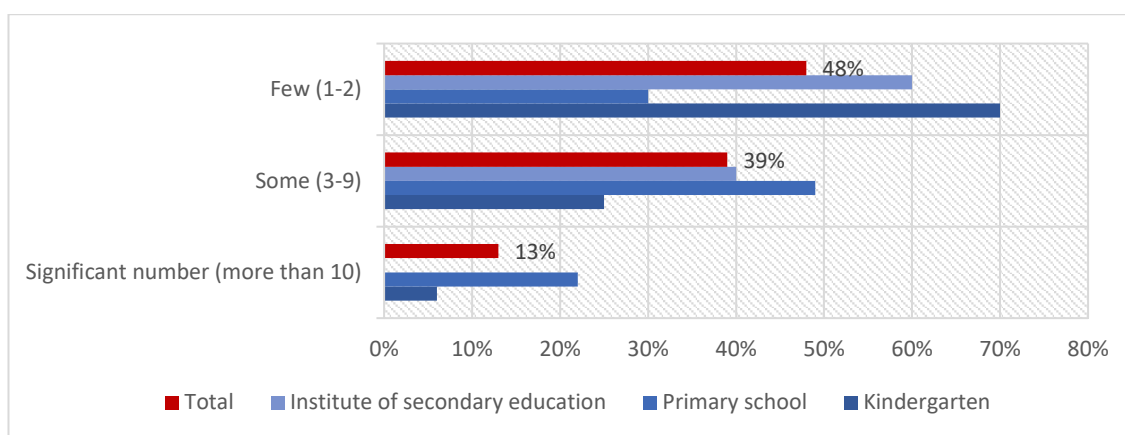
Capacity extension

In Hungary, the distribution and the number of Ukrainian refugee children who have entered the education system so far does not seem to justify the expansion of physical places (Figure 5), but this must be an important aspect when examining local possibilities. However, taking into account the scarcity of human resources (Lannert, 2021) (Figure 6) and the lack of pedagogues and non-pedagogues in the education system, it is very likely that there are serious deficiencies in providing pedagogical, emotional and psychological support to Ukrainian refugee students. At the same time, both international documents and Hungarian experts (and expert organisations) draw the attention to the need for providing trauma-conscious and trauma-focused care for Ukrainian refugees. Practical experience in the period since February 2022 has shown that refugee children do not receive this kind of targeted care (proper care based on needs identified through comprehensive preliminary assessment inside and outside school). Although some organisations³³ offer such a service and look for connection opportunities, these isolated efforts

³³ <https://cordelia.hu/aktualis-projektek/>, <https://traumakozpont.hu/2022/03/02/mentalis-segitsegnyujtas-az-ukran-haboru-erintetteinek/>, <https://sulinyugi.hu/ukrajna>

with limited resources cannot be considered a solution at system level. Especially since our experience shows insensitivity or even offensive behaviour towards refugee students, which can (also) be explained by the fact that the host schools are not well-prepared.

Figure 5: Distribution of refugee children among institutions by institution type and overall, teacher sample (N=135)



Source: Simon 2023, 14

Figure 6: Lack of teachers based on online institutional data collection, based on the answers of institution heads who consider the given status relevant in their institution

	No shortage	There's such a status, but it's not taken, or not enough	There's no status for it, but this service would be needed
School psychologist	35%	13%	52%
Youth and family protection specialist	40%	4%	57%
Social pedagogue	42%	4%	54%
Math teacher	52%	43%	5%
Pedagogy assistant	53%	13%	34%
Special education assistant	53%	3%	44%
Special education teacher	54%	23%	23%
Physiotherapist	56%	5%	39%
Teacher of vocational theoretical subject	60%	39%	1%
Developmental teacher	64%	14%	21%
System administrator	65%	11%	24%
Science teacher	65%	29%	5%
Teacher (in lower classes)	69%	28%	3%
IT teacher	69%	25%	5%

Teacher of vocational foundation subject	70%	30%	0%
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Source: Lannert 2021, 5

Eliminating the administrative, legal and financial barriers of access to education

By 1 March 2022, the Hungarian government made it possible for Ukrainian refugee children to enter public education (Menedék – Hungarian Association for Migrants, 2022), which basically means (a) the extension of compulsory education up to the age of 16 in Hungary (compulsory kindergarten and school attendance) and the reimbursement of related costs (travel, meals, accommodation). Additional support of (b) HUF 130,000/person per month is provided to host schools for school integration, on condition that students receive 5 hours of individual development per week in addition to the compulsory lessons. (c) Two types of Hungarian-Ukrainian language textbooks have been made available to support development in the Hungarian language.

a) Creating the legal possibility (what’s more: obligation) does not mean in itself the provision of education to socially and culturally different student groups who have fled the war, who in many cases do not speak Hungarian at all and who previously followed the school system of another country. The emergence of this student group (in such a number) must raise the issue of several abilities and aptitudes (and/or the task of providing abilities and aptitudes) that a national education system does not necessarily possess, however, we know for certain that the Hungarian education system is not prepared for them with a view to its other weaknesses (Bognár, Hetzer, 2022) (see later).

b) Individual development provided five times a week is also an important issue for the schools since this is the condition for them to receive the additional support of HUF 130,000 per month. Here, we must immediately highlight two details of the regulation: i) Kindergartens cannot receive this additional support, for which there is no professionally acceptable answer. Especially since early childhood care and the preparation for it are particularly important in refugee care (see later). Our research has shown that it is mainly in kindergartens where – regardless of

language skills – refugee children are simply made to join the sessions without receiving any care different from that of the majority. ii) This amount is actually not given to the schools but to the maintainers and it depends on the school district whether the entire amount is returned to the schools. In fact, specialists doing practical work pointed out that providing five individual sessions a week to refugee students is very difficult to organise and in many cases they could choose more effective solutions.

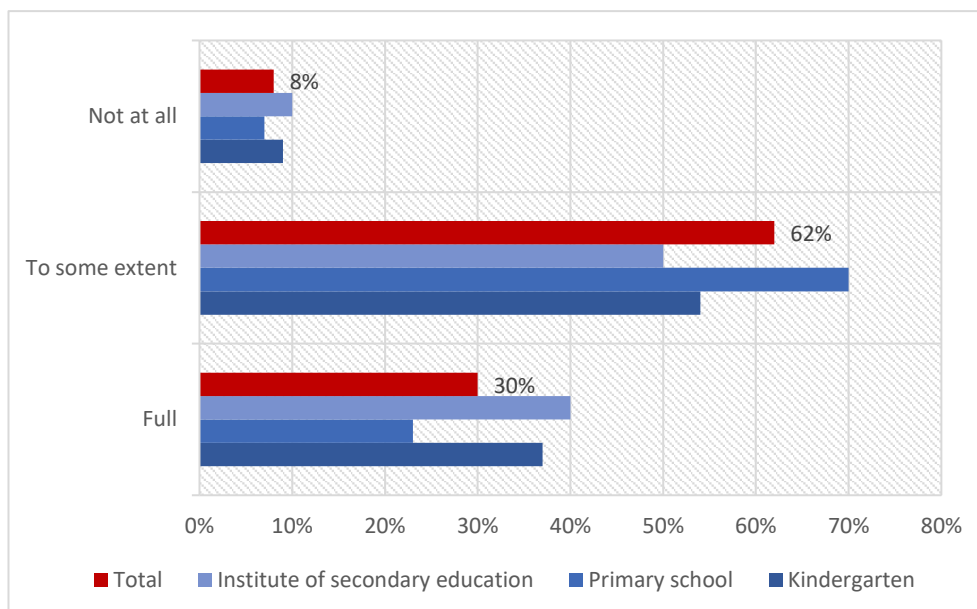
c) It says a lot about the quality of the bilingual textbook (with Hungarian as a foreign language) provided to schools that it is typically not used, it is considered outdated and unsuitable.

Creating temporary host classes

The EU proposals attribute importance to this way of organising education from a strategic viewpoint³⁴: functionally, it prepares refugee students for entry into mainstream education primarily by eliminating language difficulties and by teaching the language of the host country, while the students also learn in their own language. Specialists typically reject the idea of segregation due to the primacy of integration, but the EU proposal also speaks about a combination of participation in mainstream education and host-preparatory classes. Host classes are not organised in Hungary, but it would definitely be advisable, taking into account the Hungarian conditions (the preparedness, suitability and competence of the macro, meso and micro levels of the education system), to consider how much communicative (and, if necessary, material) preparation would help refugee students, their families, classmates and pedagogues at a hybrid stage at the beginning of the integration process. The opinion of the interviewed pedagogues, working in the current conditions, about the effectiveness of the educational integration of refugee students was rather unfavourable (Figure 7).

³⁴ <https://op.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-72664559>

Figure 7: Rate of refugee children’s integration in education by institution type and overall, pedagogue sample (N = 135)



Source: Simon 2023, 21

The ELTE teachers have launched the *ELTE Pop-up School*³⁵, which has been giving Hungarian, English and German language classes as well as specialised classes in Ukrainian (which can be a problem in the mainstream school due to language difficulties) in the afternoons since March 2022, but it also helps parents. Supporters include Telekom Hungary, the Visegrád Fund, the Trefort-kert Foundation and the Budapest German School, and the initiative has been extended in the meantime. The Hungarian state is not among the supporters, so this good practice cannot become general and therefore accessible to all refugee students.

Hybrid education would be enabled by the law that gives schools the opportunity to determine the way of class attendance and assessment within the framework of repeating the academic year for students who do not speak Hungarian or who come from a foreign school. However, while our school survey showed that about half of

³⁵ <https://www.btk.elte.hu/content/ujabb-helyrol-kapott-tamogatast-az-elte-pop-up-school.t.7760>

the institutions – 60 percent of primary schools – used the possibility of repeating the year, only a tiny minority of them used it for hybrid education.

Competence assessment of newly arrived refugee children

The EU proposal reads as follows: "*Comprehensive and multidimensional assessment of migrant students upon admission, covering literacy, language and other key competencies, can help successful integration. Based on the assessment, individual needs could be determined to enable differentiated learning and teaching.*" We mentioned earlier that there is no complex and comprehensive assessment of the students, neither regarding their narrower learning, nor other needs. However, its result would be great help to the institution and to the pedagogues who deal with them so that they could plan the individual learning support needed for the students.

Online education for Ukrainian students in order to continue their studies

Although several countries maintain government-level cooperation with the Ukrainian Ministry of Education for the continued studies of refugee students within a domestic framework, the Hungarian education governance holds the view that the compulsory education of refugee students from Ukraine can exclusively be provided by joining and attending the Hungarian school system. According to the Ukrainian parents that we interviewed, one of the most important needs is for children to be able to continue their studies in Ukrainian, even online. In fact, the Ukrainian Ministry of Education³⁶ has created the conditions for this.³⁷

³⁶ <https://refugee-ed.sqe.gov.ua/programs-and-textbooks/?clas=Grade+5#secondary>

³⁷ <https://www.schooleducationgateway.eu/hu/pub/latest/news/online-ed-resources-ua.htm>

Providing for progress in the education system

It is also important to cover the issue of school and kindergarten admissions and exams (central written entrance exam for secondary school, secondary school final and special exams). There are no special regulations for Ukrainian students in these areas. In the case of foreign students or students who have returned from abroad, there are only two deviations from the general rules: a) due to the language skills and the curriculum that is different from the Hungarian one, the school principal may decide to place the student in a class lower than the class they completed abroad – in this case it is the principal's right to determine the grading, the assessment and the method of class attendance; b) in the case of secondary school final (graduation) exams, it is possible to take an exam in Hungarian as a foreign language instead of Hungarian language and literature.

As we wrote in the previous section, the first right was exercised in many places, but the possibility of the individual curriculum and assessment method was used by a tiny minority – namely because this would have imposed an additional workload on the school without compensation.

There is currently no information on how many students used the option of choosing Hungarian as a foreign language as an exam subject, but according to feedback, few people are aware of this option. Even experts and well-informed people do not know that this possibility also exists for native Hungarian speakers. Schools do not know either that this exam can be organised anywhere, and the examiner does not have to be a teacher of Hungarian as a foreign language.

There is no special rule either for determining school-readiness in the case of students whose native language is not the Hungarian. They should also request approval from the Educational Authority to stay in kindergarten just as Hungarian students. We have no information on how well this option was known to the parents, and how much they used it. It is clear that traumatised children who are learning the Hungarian language only now should be given the opportunity to stay in the community where they are already more or less integrated.

Kindergartens and schools have the obligation to provide territorial care also for foreign students: they cannot refuse to admit students living in their district by claiming that they are not prepared for providing care to them. However, it is not the duty of school districts or municipalities to ensure the conditions.

Foreign students also have the right to freely choose their school. On the Klebelsberg Centre's website you can find a list of schools that, in addition to their compulsory tasks, undertake additional tasks for developing foreign students or students returning from abroad.³⁸ This list includes at least one primary school, secondary school and an institution for students with special education needs per school district, and a responsible person is usually indicated on the school districts' websites. In principle, school districts provide help in the choice to those for whom this is a problem, but there is no established mechanism for this.

There is no obligation to provide care when joining secondary education. The regular admission procedure is governed by the Admission Information System of Secondary Level Public Education Institutions (KIFIR), and the order of admission must be determined according to strictly defined rules. Schools that require taking the central written entrance exam – which means an exam in the subjects of mathematics and Hungarian language and literature – are obliged to take into account its result. Where there are applications over the quota, a verbal exam may be held, but the verbal exam score may not exceed 30 percent of the total score. In other schools, only the primary school grades can be taken into account and no assessments or discussions can be held.

However, grades received abroad cannot be entered to the admission form. The laws do not say what to do in such cases, according to practice and to the information on the oktatas.hu website, in such cases the school principal decides whether to take the grades into account or to apply other admission criteria.

In the case of central entrance procedure, students cannot receive any kind of exemption, help or extension, unless they are classified as ILBD students.³⁹

According to the opinion received from the Educational Authority, the director can decide to ignore the results of the central entrance exam if it failed to take place due to the lack of language skills or if the student achieved a bad result upon the entrance exam. However, according to our experience and feedback, most schools do not wish to use this option, all the more since the above opinion has no legal

³⁸

https://kk.gov.hu/download/5/73/d2000/KK_K%C3%BClf%C3%B6ldr%C5%91I_haza_int%C3%A9zm%C3%A9nyek_20211007.pdf

³⁹Students with integration, learning and behaviour difficulties

relevance. Any kind of deviation from the law carries the risk that the parents of students who have not been admitted to school will apply for legal remedies.

Although the law allows for admission based on individual consideration in the extraordinary admission procedure, this is not compulsory and it only applies to the remaining places.

The unfair admission procedure prevents students from continuing their education according to their abilities and interests.

In March 2022, a decree was passed for the secondary final examination period in the summer, spring-summer of 2022, which made it possible for Ukrainian refugees to apply for secondary final exams also after the application deadline of final exams. 55 people used this opportunity, but actually fewer students took the exams. Several of them graduated from the Ukrainian language. They had the opportunity to do this because Ukrainian is a national minority language, so the final exam tasks have to be worked out every year. Since the children or students did not have a legal relationship (were not registered) with any Hungarian school last year, the government office organised the Ukrainian final exam for them.

This option does not exist for those registered as students in Hungarian schools, as the laws says that students can only take the exam in a language that is taught in the school where they are registered as a student or guest student. However, the Ukrainian language is not taught in any secondary school in Hungary, so no guest student relationship can be established with anyone. This requirement was confirmed by the information sent to us by the Educational Authority. Furthermore, taking the final exam from certain subjects in English or German is only possible for those attending bilingual schools.

In the case of applying for higher education, the admission application of foreign students or students returning from abroad is sufficiently regulated, regardless of the current situation, and appropriate information can be found about this on the felvi.hu website. Since the school grades of neighbouring countries have already been aligned to those in Hungary, it is possible for Ukrainian students to complete the application form for higher education in a similar way as for Hungarian students, regardless of whether they passed the final secondary school exams in Hungary or in the Ukrainian system. In fact, the possibility of taking exams electronically was also given in Ukraine last year. The question is whether this

possibility will also be available this year – it will depend on the war situation (electricity failures).

Proposals for entry and integration into the education system

- A child whose mother tongue is not Hungarian or who studied in a school abroad for a longer period of time should be classified as a student in need of special attention, and should be entitled to all those rights (catch-up classes, easier exams (Section 8/3, Section 27/5, 7, Section 37, Section 51/5 of the Public Education Act) that, according to the laws, are available to students with integration, learning and behavioural difficulties.
- A comprehensive and multidimensional preliminary assessment of literacy, language and other key competencies would be necessary after enrolment so that the host institution and its pedagogues can get a clear picture for planning personalised development and pedagogical support based on the learning needs. Appropriate assessment tools should be prepared for this and made available to the schools. The survey results should be entered into the KRÉTA system so that the (professional, instrumental, financial, regulatory etc.) resources needed for their care can be planned accordingly.
- The curricula used by Hungarian national minority schools in Ukraine and the Hungarian translation of the curricula used in Ukrainian schools should be made known and accessible in order to plan individual development. It is essential to provide developing and supporting specialists and appropriate care for students who need it based on the preliminary tests and assessments as well as for students whose perceived needs require it later in the schooling process. Due to the lack of specialists, appropriate care may require cooperation and agreements with civil organisations and specialists. Schools must be given the opportunity to do so and it must be made clear that, in this case, school districts and centres support the reception of civilians.
- Kindergartens should also receive additional support for individual development (HUF 130,000/month) since early childhood education

plays an essential role, and it is also important that the kindergarten community is also prepared to receive and care children with regard to interculturality, trauma awareness and language development.

- The affected schools and kindergartens should decide how to use the total development support of HUF 130,000 if they provide students with five hours of Hungarian language learning and development opportunities per week. The use of five hours of individual development per week should be determined by the comprehensive, long-term development plan of the Ukrainian refugee students, i.e. school specialists should have the freedom to choose the method and the form of the activities carried out for development, since it is them who can clearly see the needs of the child and any changes in the needs.
- It is important to draw the attention of the host schools to the fact – and, if necessary, the regulations must be amended – that the purpose of the HUF 130,000 additional support is *development tailored to the needs of each student* (either individually or in a group), which is not the same as *individual development* (one-to-one, student-developer sessions). The student's individual needs decide whether his/her development is carried out individually, in a small group or in a large group.
- Allowances should be paid to school and kindergarten pedagogues and DEAs⁴⁰ who perform coordination, interpretation and mentoring tasks related to Ukrainian refugee children. Teachers working with children in the classroom should also be paid from the HUF 130,000 support for developing Ukrainian refugee children.
- Schools should be provided with conditions, tools and funds for organising intensive preparation for Ukrainian refugee students after entering the education system in order to acquire the ability for basic communication in Hungarian. During this time, in addition to preparation and in the interest of integration, they would attend Hungarian language classes that are typically skills subjects (the

⁴⁰ Direct education assistants

pedagogues particularly emphasised the importance of success that students can experience here). Significant help can be provided by schools experienced in providing care to foreign students who do not speak Hungarian, schools running a language preparatory year and schools that include Hungarian as a foreign language in their pedagogical programme.

- It is important to develop, collect and make available teaching tools that support the learning of Hungarian as a foreign language also while studying specialised subjects (applications, websites).
- Similarly to several countries, it is necessary to enable students from Ukraine to progress in their own curriculum based on available online course materials and textbooks and online education. Organisations that help refugee families from Ukraine to participate in Ukrainian education and provide the use of the Ukrainian language and cultural environment should also receive support from the central refugee care funds. If necessary, the school should provide tools and place – through the maintainer (School District, Centre etc.), covering possible extra personal costs, at the expense of the central refugee care fund – for independent learning or for learning supported by these organisations. Ukrainian pedagogues and assistants could take a serious role in this if it is possible to involve (employ) them at system level. If necessary, the operation of educational institutions operating under the Ukrainian curriculum should be allowed.
- In the case of students involved in primary education, if a family arranges for their child to progress under the Ukrainian curriculum parallel with attending a Hungarian school, it should be possible to be exempted from attending or grading classes in Hungarian for certain subjects (for example: mathematics). In the case of students involved in secondary education, if the family arranges for their child's further education under the Ukrainian curriculum, they should be exempted from compulsory schooling in the Hungarian school system.
- In both cases, progress under the Ukrainian curriculum should be accepted with the certification of the Ukrainian Ministry of Education.

Proposals for admission to kindergarten and primary school and on further education in secondary school

1. If needed, it should be possible for children under the age of 7 who have reached the compulsory school age to stay in, or to enrol to kindergarten even if they have not submitted a request to the Educational Authority.
2. Parents, kindergartens and primary schools should receive the list of primary and secondary schools that, in addition to the compulsory tasks, undertake additional tasks in the interest of Hungarian-speaking and non-Hungarian-speaking Ukrainian refugee children. To this end, the lists of schools and responsible persons on the websites of the school districts relevant to students from abroad or returning from abroad should be updated, and the willingness of church and foundation schools and vocational training institutions should also be assessed.
3. In order to avoid disproportions (segregation) in student composition it is important to encourage – with the available policy tools – more than one institution per school district to provide services for Ukrainian refugee children whose native language is the Hungarian and for those who do not speak Hungarian, by also considering their intention to cooperate.
4. The attention of those applying for subsistence allowance should be drawn to compulsory schooling and to the obligation to attend kindergarten, and they should be given a link containing relevant information as well as leaflets in Hungarian and Ukrainian.
5. When enrolling, parents should receive written information in Ukrainian about the Hungarian public education system and the rules and opportunities that affect them (e.g. free meals).
6. School districts and local governments should designate the responsible persons that parents and schools can contact with their enrolment-related questions; the opportunity of administration and asking questions in the native language should be ensured.

7. The further education officers of pedagogical assistance services should be available to parents during the regular and extraordinary admission periods. They should be prepared for special options and problems. An interpreter should be available for the duration of care and administration.
8. Similarly to higher education, the conversion of Ukrainian grades should also be possible when applying for secondary education, so that further education becomes automatically possible in cases where the order of admission is determined on the basis of grades.
9. Children who have spent less than two school years in the Hungarian system should not be required to write the central entrance examination for secondary school. This should be officially replaced with some other option that secondary schools must accept even if their admission requirements include the central entrance exam procedure. This could be, for example, the proposal of the primary school, the option of verbal entrance exam, places reserved for equity considerations.
10. The opinion of the Educational Authority – claiming that schools can also admit in the regular admission procedure those who did not attend the central entrance exams due to lack of language skills or performed poorly in the central entrance exams – should be laid down in law.
11. Schools should also admit in the regular admission procedure – up to 5-10% of the student headcount – foreign students or students entering the Hungarian school system within two years who do not meet the school's admission requirements. In their case, a verbal hearing or entrance exam option should also be available for schools that are otherwise not allowed to do so by law, and there should be no restrictions on what percentage the verbal entrance exam counts in the admission ranking. If students who meet the conditions decide to write the central entrance exam despite the above option, they should receive the benefits that apply to students with integration, learning and behavioural difficulties based on the Public

Education Act. The tasks of the central entrance exam in mathematics should be translated into Ukrainian.

12. Secondary schools should be encouraged to host Ukrainian refugee students with the help of educational policy tools.
13. The attention of the schools should be drawn to the special opportunities for further studies in higher education available to foreigners, including those arriving from neighbouring countries, which are available on the website of the Educational Authority.

Proposals for final exams at secondary school

These proposals already apply to this year's secondary school final exams, so it would be necessary to implement them quickly.

1. Those who studied the Ukrainian language in a Ukrainian school should have the option to graduate from the Ukrainian language as an optional subject – and those who studied in a Hungarian national minority school should have the option to choose it as an optional subject or a foreign language – without having to prove the fulfilment of the subject requirements in a Hungarian school (all the more since no Hungarian schools teach the Ukrainian language but the completed secondary school final exam tasks are available).
2. The Ukrainian “O” level secondary school final exam should be organised centrally.
3. With regard to Hungarian as a foreign language, it should be explicitly stated in the law that this can also be organised by schools where it is not taught, and teachers of what subjects can conduct this secondary final exam.

4. In the case of subjects where the final exam can be taken in English or German, this option should be available without a guest student status or in such a status established after the application deadline.
5. Those who have spent less than two academic years in the Hungarian school system should have the opportunity to take the final exams by partially completing the community service until the final exams.
6. If there is a positive change in the above aspects in the meantime, it should be possible to amend the application for this year's final exams.

Preparing the educational institutions and the educational staff for hosting refugee children

Goals and priorities

The educational institutions and the teaching staff cannot cope with the challenges of refugee integration on their own; teaching and learning must be adapted to the specific needs of newly arrived migrants and refugees; the skills and expertise of the educational staff to address the psycho-social needs of refugee children, especially trauma, and to teach in a multilingual, multicultural environment are important aspects; access to special competencies or counselling groups, investment in initial teacher training and in continuous professional development programmes, including people working in early childhood education and care, are key considerations; it is crucial for the school management to provide support and have a clear vision about integrating refugee children into the school community; in addition, school leaders are in a key position for organising the use of space and allocating time, where the idea of blended learning can be applied usefully.

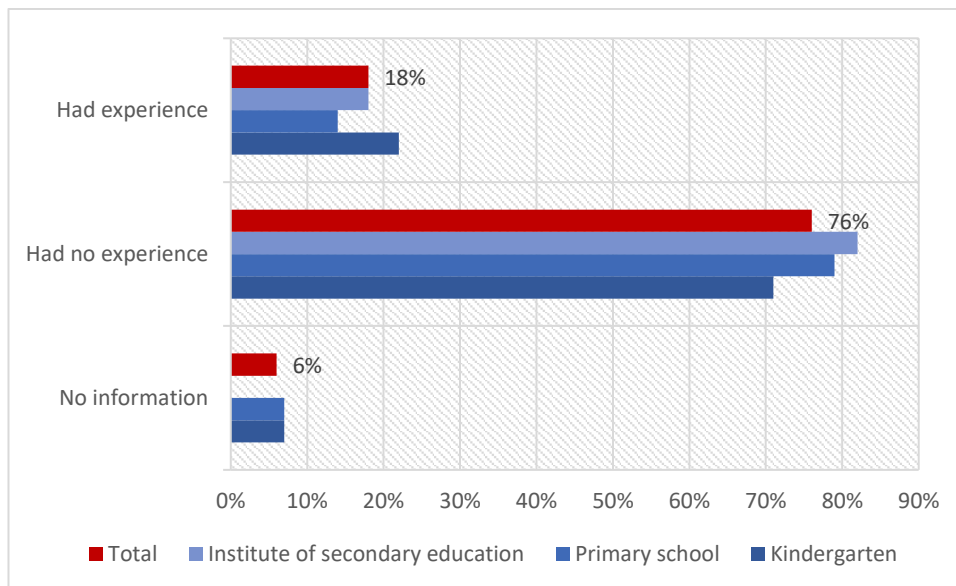
Possible measures

We indicated earlier that the requirement of compulsory education does not create in itself the desirable set of conditions for Ukrainian refugee students that provide quality pedagogical care to them based on their learning and other needs. The challenges facing the Hungarian education system with regard to this student group

are as follows: *providing care for students who do not speak Hungarian, need-based differentiated care, intercultural and multicultural approach, care for refugees.*

As we talk about education, we primarily focus on professional (pedagogical) competencies, but the answers to the various pedagogical needs obviously require support in terms of profession, content, methodology and material tools as well as the financial scope and the necessary (co-)professional support (training, job statuses, cooperation). We know from our partners and from our research that neither the schools nor the pedagogues received complex and well-considered preparation and support, although most of the institutions involved in hosting had no previous experience (Figure 8).

Figure 8: Previous experience with refugee children by institution type and overall, teacher sample (N=143)

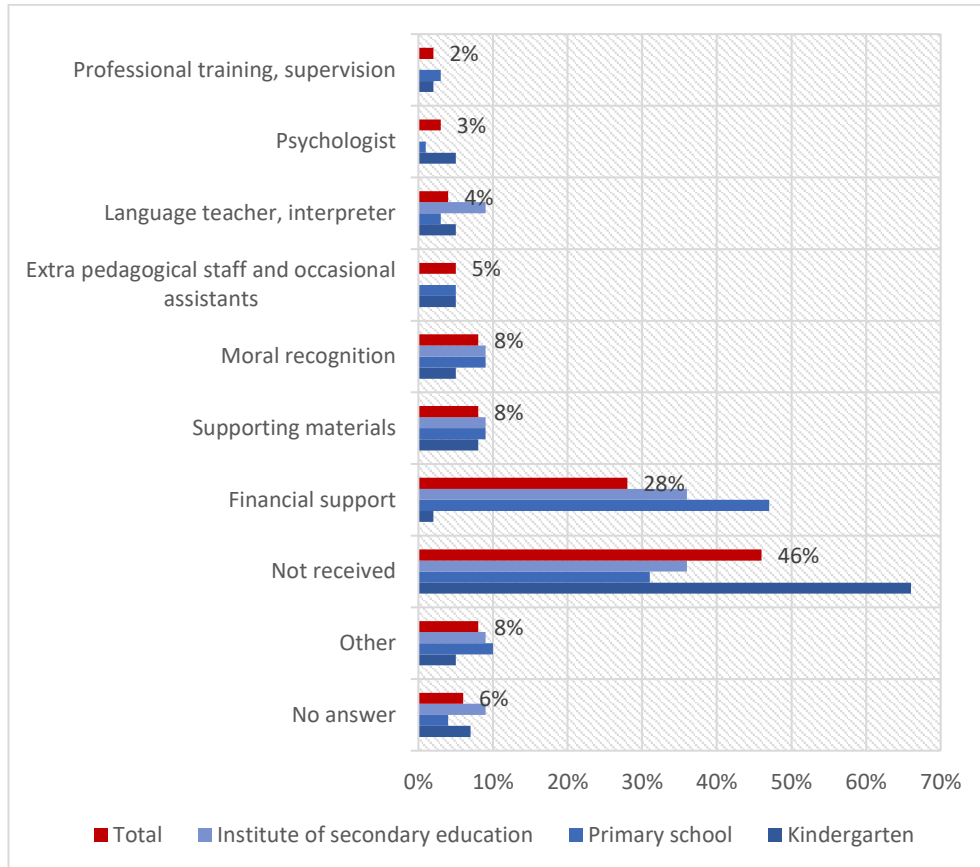


Source: Simon 2023, 13

In our research, we also asked whether the institutions received help, and if yes, what kind of help. The relative majority of the respondents reported that their institution did not receive any help. This rate is particularly high for kindergartens, reaching two-thirds of the respondents (66%), while primary schools are in the most favourable position (Figure 9). Kindergartens reported less support. The

reason for this is not that local governments provide less support: basically, kindergartens do not receive the additional state support of HUF 130,000.

Figure 9: Support received by institutions admitting refugee children by institution type and overall, teacher sample (N=145)

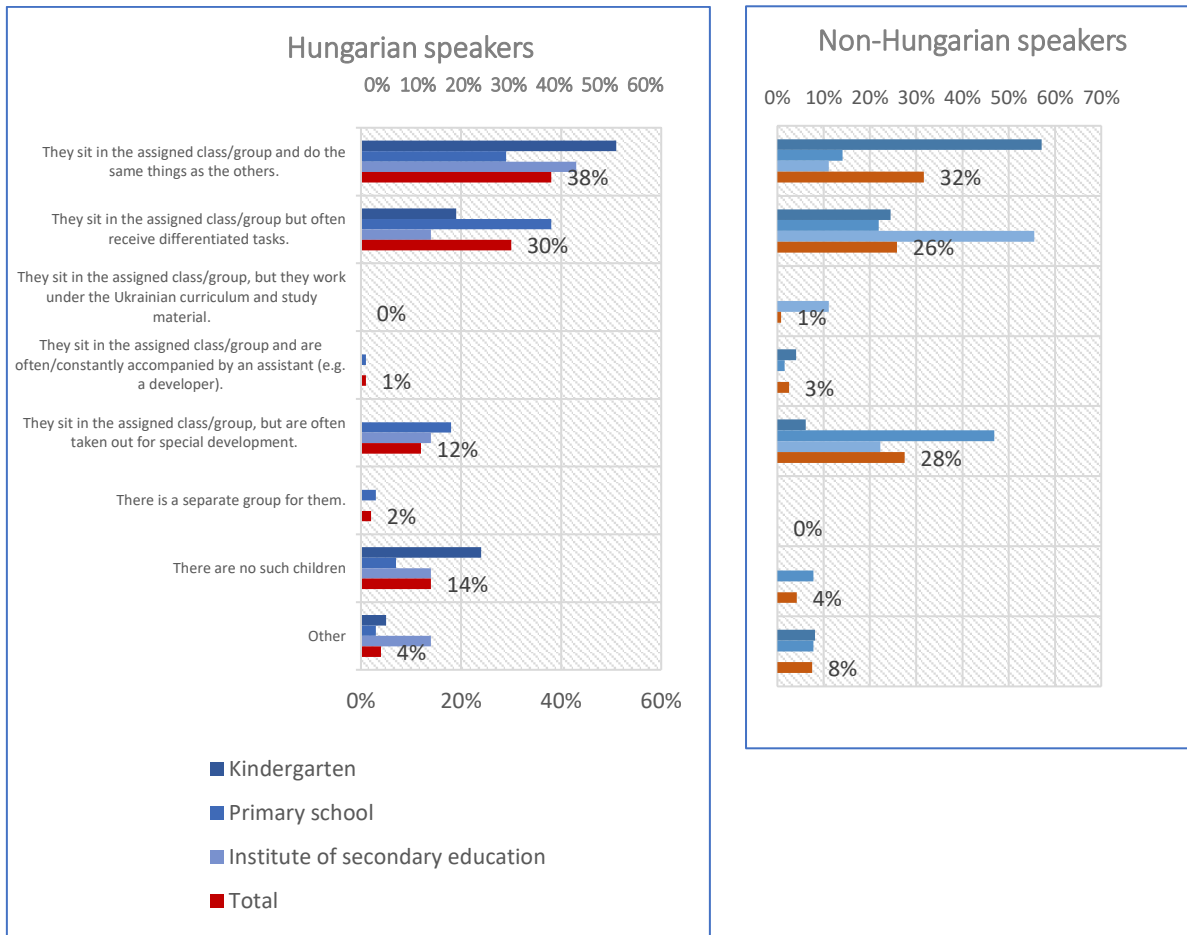


Source: Simon 2023, 15

The vast majority of teachers (85%) feel that dealing with refugee students is an extra workload, 41 percent consider it a significant, while 45 percent find it a tolerable extra workload.

Overall, the interviewed specialists have a rather negative view of whether they can provide refugee children with everything to meet their educational needs. Examining in more detail what kind of support refugee students receive at school, we get a depressing picture (Figure 10).

Figure 10: Methodological-pedagogical treatment of Hungarian-speaking and non-Hungarian-speaking refugee children by institution type and overall, teacher sample (N Hungarian speakers=110 N Non-Hungarian speakers=120)



Source: Simon 2023, 19

Most respondents do not apply any differentiation or support in the case of refugee students – however, it is worth pointing out here that a significant number of institutions and specialists do not receive any support for this activity. The information received from our partners and from the research clearly shows that in practice these students do not receive the comprehensive care that would be justified and necessary due to their previously listed characteristics (language difficulties, refugee situation, trauma, previous learning and cultural differences etc.).

Differentiation on the basis of spoken language appears more or less in all types of institutions, but it is mostly the practice of secondary institutions to include

Hungarian-speaking students in education without any differentiation. At the same time, several teachers highlighted that in the case of a Hungarian-speaking refugee student it is only the language that causes no difficulty – in fact, this is not always true, for example, if the student did not attend a Hungarian school, s/he does not know the standard technical terms – but almost everything else does. In Ukraine they study under a different curriculum, so not only the curriculum but the subjects themselves may also differ. In connection with this, it is also worth mentioning that although the schools themselves can generally see the integration process of refugee students and how gradually they can be involved, they are under an enormous pressure from the Hungarian education governance towards giving grades (school marks). The question is: how can traumatised children, who do not speak or write in Hungarian and are just learning about the environment, the other students and the curriculum be graded in history or Hungarian literature, or even in computer science or natural science subjects, based on the Hungarian curriculum. (Once again: the Ukrainian curriculum is completely different from the Hungarian one, not only due to nine years instead of eight, but also in content. And although the teachers would have the opportunity to find out what the students learned at home, since the curricula are available in English just as the textbooks of Hungarian-language education in Ukraine – this fact is not widely known, and no one has provided information about it.) It is an extreme example and a sign of the system's unpreparedness and possible harmfulness that there are students who, based on reports, receive a “fail” mark for not speaking the language. It can be stated that modern, basic approaches and knowledge related to refugee care cannot be seen at all in education in connection with assessment, which is known to be important in the students' learning path.

The extracurricular, individual development of students who do not speak Hungarian also raises concerns due to the lack of the necessary specialists (pedagogues, but in this case especially developmental and special education teachers and school psychologists) (Váradi, Erős, 2022) and due to the negligible help reported in this area (Figure 9): the question is *who carried out individual development and what exactly did this mean?* Many different sources confirm (continuously) that teachers of Hungarian as a foreign language are very much needed, but very few are available.

Recruiting additional staff: teachers and assistants, including staff with Ukrainian language competence to support the integration of refugee children

The complex exploration and care of the needs of Ukrainian refugee students and the provision of the necessary expertise and competencies do not appear as an aspect in the Hungarian education system. The need for Ukrainian or at least Russian⁴¹ language competence is not defined at the education governance level, and schools do not receive centrally organised language support or interpreting service.

Language is a serious barrier for both parents and children. Two-thirds of the respondents' children (68%) do not have an interpreter or assistant with whom they can speak in their native language. Only 39 percent of parents believe that the child understands what is happening in the lessons and sessions, another 22 percent are unsure, while 39 percent are certain that their child does not understand what is happening. Our pedagogue respondents also see that learning the language is a great difficulty under the current circumstances. When asked, they said that they would primarily expect translation and interpreting support from civil organisations.

Ukrainian-speaking assistant specialists have already been employed in some institutions, but there is no sign of a central initiative for the direct and active involvement of specialists related to Ukrainian education (which, of course, would also mean the removal of administrative obstacles) to create the conditions for supporting work and tasks within the institution.

Typically, Russian teachers are asked to deal with Ukrainian children and to keep contacts with parents – usually without special remuneration – and/or English-speaking classmates are obliged to take a mediating role. English also appears as a mediating language between teachers and parents – but this does not always work. There is no payment for this either, although the teachers even have to help fill out the lunch requests in the absence of forms translated into Ukrainian. Where there are employees who have resettled to

⁴¹In the course of our research, the responses of the contacted Ukrainian parent sample revealed that the children speak Russian and Ukrainian at a native level at almost the same proportion

Hungary from Transcarpathia, the task is divided among them – we know of a consolidated kindergarten where the Transcarpathian nurse was transferred to the designated institution that also received refugees previously, and the district’s Ukrainian kindergarteners are directed there.

Cooperation and practical communities: enabling exchanges between teachers, tutors, other educational staff and specialists, peer learning, peer support and networking

There is no initiative at the level of education governance for network cooperation between the involved schools and specialists. International and Hungarian civil organisations (which have been dealing with refugee care for decades) organise and create frameworks and opportunities for knowledge-sharing and cooperation between different actors (for example: UNHCR, UNICEF, Terre des Homme, Menedék - Hungarian Association for Migrants, Child Rights NGO Coalition, BMSZKI (Budapest Methodological Centre of Social Policy and Its Institutions) etc.). The EDUA project also joined this effort.

Although, among other things, various trainings are implemented in the horizontal relationship systems of the aforementioned organisations and networks, and schools that have experience in hosting foreign children try to provide support to other institutions in many cases, this reaches only a part of the people concerned due to the low amount of resources. Mainly those schools are not included in these voluntary, active cooperation schemes that have the fewest tools and may therefore mostly reject the efforts made for refugee students. Central coordination and the provision of conditions would be necessary also in this area to ensure that all involved institutions and specialists can participate in knowledge-sharing exchange of experience, training and professional support.

Guidance: adapting the existing methodological guidelines for integrating refugee children and young people to the specific circumstances

A fundamental problem in Hungary is that there are no guidelines for caring students who are refugees or do not speak Hungarian. Thus, adapting them to the peculiarities of the Ukrainian crisis cannot be the first task, but the direct goal is to

create them and make them available at a system level. Given the circumstances of the Ukrainian crisis, one of the necessary focuses would be care with trauma-awareness. As mentioned earlier, the members of the care system did not, and do not receive such training. At the same time, our partners and the research participants stated on numerous occasions that they can see a great need for providing individual help to students. Pedagogues who are not prepared for such situations feel helpless and, in addition to the language difficulty, they miss competent specialists who speak the language (assistants, school psychologists, drama pedagogues etc.). This situation is not made easier by the fact that competent civilian/external specialists are sometimes not allowed to enter the institutions. The reason for this is the legal regulation that applies to a certain group of civilians, but school workers and maintainers are also unsure about interpreting the said regulation. We know of a case where the principal did not allow the involvement of a volunteer interpreter with reference to this.

When we claim that the psycho-social needs are totally ignored in the care of refugee students, this means that in the extremely centralised Hungarian education system only those initiatives can appear and have an impact at system level that are launched, supported and financed by the education governance. And this dimension of care is not on their list. At the same time, it is important to indicate that civil and professional organisations and actors are doing everything they can to fill these gaps. However, their resources and authorisations are finite, so they can operate only in an isolated way.

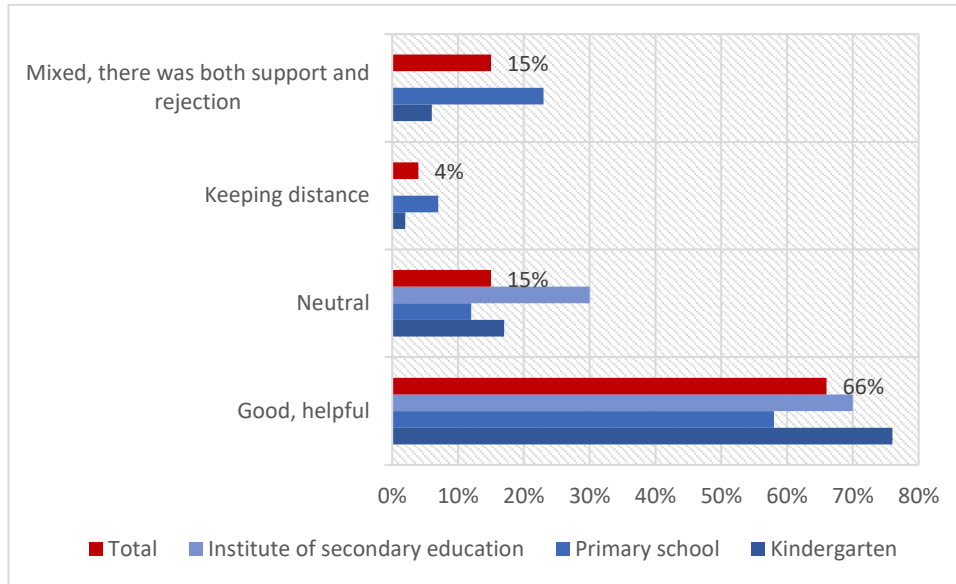
Appropriate training: training school principals, teachers, instructors and other staff to work with refugee children and their parents/guardians

- **the recent, often traumatic experiences of displaced children and their impact on their well-being and mental health**
- **providing support to restore social and emotional well-being**
- **preventing harassment, unconscious bias and discrimination**
- **building confidential partnership with parents and families**

The teaching staff, the majority students in class and their parents are not prepared and sensitised either in a narrow education professional sense or with regard to the refugee issue on broader terms. According to our partners, this has led to very offensive comments about refugee students on a number of occasions.

Fortunately, our research also confirmed in addition to several other surveys that the experiences of Ukrainian parents and students are mainly positive (Figure 11).

Figure 11: The relationship of parents and children with refugees by institution type and overall, teacher sample (N =135)



Source: Simon 2023, 21

In the responses of our Ukrainian parent sample, teachers were considered mainly helpful (the average value is 3 on a 1-4 scale) and no parents thought that teachers were not helpful at all. Overall, 43 percent of them found a teacher with whom they could talk freely (54 percent did not), but broken down by age group, only 25 percent of parents found an open pedagogue for 6-9 year old children.

Although we mainly experienced the teachers' willingness to help and the NGOs supporting families reported mainly positive student experiences at numerous meetings organised for cooperation, it is important to draw the attention to a blind spot. We were able to identify basically three types of schools: (a) dedicated, generally experienced institutions; they are looking for favourable interpretations of the regulations and loopholes, (2) they have no experience but would be happy to help, so they actively participate, look for opportunities to connect and support, at the same time, they are seriously frustrated by the many regulations that cannot be fulfilled, but they do not dare not to comply with them, (3) those who do not want to participate in caring refugee children, so they also have a rejecting attitude.

Civil initiatives do not even find the third type of institutions since they do not have the intention to actively search for solutions and to cooperate. This is where central management and support would have the very big task of providing them with the required help so that they would not feel completely powerless.

Of course, rejection due to extra workload goes beyond the refugee issue. At the same time, one should not completely separate the general problems of the education system from the integration of refugees as in many cases the former is exactly the cause of the latter's failures. The insensitive and abusive treatment of refugee children by an overburdened and burned-out teaching staff cannot be undone, but it can be prevented by optimising the conditions, tasks and circumstances and by providing the necessary professional support.

Transcarpathian Roma families can be considered a special group of Ukrainian refugees. Their situation is particularly difficult since they were also among the most disadvantaged groups in Ukraine. In many cases they are totally illiterate since they were neglected at an institutional level (compulsory school attendance could be bypassed). This is aggravated by the prejudice and the extremely exclusionary behaviour of Hungarian society against Roma people. Based on the feedback of many actors, they benefit only from a very small part of the forms and options of assistance. Their access to services in Hungary is mostly helped by the NGOs that specifically want to fight discrimination against Roma people (this means that they are even excluded from the majority of civil support). The Hungarian education system is not able to properly educate Hungarian Roma students, and similarly, in many cases, it cannot and does not want to cooperate with the illiterate Ukrainian Roma refugees either. However, it is clear from the reports of NGOs that at the places where they receive a kind of mentoring from NGOs, the receptiveness of the institutions can be developed thanks to the mediators, and the constant contact also helps to explain different habits and behaviours, so tensions do not accumulate.

It can be best illustrated in the case of Transcarpathian families that the process of social acceptance and integration can be greatly influenced by an actor who helps cultures to meet and learn each other and who is trained in building multicultural relationships and handling intercultural situations. At the same time, it is important to point out that every small or large group has and develops its own (sub)culture

with its characteristic customs and values, and if they get into a different environment, a bridge person or a cultural mediator can play a big role in mutual acceptance.

Based on the feedback from our partners, it can be said that many children of Transcarpathian Roma families do not fulfil their schooling obligations here either. We do not know anything about many families, since they are one of the groups that are often outside the scope of official and voluntary helpers – which is due, among other things, to severe prejudice. Since June 2022, the *Romaversitas Foundation*, as a Roma community educational organisation led by Roma people, has been coordinating, supporting and working together with organisations that support and develop Roma refugee children (and their families) nationwide, within the framework of a programme aimed at the educational inclusion of Roma children from Ukraine.⁴² Among others, these organisations are: *NestingPlay*, *Partners Hungary*, the *UCCU Roma Informal Education Foundation* and the *Győr-Moson-Sopron County Red Cross* supported by *United Way Hungary*, who organised an educational programme for Roma children in Csermajor.

The school district sends pedagogues to Csermajor to teach school-aged children in consolidated classes. The suspicion may immediately arise that this is again a kind of discrimination since separated education does not have much impact on children's integration process. On the one hand, the idea is right but, on the other hand, it highlights a specific problem that cannot be solved by a civil organisation but it once again requires central funds and intentions.

Some of the Roma children and young people do not want to participate in school education because they are placed among much younger students. Placement in lower classes also affects the majority of Ukrainian refugee children, mostly due to the initial language difficulty and to the difference between the Ukrainian and Hungarian curricula. Proposals have already been made in this regard, and they mainly support progress together with the age group; the initial hybrid classes – that we also recommend – can be a good tool, where, among other things, language is learned intensively and certain special subjects are taught in Ukrainian, while the

⁴² <https://romaversitas.hu/ukrainai-roma-gyerekek-inkluzioja/>

students can be with children of the same age in the classes of skill subjects. In several cases the result can be that they can join their peers in full time after a few weeks or months.

However, in the case of Transcarpathian Roma children and young people who have not learned to read or write, learning together with their age group is difficult not only due to the shift in curriculum (although the above-mentioned proposal can eliminate this situation over time) but the difference in knowledge is much greater. In such cases, the development of young people is a much longer process, which may require learning in a separate group (greater attention, more intense pace, faster progress). At the same time, since integration and socialisation are just as important as learning, the regular programmes where the aforementioned goals can also be realised must be planned, worked out and organised for them together with the process of learning and development. In addition to community programmes, they can also participate, for example, in skills classes together with students of the same age. Planning this requires a complex approach, and for its implementation the schools must have the necessary resources and support (for example: cooperation with competent civil organisations).

In Hungary, prejudice and discrimination against Roma people is a particularly big problem. From among the groups of Ukrainian refugees, mainstream society perceives and identifies them as economic refugees and not as war refugees. Unfortunately, this is once again a striking example of the great need for social sensitisation, for generally relieving the isolation from OTHERS, for highlighting the situation and the needs of refugees and for raising sympathy towards them. In general, it can be said that the Hungarian society – civilians – organised and joined various aid activities very quickly, actively and in a large number (practically creating and running the processes of direct refugee care). At the same time, the long-term, regular practice of acceptance and inclusion is sometimes difficult in everyday life, when the fast, immediate and exceptional nature of the events has passed. An example of this is the already mentioned insensitivity in certain schools towards refugee children (when the unwillingness and frustration of the institution or the pedagogue is shifted to the child), or towards families, when the administration – in the school or in the offices – rigidly insists on regulations that

are obviously unsuitable for managing these situations and no help is offered or given in order to manage the situation.

A similar example – almost nearing system abuse – is when the regulation itself makes it possible, or even compulsory, to ignore the interests of refugee children. For example: when applying for secondary education, the vast majority of refugee students will obviously not be able to complete the central Hungarian and mathematics worksheets with "competitive" results, not even those students who speak Hungarian (since they studied under a completely different curriculum!). The regulation (which, in fact, is not widely known even among the persons involved) gives the institution managers the opportunity to ignore the central entrance exam process. In several cases, the principal's answer was: s/he could do it, but s/he wouldn't. Of course, we also know about institutions where exceptional procedures were used. However, two questions definitely arise:

1. To what extent can the institution manager be held fully responsible for rejecting solutions that are constructive, promote integration but differ from the general regulations or may not be accepted by the superiors or by the parents, if neither the institution nor the pedagogues receive the central support (training, preparation, tools etc.) that they would need for performing the task responsibly and in high quality – especially under the current heavy workload and with a shortage of pedagogues and specialists?
2. How reassuring can it be to say "but there are also some 'nice' institution managers"? On the one hand, the institutions would be able to organise these exceptional procedures much more confidently if they had a professionally founded framework and recommendation (by strongly enforcing the aspects and priorities of refugees!) that they can use to consider, plan and act in individual cases. On the other hand, the chances and the quality of refugee care at system level cannot depend entirely on random attributes such as personality traits or capacities. Access to

opportunities (here: further education) must be ensured to all refugee students.

Support to caregivers

Mental health care to pedagogues, direct educational assistants and technical workers is not part of the human resources policy in the Hungarian education system. The education governance does not provide any mental or psycho-social support to school employees, either in a crisis or outside a crisis.

Proposals for preparing educational institutions and their educational staff to host refugee children

The following proposals mainly fall under the competence of central education governance. We would like to emphasise that the provision of services also means the recognition of needs, i.e. funding is definitely a task of the education governance.

It follows from this that it is necessary to involve actors and specialists from the civil and, occasionally, the private sector in the case of areas and tasks for which the state system does not have the necessary capacity and competence. Since this is typically a state task (for example: taking care of Transcarpathian Roma families), it is also necessary to recognise the costs of these actors.

1. Within the institutional system of public education, kindergartens are run by local governments (municipalities), so it is particularly important

to organise coordinated cooperation in comprehensive refugee care (not only in education, but especially there). Since the central government receives, for example, the amount to be allocated by the European Union to the care of Ukrainian refugees, it is also important to recognise the related costs of municipal educational institutions.

2. Education, just like refugee care as a whole, is characterised by a serious information deficit. In order to remedy this, a guide should be made for kindergartens, schools, pedagogical assistance services and school maintainers about hosting and providing care to Ukrainian refugee children. This includes the relevant laws (e.g. the possibility and conditions for claiming HUF 130,000 in the case of kindergartens and schools, placement to a lower class and special grading (marking) rules, conversion of Ukrainian grades, special conditions on secondary school final exams and further education, free meals etc.), as well as recommendations for accessing relevant information. This guide should be delivered to all public, church and private schools as well as to pedagogical assistance services.
3. The oktatas.hu website should provide a separate, clearly visible menu item presenting educational regulations and methodological recommendations etc. for Ukrainian refugee children – similarly to the menu item created for this purpose during Covid
4. There should be a designated person at the Educational Authority and at the State Secretariat for Public Education of the Ministry of Interior to whom questions, problems and proposals can be addressed on the topic.
5. The school districts, centres, other maintainers, pedagogical assistance services and unified special education methodology centres should employ trained persons responsible for the education and care of Ukrainian children, to whom schools and parents can turn with their questions, problems and care needs. Their names should be available on the websites of school districts and schools.

6. All state, church and private institutions hosting refugee students from Ukraine (education board, other employees, students, parents) should receive comprehensive, differentiated training (information, sensitisation, other aspects related to refugee students, such as trauma-informed care etc.)
7. A comprehensive, refugee-specific methodological programme on early childhood care should be made for kindergartens and should be sent to all institutions where refugee children appear.
8. Since support and training materials developed by competent civil and professional organisations are available for the actors involved in care provided to Ukrainian children (the materials were prepared with focus on the different tasks, roles and competencies of the actors), it is strongly recommended to involve these organisations and their materials in the preparation of the actors involved. These actors are as follows:
 - supporting civil organisations
 - hosting families
 - local governments
 - educational institution (managers, teaching staff, pedagogues)
 - majority parents
 - workers at after-school centres (*tanoda*)
 - pedagogical assistance services,
 - education governance,
 - early childhood care,
 - official bodies.
9. The maintainers should provide pedagogical assistance services, unified special education methodology centres and schools with conditions for employing and assigning competent specialists – pedagogical assistants, language teachers, interpreters, consultants etc. – required based on the perceived needs, and/or they should conclude cooperation agreements with civil organisations and specialists who have the necessary competence. In the case of church and private maintainers the state should provide the necessary resources.

10. The opportunity for horizontally connecting schools and kindergartens participating in refugee care should be developed at a national level in order to exchange experiences and to share best practices. They should support trainings and workshops launched by organisations, schools and kindergartens that have already gained experience in caring foreign students.
11. Already existing pedagogical programmes that help the integration of foreign students should be made available to schools providing care, and if necessary, their introduction should be authorised in a fast-track procedure.
12. Extended “Hungarian as a foreign language” teacher training should be organised for language teachers nationwide (to be accessed by all relevant institutions), there should be a public list of teachers of Hungarian as a foreign language, who can be requested if necessary and who undertake such a task (see list of experts).
13. An interpreter should be provided centrally for the institutions, if necessary. This task (overcoming language difficulties in institutions, supporting students and their families) can include specialists from Ukraine as well as Ukrainian-speaking people who do not necessarily have educational qualifications.
14. Students for whom it is not (or not only) the Hungarian language that causes a fundamental difficulty in entering the education system should get the necessary developments in a preparatory phase based on all types of their learning needs (for example: learning to read and write), and schools should receive centrally funded subsidies for this (as needed). If this task is carried out in cooperation with civil actors (for example: after-school centres), their costs should also be recognised. It is worth extending the amount of HUF 130,000, which is available for individual development, to this individualised, complex stage since initial individualised development is carried out in this manner.

15. At certain milestones of the learning paths (for example: applying for secondary education), a professionally founded framework and recommendation is necessary for institution managers and for persons responsible for further education at pedagogical assistance services (by strongly enforcing the dimensions of refugee care!), so that the possibility of further education should become barrier-free for Ukrainian refugee students (who, in many cases, evidently cannot meet the official expectations created for the mainstream).
16. It is also necessary to provide psycho-social support to school and kindergarten actors participating in refugee care.

Preparing the education system for involving Ukrainian teachers and the staff of early childhood education and care (ECEC)

Goals and priorities

Special attention should be paid to the integration of Ukrainian teachers and ECEC [kindergarten] staff, and the education systems must rely on their expertise and, more broadly, on those with Ukrainian language skills in order to help students' integration

Possible measures

Accelerated mechanisms: accelerated integration of teachers with a migration and/or refugee background into the education system by removing administrative obstacles and recognising prior qualifications

There is no central initiative for integrating specialists from Ukraine who can be involved in education, thus (although the Civil Platform for Public Education also raised this issue to the education governance among many other questions⁴³ (see Appendix 3) already in the spring of 2022), qualifications were not recognised in a fast-track procedure and the administrative obstacles were not removed despite

⁴³ <https://ckpinfo.hu/2022/03/29/33-kerdes-az-emmi-hez-a-menekult-gyermekek-oktatasarol-segiteserol/>

the fact that there is a law between the two countries ensuring the mutual recognition of qualifications. In the spring, the education governance informed us that the specialists do not want to work here. Since then, however, the acceptance of the job opportunity has become a condition for subsistence allowance – despite this, no one deals with this option.

Support to school communities; the coordinator role of teachers as pedagogical experts, involvement of volunteers, parents (as assistants) and Ukrainian teachers

The Hungarian education system is highly centralised, the individual institutions do not have the degree of autonomy (either in professional, legal or in financial terms) that is necessary for developing the frameworks, practices, procedures and methods for their pedagogical operation based on local demands and needs. Thus, neither local coordination nor the possibility of involving external actors (civilians, Ukrainian specialists, parents) have emerged in the case of refugee care either. It is important to emphasise that the schools and teachers have not received basic and complex preparation and training for refugee care.

Networking and professional communities; encouraging teachers and other educational staff, including Ukrainian colleagues, to participate in networking and in professional communities

As has been mentioned earlier, no central initiative was made and no conditions were created (for example, coordinated by the Educational Authority, the school districts or the Klebelsberg Centre) to ensure that schools involved in refugee care can connect for continuous exchange of experience and can learn from each other. The central management has made no measures in this direction despite the general, several decades' experience that schools clearly express their relevant need and its usefulness in any subject and area (e.g. Social Renewal Operational Programme (TÁMOP), Human Resource Development Operative Programme (EFOP)). This priceless and valuable work is currently carried out by several international and civil organisations in close cooperation with each other (for example: UNHCR, UNICEF, United Way Hungary, Menedék – Hungarian Association for Migrants, Romaversitas Foundation, Children's Rights Civil Coalition), the EDUA project also participates in this network operation by transmitting information and making it available.

Involvement and preparation of persons participating in early childhood education and care (ECEC).

Kindergartens participating in early childhood care do not receive preparation, training, or support at an institutional or kindergarten pedagogue level for providing professional and high-quality care for refugees. According to the opinion of education governance: *"Kindergarteners can be integrated quickly and easily since it is the general experience that young people are able to learn the given language in a few months in such an environment."*⁴⁴, however, this approach completely ignores, on the one hand, the general professional considerations of education regarding the integration of foreign children (obviously, not only language difficulties play a role – in fact, there are also pedagogical methods and practices to overcome this) and, on the other hand, it completely ignores the traumatising resulting from the Ukrainian refugee children's situation. Thus, comprehensive and complex care interpreted within the refugee context does not appear in early childhood care in any manner. There are no funds for involving specialists or organising training since kindergartens, nurseries and Sure Start Children's Houses do not receive financial support from the state, and the local governments that maintain them generally struggle with a lack of funds.

Proposals for preparing the education system for involving Ukrainian teachers and the staff of early childhood education and care (ECEC)

1. Involving specialists from Ukraine in pedagogical, special educational and psychological care should be made simple and quick (naturalisation process, establishment of a validation system etc.) as needed.
2. School districts and centres should submit their needs for employing Ukrainian refugee workers to the employment departments of government offices.

⁴⁴ <https://infostart.hu/belfold/2022/04/07/maruzsa-zoltan-nem-rangathatunk-le-senkit-a-vonatrol-azzal-hogy-iskolaba-kell-menni#>

Targeted activities promoting the inclusion of refugee children in education

Goals and priorities

Language support measures require interventions, including hosting and assessment, initial placement and admission, integration into the educational and social life of the school; non-formal learning (e.g. extracurricular, sports and cultural activities)

Possible measures

Learning the school language: early immersion in traditional classes and curricula, with additional specialised support to accelerate social and academic learning

No expectations and procedures are recommended, supported and provided by the central education governance for the language preparation of refugee students. The experience of the pedagogues interviewed in our research shows that it would be especially important to receive support to overcome language difficulties. The previously mentioned parental feedback also reflects that the progress of students whose mother tongue is not Hungarian is entirely uncertain. The Hungarian as a foreign language textbook provided to schools would not be sufficient for language development by itself even if it were not outdated according to experts; to our question, several pedagogues claimed not to use the textbook. The pedagogues themselves began to collect language learning aids⁴⁵ – however, these are not up-to-date either due to the lack of professional guidance.

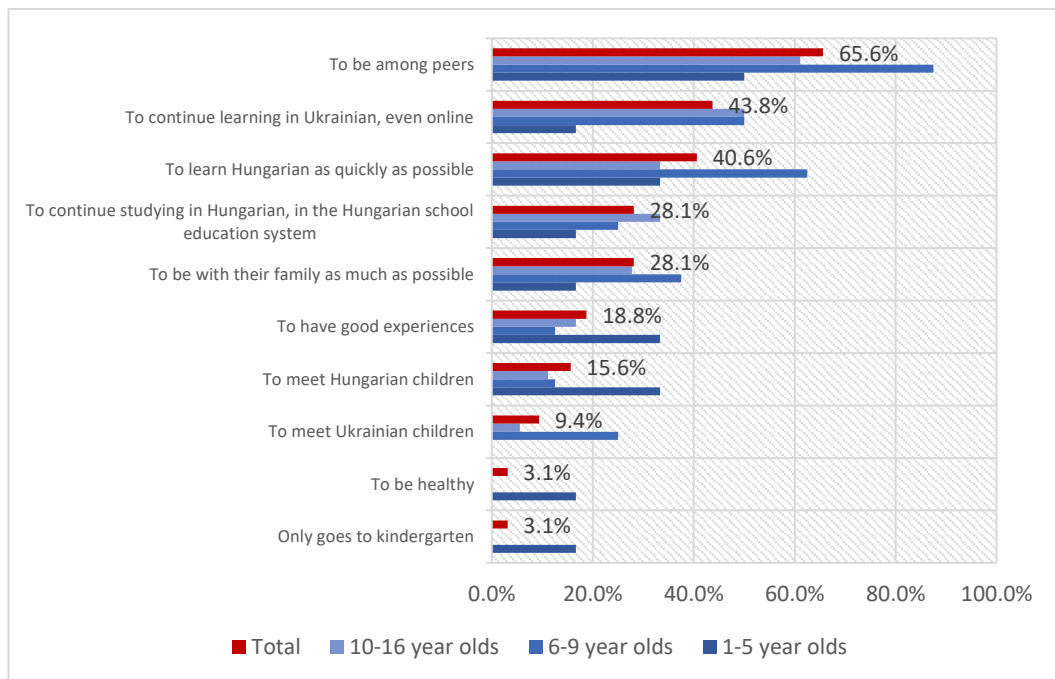
Five hours of catch-up classes per week provide the opportunity for special and language support, but the special knowledge required for this is missing. There are no “Hungarian as a foreign language” teachers in the schools, this task is solved by Russian teachers, if there are any. Only civil organisations organise training for them to help teaching Hungarian as a foreign language, but few people apply due to the heavy workload.

⁴⁵ „Ukrainian child in my class” group
<https://www.facebook.com/groups/952439865321105>

Maintaining the existing languages: access to language education at home (including teaching materials), creating an inclusive environment for children that appreciates their language and culture

The compulsory schooling prescribed by the Hungarian government can only be completed in the Hungarian school system. Following the Ukrainian curriculum during this period is not recognised, and it is not expressly supported either. Since Ukrainian parents prioritise students' progress and continuation of their studies under their own curriculum (Figure 12), some communities and organisations try to organise this outside the school time and the institution.

Figure 12: The most important need for children acc. to parents, by age group and overall, Ukrainian parent sample (N_{parent}=20, N_{child}=32; pre-recorded answers, several answers could be marked)



Source: Simon 2023, 9

Diversifying the learning approaches and tools; pedagogical methods used by teachers that enrich the learning experience and enable personalised learning according to the age, abilities and circumstances of the students

The pedagogical culture, approach and methods of the Hungarian education system are quite outdated, the inability of all levels of the system to adapt to individual learning needs is a big problem in mainstream education as well. Due to the

structural problems of the system, the educational practice cannot deviate from the curriculum/teaching focus and due to the overcrowded content-regulating document it is unable to introduce diversity to content and methodology in order to meet student needs. The opportunity to create personalised, individual learning paths is not available.

Differentiation is also prevented by the lack of competence, the lack of specialists and their heavy workload.

Ukrainian refugee students arrived and continue to arrive in such a learning environment and climate. Based on their feedback, pedagogues working in the host schools do not receive any kind of preparation for the appropriate care of refugee children either in terms of multicultural perspective, trauma-conscious approach or methodology.

It is important feedback that one of the main aspects of perception is the spoken language for refugee students, which basically also determines the way they are treated. If there are language difficulties, the children are described (with maximum helpfulness) as being difficult to get close to, and not motivated (not even in language learning). Moreover, specialists have indicated that at some places the children's behaviour at school was regarded – without any expert opinion – as autistic due to the language difficulties. Based on many similar experiences, it can be said that not even the most basic preparation is provided to the school communities concerned (teaching staff, class community, parents). The pedagogues also indicated upon the research that the problems of children with "behavioural issues" in the community are in some cases ethnically coloured in the eyes of Hungarian parents.

The *School Education Gateway*⁴⁶ recommended by the European Union, which is an international platform for school education, provides countries with a number of supporting materials that help governments to develop the education system into "refugee-competent"⁴⁷ institutions.

⁴⁶ <https://www.schooleducationgateway.eu/en/pub/index.htm>

⁴⁷ <https://www.schooleducationgateway.eu/hu/pub/latest/news/mental-health-refugee-pupils.htm> "Refugee-competent" institutions must be aware of the special needs of refugees and must equip their staff with the necessary tools and competencies required for supporting students coming from other countries. If we do not want refugee students to progress slowly with their studies, it is worthwhile to incorporate various forms of psycho-

Individual learning support: it is essential in order to catch up and to bridge possible learning gaps. More attention must be given to students with special educational needs

Since there is no system to support refugees with central coordination, there are no actors to mediate between families and schools. There is no comprehensive survey and examination – either before joining the education system or in the given institution – that would give a clear picture of the needs and necessities of the children, would inform the competent educational institution about the specific care needs and would enable the planning of personalised care for the child. Providing educational care to refugees has been marginalised to such an extent that neither the education governance draws attention to the fact (not even to this fact) nor do the institutions know about the fact (except those with practical experience) that when it is possible to place students in a lower class (obviously in justified cases), this also offers the opportunity to compile an individual curriculum and to make special assessment. It is not widely known either that special pedagogical programmes⁴⁸ have been developed and approved for this purpose, and it would be beneficial to make them easily and quickly accessible and applicable (of course, after the training and development necessary for application, which is provided by the education governance, if necessary, by contracting for task completion with the specialists who develop and apply the programme).

Care to Hungarian students with special educational needs (SEN) also has serious deficiencies. The lack of specialists, especially in disadvantaged areas of the country, prevents the implementation of the prescribed developments. It is not publicly known how and where SEN students can access the developments that are essential for them. The feedback from EDUA's partners shows that the care of Ukrainian refugee SEN students is not resolved. In response to our inquiry, the pedagogical assistance service indicated that an institution is designated in each school district of Budapest for receiving and providing care to SEN students. However, the language barrier is a very serious problem.

social assistance into everyday pedagogical practice. We can take into account all the children's needs only if we develop the broadest possible programme that covers the individual sectors, and we cooperate with social and health services."

⁴⁸An example for this is the Pedagogical programme of the Dr. Mező Ferenc Primary School https://mezosuli.hu/images/dokumentumok/pp_20180903.pdf

Psycho-social support:

with professional and community-based responses and ongoing psycho-social support to strengthen flexibility and social inclusion and to address the mental health issues of those in need. Social and emotional support must be embedded in a wider, cross-sector system

"refugee-competent schools": they are aware of the specific needs of refugees, where the staff and the community have appropriate competencies and skills (extended training)

integration of psycho-social support as part of the educational practice

improving access to non-formal learning opportunities, organising extracurricular activities, summer camps and intensive language courses that include interactions with peers from the host society

In the summer of 2022, fortunately a very large number of initiatives took place in order to make camping, attention and care available to children from Ukraine, with different focuses (psycho-social care, socialisation, skills development, language learning etc.). At that time, this was realised by a very wide range of refugee-supporting organisations from different sources, and reaching the refugee families themselves also required a diverse network of contacts. Of course, we know that not every family's children have entered the Hungarian public education system since September 2022, but those who have entered it are easier to reach directly through the school, and the others indirectly, *also* through them. At the same time, there are no central initiatives and measures to ensure that refugee children from Ukraine can enjoy (i) regular and organised leisure time among their peers, (ii) regular sports or leisure activities (community life) as needed. Obviously, no central, case-by-case programmes need to be organised, but resources and opportunities should be provided to all involved institutions so that they can organise regular extracurricular activities based on the needs of their own students, thereby helping integration and language learning as soon as possible and providing the opportunity for sports and exercise etc.

Proposals for targeted activities promoting the inclusion of refugee children in education

1. In order to create personalised development and individual learning paths, it is necessary to develop the ability of institutions and pedagogues to differentiate, and the current heavy workload of teachers and students must also be eliminated for the sake of meaningful work.
2. It would be necessary to have a strategic idea for the Hungarian language development of Ukrainian refugee students that provides them with language training at the level they need right from the moment of entry. Schools teaching Hungarian as a foreign language, bilingual schools and schools with language preparatory classes could provide significant help to develop this intensive language learning process. The central development of the strategy – giving room for adaptation to individual needs – would provide serious help to the host schools and could ensure that professional language development is available to all affected students.
3. It would be important to display the identity, culture and positive recognition of Ukrainian refugee students in everyday education. Considering the current conditions, multicultural development and the sensitisation of pedagogues and the school community is absolutely necessary for this.
4. During the training and extended training of pedagogues, the trauma-conscious approach – which is important in crisis situations – must appear in addition to the general multicultural approach. Those working with children must be prepared for pedagogical work both with the wider group of foreign students and with refugee students ("refugee compatibility").
5. No guidelines are available for pedagogical care adapted to the needs of SEN students who have fled Ukraine, so public data about them would also be needed (the members of the care system do not know about them either). It would be important to recognise the expert opinions issued in

Ukraine with a view to the heavy workload of the pedagogical assistance services.

6. It is absolutely necessary to provide interpreters for the care-providing pedagogical assistance services because the language barrier is currently a very serious obstacle.
7. In order to spend free time outside school hours, it is necessary to provide central resources and opportunities for all institutions involved, so that they can organise regular extracurricular activities based on the needs of their own students.
8. By changing the regulations and clarifying the rules, it is necessary to ensure the opportunity to involve civil organisations and specialists in organising extracurricular programmes and in meeting individual needs (tutoring, development, psychological help), either to the debit of the HUF 130,000 support or in the form of a pro bono activity.

Addressing refugee families and communities and ensuring multi-actor, cross-sector cooperation

Goals and priorities

Addressing refugee families and communities can help refugee children integrate into schools, achieve better educational and welfare results and families can integrate into inclusive societies

Possible measures

Guide materials, help centres and hotlines: informing parents about the organisation of the education system and access opportunities

The experiences, demands and needs of Ukrainian refugees do not play a role in creating and shaping the Hungarian regulatory system, and they are not channelled into the preparation of decisions. Our experience shows that the refugees, the organisations that help them and the members and employees of the care system are not informed about changes in the regulations, and there is no platform or

channel where the Ukrainian refugees can find information. It can be seen in many cases that the laws cannot be enforced, students cannot even enter the educational database (KRÉTA) because they do not have a permanent address or a certificate of residence in the appropriate form (see text in box).

- dual-citizen parents do not receive family allowance because they do not have a social security number and cannot apply for it due to the lack of a permanent address; the subsistence allowance initially provided to children was suddenly terminated without any justification
- despite the legal obligation, persons under temporary protection and dual citizens cannot buy medicine or use health care because health providers require a social security number

During our research, we asked pedagogues about how they perceive Ukrainian families' access to information. Two important sources were identified for choosing a school: other refugee parents who had already found a school and the municipality of the national minority. Pedagogues also believed that information flow is a very important factor for cooperation, and that it could be very useful if refugee parents were also members of the parent-teacher association. This is, of course, a desirable situation because it would also indicate how parents can find their place among other parents and how effectively they can communicate. At the same time, they find the lack of information general; many times Ukrainian parents do not know and do not understand why their child has to go to school if they follow Ukrainian online education.

Based on our previous proposals, we specifically consider the website of the Educational Authority to be the appropriate forum for all those involved in education-related refugee care (parents, pedagogues, helpers) to find the necessary information – structured in a way that is easy for users to handle.

Promoting collaborative and multidisciplinary approaches: enhancing communication and cooperation with parents and refugee communities by promoting cooperation between schools, parents, local authorities, civil society etc.

- **Specific activities carried out for, and together with parents**
- **encouraging families to actively participate in decision-making**
- **among other things, with the help of cultural mediators**

Based on numerous international examples and research, we know the model that is able to properly handle the diversity of students and parents as well as cultural and social differences. The involvement of parents and their partnership with the school can achieve spectacular results in social integration, in suppressing prejudices and discrimination and especially with regard to the students' learning motivations and results. This approach is strange to the operation of the Hungarian education system, parents are typically excluded from the teaching-educating work that takes place in the school, and they are not even allowed to enter the school building during teaching hours. Since no regular community programmes are organised by the institutions (once or twice a year, or two or three times in form of a competition), this type of operation (and its very positive effects) cannot be applied for refugees either. The institutions do not have their own budget, the central management has not defined such goals and similar programmes are organised only with external support. Cooperation is also made difficult by language barriers.

Synergies and cooperation with other policy areas: ensuring synergies and cooperation with other policy areas and cooperation with all other relevant agencies, government bodies, non-governmental organisations and organisations of the persons involved

The Hungarian refugee care system is generally not characterised by the cooperation of special areas, non-state actors can become locally involved in the work of large care systems on a totally random basis. Information flow is not satisfactory either within or between the areas. The pedagogues interviewed in the research indicated that the lack of information is general for all actors; many times not even the specialists – for example, the child welfare service – know the obligations of refugee parents and children.

The majority of dual citizens receive no care, and the reason for this is precisely the impracticality and incoherence of the regulations (see text in box).

Proposals for addressing refugee families and communities and for ensuring multi-actor, cross-sector cooperation

1. Basic and up-to-date information must be made available to Ukrainian refugee families in an accessible and understandable form, at national and local levels. In addition to the information, it must also be specified how to request information or how to report a problem to various offices in various case types.
2. It is important to assess how Ukrainian families evaluate the frameworks created for them and for their prosperity: it is necessary to regularly ask for opinions and suggestions and to improve services and regulations in the light of the feedback.
3. In order to promote active participation (which also plays a major role in integration besides access to information), schools should encourage Ukrainian parents to get involved in school life with the help of the school staff and the parent communities. For this purpose, it is worth creating informative materials in Ukrainian.
4. Schools need a budget for organising local school community life, from which they can finance these programmes according to the needs of students, parents and teachers. On a wider scale – locally, but also outside schools – municipal or civil organisations can also participate in organising these activities that catalyse social integration, against cost refund from educational or public cultural resources.
5. It is necessary for the schools and school districts to have an actor or a forum that monitors current events related to refugee care and can help both workers and families when necessary (or can even direct them to suitable and appropriate help).
6. A transparent situation and clear conditions must be created, but not only in the field of education. It is important that Ukrainian refugees can easily find the help they need in a coherent, coordinated system, and

that the various measures (for example: healthcare, social benefits, education, child protection etc.) do not contradict each other.

7. It should be reviewed what social benefits should be provided to people under temporary protection and to their children, and the technical opportunities should be created for using them. (For example, requesting home care allowance or a disability card.)
8. All rules and procedures regarding Ukrainian refugees must be made clear to those working in the individual areas, and the relevant regulations of the partner areas must be made accessible. The cooperation, teamwork and the development of professional relationships among colleagues working in different systems must be encouraged.
9. It is necessary to develop mechanisms that enable feedback on contradictions and deficiencies emerging during the practical application of the current laws in order to rectify them as soon as possible.

Long-term measures to promote inclusive education

Goals and priorities

Most education systems face significant equity challenges; immediate measures should be accompanied by associated structural measures aimed at ensuring access to quality education for everyone; inclusive pedagogical approaches, the promotion of multilingualism, where the language(s) and culture(s) of the refugees are valued together with the language(s) and culture(s) of the host country, where the cultural and social identity of migrant students is seen as an advantage rather than a deficiency or limitation; assessing the impact of integration measures and preventing segregation; promoting multilingualism, where the language(s) and culture(s) of refugees are valued together with the language(s) and culture(s) of the host country

Possible measures

Inclusive pedagogical approaches and learning environments based on a dialogue with all actors

As has been mentioned earlier, the Hungarian education system is not characterised by cooperation, although our modern pedagogical knowledge shows that sharing knowledge about the child between parents and teachers and the child's experience of harmonising the two living spaces has a beneficial effect in many dimensions. Schools are also dominated by a hierarchy based on the principle of authority rather than by partnership. The parent-school relationship is classically compared to trench warfare. A modern pedagogical approach and a change in pedagogical culture is a fundamental condition for changing school operations and dynamics. It is inevitable to re-evaluate the pedagogues' roles: a knowledge distributor must turn into a facilitator, the role of the knowledge distributor must be replaced with support to the knowledge construction process. Only this type of pedagogical approach results in a school that is based on cooperation and involvement. Considering the current system and the conditions, this requires fundamental changes, however, those are prevented by the extreme centralisation and by the total central control. No signs of change in the above direction can be seen at the level of education governance, either in the general system operation or in the care for refugee children.

Developing “language awareness” at schools: a broader multilingual and multicultural learning framework

The first step towards the necessary changes is the radical transformation of the pedagogical culture, followed by the consistent enforcement of this changed perspective in the entire education system: autonomies, the principle of subsidiarity, content regulators, textbooks... ensuring the conditions for adapting to the diversity of student and learning needs. Multilingual and multicultural teaching staff with a broad view of diversity requires fundamental changes also in pedagogue training – in many cases, even today, the training goals fail due to the practices and then due to the experiences and the environment of the career-starting period.

Measures to prevent discrimination and segregation: teacher training on unconscious bias, managing diversity in the classroom, new teaching methods in

an inclusive, multicultural environment; non-discriminatory, inclusive teaching methods based on dialogue and participation

Unfortunately, the current trend is exactly the opposite of transformative, non-prejudiced and liberating pedagogical approaches. The normativity enforced at all levels of the educational structure causes the extreme selectivity of the Hungarian system, and the regulations do not represent and do not even allow for the recognition of diversity. On the one hand, content regulation is extremely culture-bound and does not allow for the emergence of alternatives. On the other hand, the lack of time due to the multitude of over-detailed prescriptions makes methodological diversity impossible. The presentation of multiculturalism is completely prevented. The vast majority of teachers working in a traditional, authoritarian system cannot implement pedagogical operation within the framework of partnership, dialogue and knowledge construction. None of the measures concerning the education system promote the above described goals.

Structural measures aimed at preventing segregation may also be necessary, with special regard to the admission criteria and to active desegregating measures

The (expected) fight against segregation in Hungary has seemingly been going on for decades, still the situation has worsened in the last ten years. In fact, the structure currently in place creates numerous opportunities for the actors of the school system to achieve social separation⁴⁹ (Ercse 2018). In 2016, the European Commission (EC) launched an infringement procedure against Hungary due to the school segregation of Roma people.

The above context is important in the current situation because Transcarpathian Roma people are one of the most distinctive groups of people coming from Ukraine. And while the majority of institutions try – to a greater or lesser extent, based on their own professional experience and insight – to distribute students of the same academic year into different classes as much as possible, or try to somehow encourage them to integrate, most institutions do not even want to hear about Roma students. The education governance has taken no measures either to encourage the formation of mainly heterogeneous student groups for the sake of integration or to take action against extreme discrimination against Roma people.

⁴⁹ http://acta.bibl.u-szeged.hu/63478/1/en_vetkem_177-199.pdf

Whatever happens in this regard – regular programmes to promote integration, or the categorical rejection of Roma children – is beyond the interest of central management.

Monitoring and assessment: it would be necessary to track the students' results for demonstrating the effectiveness of the measures

- **tracking and assessing the learning, personal and social results**
- **mechanisms for making schools and political decision-makers accountable**

In order to assess the welfare and the progress of refugee students, it would be necessary, as a minimum, that individual and personalised development planned on the basis of an overall and comprehensive survey – for which the necessary competence, tools and resources are provided – is monitored in the assessment process that focuses on individual performance. Furthermore, in the case of progress in the social field (integration, social relations, interest, leisure time etc.), ensuring participation in as many forms and as often as possible will provide an opportunity for development and for its monitoring. There is no such supportive and developmental framework in the Hungarian education system, currently, help to students largely depends on the schools' individual affinity, creativity, workload and opportunities. The "*refugee compatibility*" of the central management and the teaching staff and *the primary consideration of the child's best interest*⁵⁰ are probably well shown by the quote below, which discusses the compulsory grading of refugee students. (For accuracy: The war broke out on 24 February 2022. In Hungary, refugees appeared in the education system in fairly larger numbers from September 2022. Pedagogues received the instruction on compulsory grading in May 2022 in the same way as in December 2022.)

“The former IT teacher said that: “Nobody gave us any information about how to give grades until the grading conference, but giving grades was compulsory. Nothing mattered, but three grades had to be given at the end of the semester because this is what the school's pedagogical programme prescribed. We asked several times what we should do and how we should give grades, for example in IT, as some students did not even have lessons in that depth. Basic knowledge was

⁵⁰ Convention on the Rights of the Child, Article 3

missing and they joined randomly during the year. We received different answers to the question every day. Since giving grades was compulsory, I personally decided to give a medium grade."⁵¹

We are not making proposals for **long-term measures and for promoting inclusive education** because, as we argued above, the education system has some basic, structurally defined characteristics that are obstacles to modern pedagogical care not only for refugee students but also for all students in the system. A summary of proposals needed to move towards a modern education system is beyond the scope of this project.

⁵¹ <https://oktatas.atlatszo.hu/2023/02/06/az-ukran-menekult-gyerekek-oktatasaval-egy-ev-utan-sem-tud-megbirkozni-a-magyar-kozoktatas/>

SUMMARY

Hungary basically lacks the structural conditions of a modern refugee care system as well as the concept and the ambition to offer support, acceptance and inclusion in line with internationally accepted principles, and consequently the necessary resources are also missing. The Ukrainian refugee crisis naturally challenges the care systems in all countries, but much depends on (1) the modernity and the current state of the care systems and (2) on the preparation and support initiated by the central government.

The lack of complex, well-considered and coordinated measures for care to Ukrainian refugees goes to show that providing appropriate care to them is not a priority for the central government. Basic frameworks and conditions are missing for their success in daily life.

The most comprehensive and one of the most serious problems is that it's impossible to gather the information that is essential for refugees. There is no public, central source or platform that the refugees or their assistants – or perhaps a member of the care system – can turn to, because the relevant information is not collected in a structured manner. It is not clear to any of the actors where they can go if they need information, if they want to solve a problem or even manage the necessary administration.

In Hungary, the education system is in a particularly bad state, and it is not able to provide quality education along personalised learning needs. The lack of specialists (pedagogues and education supporting specialists) and the system regulations inherently overburden the people who work here. The education system is basically extremely selective, there are huge educational inequalities (OECD, 2013, 2016, 2018) and the level of socio-cultural discrimination is extremely high, and keeps growing. Under such circumstances, the system and its actors do not have the multicultural approach and the open, inclusive attitude that is absolutely necessary for refugee care, and they do not have a pedagogical culture which is able and ready to adapt to the diversity of students and cultures, which considers diversity a value and can support the integration process accordingly.

In the Hungarian education system, pedagogues and institutions – except for schools with relevant experience – have a fundamental problem in dealing with

students who do not speak Hungarian, and they do not perceive, and therefore do not complete, further pedagogical tasks related to some foreign students who speak Hungarian.

Although it would be the task of the education governance to prepare all levels and actors of the system for a crisis situation and to ensure the conditions, the tools and resources necessary for appropriate care, this has not been done so far. Apart from strengthening the extension of compulsory schooling and providing the HUF 130,000 development money, there have been no comprehensive legislative changes, measures or developments in education to primarily consider the interests of children and to apply basic principles in refugee care. Basic data that are required for planning are either not collected or data access is hindered. There is no sign of conscious, needs-based reflective planning with necessary funding assigned to the tasks.

Of course, it is not just a question of legislation and funding to make up for the lack of the necessary specialists and competencies. Special education teachers, psychologists, cultural mediators, pedagogical assistants, teachers of Hungarian as a foreign language and interpreters would not be available all of a sudden and in sufficient numbers even if job statuses and competitive salaries were available. In many cases, teacher training does not provide the content that is needed, for example, for refugee care. However, the government has the opportunity to enter into partnership agreements with civil actors on task completion, to open the schools and to let in the necessary expertise, whether it's brought by Hungarian or Ukrainian specialists.

In summary, it can be stated that modern, basic approaches and knowledge in refugee care do not appear in Hungarian education at all. The education governance does not seem to have an authorised, appointed and competent person in charge of refugee care, whose task would be to organise and coordinate a well-organised system streamlined to the specific situation and to carry on continuous cooperation with domestic civil and international partners. Civil and specialist organisations and actors do their best to remedy the identified shortcomings. However, their resources and powers are finite, so they can operate only in isolation. This is exactly why governments always carry major responsibility, especially in such a highly centralised environment.

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ANNEXES

Annex 1 The practice of providing education to Ukrainian refugee children in the Central and Eastern European reference area

Poland, Romania, Slovakia

Poland⁵²

The adopted special law has created an extremely flexible legal toolkit. It enables the admission of children of Ukrainian refugees to Polish schools and classes, as well as the creation of preparatory classes in the following age groups: in years 1-3, 4-6 and 7-8, as well as in secondary schools.

In the preparatory classes, Ukrainian children mainly learn Polish – six hours a week is the minimum requirement in schools. Everything else that is included in the curriculum of the preparatory classes depends on the school, its principal and the teaching staff.

Preparatory classes can also be created in an infrastructure that normally does not exist in schools and that does not "actually" serve the needs of Polish education.⁵³

The official websites and advertising platforms of the Polish government provide information on all forms of support, initiatives, regulation changes, offline and online events and fundraising opportunities.⁵⁴

Higher education⁵⁵

Upon arrival in Poland, students can submit their application for admission to the higher education institution of their choice. They can start and continue their

⁵² <https://www.unesco.org/en/articles/polands-education-responses-influx-ukrainian-students>

⁵³ <https://www.gov.pl/web/edukacja-i-nauka/konferencja-prasowa-ministra-edukacji-i-nauki-przemyslawy-czarnka-sekretarza-stanu-w-kprm-rzecznika-prasowego-rzadu-piotra-mllera-oraz-sekretarza-stanu-w-ministerstwie-spraw-wewnetrznych-i-administracji-pawla-szefernakera>

⁵⁴ <https://www.gov.pl/web/psmlubaczow/sos-ukraina>

⁵⁵ <https://www.gov.pl/web/ua/Navchannya-ta-naukova-diyalnist-v-Polshchi>

studies on the basis of the agreement between Poland and Ukraine on the mutual recognition of documents certifying education and academic degrees. It is also possible to continue studies if they do not have documents proving a study period, a successful exam, credits or work experience. It is enough to declare that on 24 February 2022 they were students of a higher education institution operating in Ukraine in a given academic year, according to a given study direction and level – this is made possible by a separate law. The academic results are checked by the selected university, according to the university's own rules, where the student applies for admission.

Full-time students are exempt from education costs if they:

- have a refugee status,
- are under temporary or supplementary protection in the territory of the Republic of Poland,
- have a Polish card.

The rector of the selected higher education institution can give exemption from paying tuition for certain professions – doctor, dentist, pharmacist, nurse, midwife, laboratory technician, physiotherapist, paramedic. The terms and conditions of exemption are determined by the university.

Primary and secondary education

Within the framework of the "PSRP Comfort Zone" project⁵⁶, the Student Parliament of the Republic of Poland launched free psychological assistance for Ukrainian students. Professional psychological assistance is provided in Ukrainian. Within the framework of the "PSRP Comfort Zone" project, individual, free online discussions with psychotherapists can also be used. 30 minutes are planned for each psychotherapy consultation. Examples of help include worries about the loved ones, sleeping problems or ways to manage anxiety. The project is implemented on the instructions of the Minister of Education and Science, so the psychological consultations are free.

⁵⁶ <https://wsparciepsychologiczne.psrp.org.pl/ua/>

Helpline for children: a free phone line where children can talk to specialist psychologists about any youth problem. Especially when it comes to war traumas.⁵⁷

There is a 24-hour victim helpline in Ukrainian for Ukrainian refugees. Anyone arriving from a war zone receives free help from the Justice Fund, which is administered by the Ministry of Justice.⁵⁸ This line is basically used for answering legal questions and helping with bureaucratic matters.

The digital student ID application can be downloaded and used for free, and it can facilitate administration when registering at an educational institution or when switching between two educational institutions.⁵⁹

A constantly updated online "live map"⁶⁰ is published about registration sites, information points, blood donation points, pharmacies, social assistance sites, hospitals, consulates and government customer service offices operating in the country. Feedback shows that this is extremely helpful.

The *Wolnosci Institute*⁶¹ supports the entire process with experts, including registration upon arrival in the country, psychological and financial assistance, acquisition of free educational tools.

The *Edtech Foundation*⁶² has launched a number of activities to improve the education of Ukrainians in Poland. To this end, articles, lesson plans and guides have been prepared on topics such as group, classroom and school integration, intercultural support etc.

Romania⁶³

<https://fiipregatit.ro/ghid/ajutor-umanitar-refugiati/> - The portal is operated by the government and describes the first steps for refugees and collects the most important information.

⁵⁷ <https://www.gov.pl/web/gov/telefon-zaufania-dla-dzieci-i-mlodziezy--infolinia>

⁵⁸ <https://www.gov.pl/web/ua/Yurydychna-dopomoha>

⁵⁹ <https://www.gov.pl/web/mobywatele-w-aplikacji/mlegitymacja-studencka>

⁶⁰ <https://dopomoha.pl/en/#map=6/50.677/24.088>

⁶¹ <https://www.helpukraine.com.pl/en/home-english/>

⁶² <https://edtechpoland.pl/en/educational-support-for-ukraine/>

⁶³ <https://www.edu.ro/alaturi-de-Ucraina>

Effective government regulation:⁶⁴

In order to respect the right to education and equal opportunities, Ukrainian students arriving in Romania can be enrolled in any student groups/classes as they wish (Article 125 (2) of ROFUIP).

For Ukrainian students who wish to learn the Romanian language, the school inspectorates create the necessary conditions and provide appropriate human resources to fulfil the request.

Ukrainian students have the right to free housing in boarding schools, meal support (in the form of free school meals and additional food support), educational materials (such as: Romanian and, if possible, Ukrainian language textbooks, notebooks, writing instruments, technical equipment necessary for learning [if the school can support the student with a tablet or laptop]), clothes, shoes.

Committees are set up at the level of school inspectorates with the following members: a primary school inspector, two school inspectors, three teachers and a school psychologist/consultant. They coordinate the placement of individual refugee children and the start of education.

A constantly extended online database has been set up with materials available in English, Ukrainian, Romanian and, in some cases, Hungarian to help Romanian teachers and instructors coming from Ukraine with concrete teaching materials, lesson plans and good practices.⁶⁵

This website was created by the Ukrainian MoES (Ministry of Education and Science of Ukraine) within the framework of the "Educational Quality Assurance System" initiative, implemented under the "Support to Ukraine's Reforms for Governance" (SURGe) project. The site collects useful information on, among other things, the structure and functions of the Romanian education system.

Refugees accommodated in public and private higher education institutions as well as in public and private educational institutions receive an allowance of 50

⁶⁴https://www.edu.ro/sites/default/files/fi%C8%99iere/Minister/2022/RO_UA/04_03_2022_Adresa_ISJ_ISMB_elevi_ucraineni.pdf

⁶⁵ <https://refugee-ed.sqe.gov.ua/programs-and-textbooks/?clas=Grade+5#secondary>

lei/refugee/day for accommodation and 20 lei/refugee/day for meals, for a maximum period of 90 days.

Slovakia⁶⁶

Students who arrived in Slovakia in connection with the armed conflict can participate in education under the same conditions as other foreigners. Those who have problems with integration into the school system due to language difficulties receive special education and training and individual assessment.⁶⁷

Characteristics of the assessment

The assessment of foreign students must be as individualised as possible, i.e. it must be adapted to the specific needs and development opportunities of the students. During the adaptation process of foreign students, when learning the language of education, it is recommended for schools to use predominantly verbal evaluation during both interim and summative assessments.

Based on the recommendations of the Slovak Pedagogical Institute, schools take the following steps in the case of Ukrainian refugee children and parents:⁶⁸

- The contact details of the specialists to whom students and their families can turn to for help are published on the school's website and notice board.
- On the first day of the refugee student's arrival, the school makes it a priority that the teaching staff and the school management discuss the student's individual situation (if needed, with the involvement of specialists) and set up an individual curriculum, if necessary.
- Monitoring the statements of government officials and institutions is the responsibility of the institutions.
- A school psychologist and the representation of civil society organisations are required within the school. If there is no school psychologist or school support group in the school, they can contact the nearest Centre for Educational and Psychological Counselling and Prevention (*Centrum*

⁶⁶ Total registered student numbers at the following link: <https://ukrajina.minedu.sk/data/att/25414.xlsx>

⁶⁷ Under the law Podľa § 55 ods. 2 zákona č. 245/2008 Z. z. -> accordingly, the education policy is aligned with the provision of 2008

⁶⁸ <https://vudpap.sk/en/krizova-intervencia/>

pedagogicko-psychologického poradenstva a prevencie Petržalka - CPPPaP)
and receive temporary school psychological help.

- Summary information on crisis management for teachers and the professional staff: <https://vudpap.sk/krizova-intervencia/>

Teachers have to keep track of these updated summaries.

- Knowledge-sharing platforms must be built on case-level experiences at the given settlement, in the narrower region and at the national level. Practice shows that the intensity of using these online forums (Facebook groups, blogs etc.) varies.

Annex 2 The practice of providing education to Ukrainian refugee children in Western European countries

France, Ireland, Germany

France⁶⁹

Government level⁷⁰:

Ukrainian children first attend local schools and are placed in host classes adapted to non-French-speaking students. After assessing their knowledge of French and mathematics, they can be integrated into normal classes. Programmes are created at local level to integrate Ukrainian children into the school system.

Free school meals and psychological support are provided to all refugees. Parents are assisted in enrolling their children in school, and teachers are provided with funds to help them accommodate traumatised students.

Articles L.111-1 and L.114-1 of the Education Act guarantee access to education for all children between the ages of 3 and 16, as well as prescribe the obligation of training for children between the ages of 16 and 18 who reside in the country. Thus, all students newly arrived in France must receive education regardless of their nationality or personal situation.⁷¹

Learning the French language is a key issue for the success of non-French speaking students. The education units of incoming allophone students (UPE2A) allow the affected students to enrol in a mainstream class while learning French as a second language in an increased number of hours, according to their needs and language skills.⁷²

⁶⁹ <https://www.unesco.org/en/articles/frances-education-response-influx-ukrainian-students>

⁷⁰ <https://www.education.gouv.fr/accueil-des-enfants-ukrainiens-l-ecole-point-de-situation-au-1er-avril-2022-340949> – figures on refugee children

⁷¹ <https://www.education.gouv.fr/accueil-et-scolarisation-des-enfants-ukrainiens-340790>

⁷² <https://www.education.gouv.fr/la-scolarisation-des-eleves-allophones-nouvellement-arrivees-et-des-enfants-issus-de-familles-4823>

Refugee children are given access to Canvas, the central learning platform containing online learning materials, where their teachers and other assisting specialists can upload materials, tests, other information and assessments. Special efforts are made to extend the training offer at this platform. The aim is that the uploaded materials enable teachers of ordinary classes to better understand the specific needs of these groups and to be able to adapt the materials into their own teaching practice. (This is actually a huge bank of tasks and tools, which helps both the students and their hosting groups).

The platform operated by the General Directorate of Education supports children from Ukraine (more broadly, children from the conflict zone) and the teachers and classes that receive them. *m@gistry*⁷³ is an online platform, a training space and training framework, which is also used for progress monitoring.

Eduscol's page "*Évoquer la crise ukrainienne avec les élèves*" (Discussing the Ukrainian crisis with students) highlights different aspects of the conflict along the suggested sources and on various time scales, and tools are provided to understand the information available on the Internet. Spiritual problems, student thoughts and aspects of the war are usually processed according to the latest international sources. Anyone can access its online recordings for free, and Ukrainian refugee children can join the network through any school.⁷⁴

Ireland⁷⁵

Government level:

Ukrainian children and young people can receive two years of free kindergarten and primary school education.

The education and training programme for younger children provides two years of free kindergarten education. The Early Childhood Care and Education Programme (ECCE) is provided in three hours a day and five days a week from September to

⁷³ https://magistere.education.fr/local/magistere_offers/index.php?v=formation

⁷⁴ https://eduscol-education-fr.translate.goog/3119/evoquer-la-crise-ukrainienne-avec-les-eleves?_x_tr_sl=auto&_x_tr_tl=en&_x_tr_hl=en&_x_tr_pto=wapp

⁷⁵ <https://www.unesco.org/en/articles/irelands-education-responses-influx-ukrainian-students>

June. ECCE represents more than 4,000 organisations nationwide. The state pays the full cost of the ECCE.⁷⁶

Schools strive to be family-oriented. It is also a priority to support English language learning for adults and children. Schools constantly cooperate with the National Council for Special Education (NCSE) to ensure enough places in classes. Ukrainian children are considered here to have special educational needs, so the system automatically prescribes a language assistant, a psychologist, a developmental pedagogue and the creation of an individual curriculum in order to help the students.

To coordinate support for Ukrainian families coming to Ireland, the Ministry of Education has established regional education and language teams (REALTs). REALTs are hosted by Ireland's 16 regional education and training committees consisting of the regional education support staff. REALT's primary mission is to build on the existing regional education supporting structures, and initially it focuses on helping Ukrainian families with school places. REALT also supports schools in the region in meeting the emerging needs of children, as well as advises and supports the Ministry of Education in developing new capacities.

It prepares a summary/informative document on all educational policy measures and recommendations of the government^{77 78 79}, which is sent to all schools and given to all Ukrainian refugee families. Schools help the integration of Ukrainian children in line with the recommendations.

Online learning and training is also supported at a governmental level. Schools and students get individual access to the SOLAIS⁸⁰ online curriculum system, where individual development can be designed with the help of teachers. Online learning

⁷⁶ <https://myccc.ie/>

⁷⁷ <https://www.gov.ie/pdf/?file=https://assets.gov.ie/243734/547656ea-642d-4909-918e-18154542b2b9.pdf#page=null>

⁷⁸ <https://www.gov.ie/pdf/?file=https://assets.gov.ie/217930/aa028f91-8a12-4ea4-8390-011e3a142931.pdf#page=null>

⁷⁹ <https://www.gov.ie/pdf/?file=https://assets.gov.ie/217930/aa028f91-8a12-4ea4-8390-011e3a142931.pdf#page=null>

⁸⁰ <https://ecollege.etbonline.ie/>

is especially important for students who change schools within the country in a short period of time (2-3 months).

Primary and secondary education:

Children between the ages of 4 and 18 are supported in general primary or secondary education provided by the state. Parents can contact any local primary or secondary school.

Germany⁸¹

Government measure:

it may differ from province to province, but the central directive is the same.

The scientific branch of the conference of ministers of education and culture made the following statement: "We stand in solidarity with Ukrainian scientists and students. We are building a scientific bridge for them to Germany."

The Association of the Federal Ministry of Education and Research, the provincial ministries and the Federation of Scientific Organisations decided to set up a central point of contact for students and scholars – funded by the Federal Ministry of Education and Research – to provide information about the specific support measures of the federal government, the provinces, universities, scientific organisations, student organisations and the Federation of Scientific Organisations. This must be made available free of charge to universities, scientific organisations, student associations and foundations. The platform is managed by the German Academic Exchange Service.

Higher education: Almost every university in every city has compiled "aid packages" providing more or less all available support, including accommodation, the recognition of Ukrainian studies and a financial scholarship scheme. – <https://www.daad-ukraine.org/de/unterstuetzungsangebote/uebersicht-vorhandener-hilfsangebote/>

Primary and secondary education: It varies in every province. Packages have been compiled for each province, which can also be accessed from the central government website: <https://www.kmk.org/aktuelles/ukraine.html>

⁸¹ <https://www.bmbf.de/bmbf/de/bildung/bildung-im-schulalter/bildung-im-schulalter.html>

Joint decisions by the ministers of the provinces⁸²

Common, basic framework established by the permanent conference of the ministers of education and culture of the provinces for preparing the school education of children and young people in the 2022/2023 school year:

1. integration/language learning – Children and young people must be integrated into the German school system. To this end, the provinces use existing provincial support programmes for educating newly immigrated children and young people who need protection. Learning German (as a language of instruction) is facilitated by teaching German as a second language.

Where possible, teaching must also include Ukrainian language lessons (on a voluntary basis).

2. compulsory schooling – The rules of the provinces on compulsory schooling apply.

3. transitions and qualifications – In the interests of equality, Ukrainian children and young people seeking protection are subject to the same transition and qualification rules as the other students.

4. online learning opportunities – Online Ukrainian materials can be integrated into regular lessons on a complementary and supplementary basis. Students applying for protection can privately use additional online learning opportunities in their home country, so, if necessary, they can also strive to obtain national qualifications.

5. Employing Ukrainian teachers – Provinces enable the long-term employment of Ukrainian teachers with the existing tools used for offsetting foreign teacher qualifications. The means of temporary employment as an assistant teacher can be used further, if necessary.

– School obligation⁸³: Ukrainian children are also subject to the effective provisions on compulsory schooling at the provincial level, and compulsory education also applies to Ukrainian refugees.

⁸² https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2022/2022_06_23-Beschulung-Kinder-Ukraine-SJ-22-23_01.pdf

⁸³ https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2022/2022_05_10-Ukraine-schulpflichtige-Kinder.pdf

The following is available in most provinces:⁸⁴

- 0-24 telephone service, where the registration of school-aged children begins together with the entry and registration into the country
- online teaching materials and learning resources in German and Ukrainian (the goal is mainly language learning)
- free language courses and language preparation lessons
- child care centres, kindergarten and nursery sessions (also in form of summer camps)
- psychological assistance programmes both at student and family level
- opportunities to employ Ukrainians with a teacher degree in individual schools (on condition that they also learn the language)
- joint programmes for German-Ukrainian children, which also serve inclusion and the processing of war traumas
- consultation hours in Ukrainian
- support to curriculum and teaching materials
- financial support for school start

⁸⁴ the list has been compiled based on the page containing the common list of provinces, which redirects to the platform of each province. These are many different platforms with very similar information.

Annex 3 Letter of the Civil Platform for Public Education to the education governance in March 2022

The Civil Platform for Public Education has monitored – from the very beginning – the measures taken to provide education to Ukrainian refugee children. They were worried to see that the education governance does not handle the issue with a complex, comprehensive policy approach that considers the interests of children on the merits. This is why the Civil Platform has formulated 33 questions constructively, hoping that its structure will help to organise care in a more meaningful and efficient manner.

Although State Secretary Zoltán Maruzsa responded to our letter, there are still no satisfactory answers to most of our questions. Therefore, we consider it worthwhile to publish the letter in order to make the structure of the problem clearly visible.

Ministry of Human Resources

To the attention of Minister Miklós Kásler and State Secretary Zoltán Maruzsa

Dear Mr. Kásler, Dear Mr. Maruzsa,

Refugees have been continuously arriving in our country for more than a month as a result of the Russian-Ukrainian war. The public education organisations represented by the Civil Platform for Public Education are worried to see that no properly working system with clear, transparent care routes has been set up for the diverse, heterogeneous groups of children fleeing the war. The procedures that must and can be followed in the individual cases in conformity with the needs are not clear either to the people arriving in our country or to the actors involved in their care. Neither the availability of the necessary extra resources, nor the preparation of the institutions designated to carry out the tasks seem to be guaranteed.

For this reason, we consider it important both for the refugees and for the Hungarian institutional system – that hosts them and provides services to them but struggles with the lack of resources – that the competent State Secretariat for Public Education of the Ministry of Human Resources gives reassuring answers to the following questions.

We inform you that we are going to publish both our letter and your response through our own channels and through the media. We consider this necessary and self-evident; in this situation, all information should receive the widest possible publicity, thereby reducing uncertainty and unpredictability.

Budapest, 29 March 2022

On behalf of the Executive Board of the Civil Platform for Public Education

Andrea Dömsödy, Kriszta Ercse, Ágnes Juhász

The questions

Planning, coordination, responsibility

1. Who is responsible on behalf of the government and the ministry for providing education and assistance to Ukrainian children?
2. Have you created or are you planning to create a consultation body to learn about the problems of the area and to prepare measures? If so, who are (will be) its members?
3. Have you prepared or are you going to prepare an action plan for the education, assistance, mental, health etc. care of various groups of refugee children with different needs (Hungarian, Ukrainian, Russian native speakers; those who wish to continue their journey, those who are uncertain, asylum seekers, those planning to stay permanently)?
4. for the possible outcomes of the war, for various scenarios of the presence of refugees in Hungary?
5. Does the government have information on the number, age, mother tongue, movement within the country and plans of Ukrainian children coming to and staying in Hungary? Is there a registry of refugees with pedagogical experience? Are you planning to collect this information in any manner?

6. Is there a connection with the Ukrainian Ministry of Education with regard to the education of refugee children?
7. Is there any cooperation with the countries hosting Ukrainian refugees in identifying problems, opportunities and good practices? Do you have access to the experiences and professional materials of the countries that previously accepted refugee children?
8. Is there a strategy for the gradual and staged integration of children into the Hungarian school system?
9. Is the ministry planning child protection measures for children who arrive without their parents or who need care for other reasons?
10. What part of the 300 million euros (more than HUF 100 billion) – allocated by the EU to handle the refugee crisis – can the State Secretariat use? What other financial resources are available to educate and help children?

Information

11. Have you prepared, or are you preparing printed and online information for parents, teachers and assistants in Hungarian, Ukrainian and Russian about what they have to do and what they can do, about the available state, local governmental and civil services, about free online learning materials in Ukrainian etc.? If so, where are they available and how are they distributed?
12. On which government or ministry website are laws and information available on the education, assistance and protection of Ukrainian children as well as on available support and allowances? Are you planning such a menu item on the official website of the Educational Authority?
13. Are you planning a website to share good practices?
14. Do the institution maintainers as well as civil and church aid organisations dealing with refugees, including children, receive regular official information about regulations, forms of support and expected measures? If yes, how can anyone get access to the information?

15. Is there a responsible person or a professional team at the ministry to whom pedagogues and assistants can turn to with professional, administrative or organisational problems? If so, where are their contact details available?

Regulations

16. Can any kind of regulation be expected also with regard to children who do not apply for temporary protection status?
17. When can we expect laws and executive instructions that are more detailed than the already published decrees on the admission of children to nurseries, kindergartens and schools, on the admission obligation and on the amount of support payable after the students?
18. What is the exact regulation on which institution is obliged to host specific children? Are there any institutional and pedagogical expectations towards the host schools and towards the individual developments prescribed as a condition of support?
19. How do you want to enforce in the regulations the professional statement which claims that formal education defined by performance expectations is not desirable for refugee children at the initial stage?
20. Can we expect any regulation and information on how the education of refugee students, the assessment of their performance and the administration of their progress can differ from the general regulations? Will schools and pedagogues be given a free hand in determining this?
21. How are you planning to handle the compulsory education of asylum seekers and their obligation to attend kindergarten? Can any sanctions be expected against those who do not go – or do not go at the required frequency – to school or kindergarten? Are you planning to officially recognise participation in existing or yet-to-be-established after-school centres, children’s clubs or in Ukrainian online education so that the children studying here can fulfil their compulsory schooling and their kindergarten obligations also in this form?

22. Are you planning to ease the official recognition of the qualifications of pedagogues as well as child and infant nurses graduated in Ukraine so that they can be employed in municipal, state and church institutions and with civil organisations?

Support, further measures

23. Are you planning financial support – similar to schools – for nurseries, kindergartens and children's homes that are obliged to host children under temporary protection? Are you planning to provide financial support to already operating and continuously organised after-school centres, children's clubs, temporary and children's homes and foster parents?
24. Are you planning measures to help those who only stay in Hungary for a short time or who do not apply for temporary protection status? Can those who provide care to them expect any financial support?
25. Are you going to launch kindergarten and school groups at community accommodation centres?
26. Are you planning medical examination for refugees entering the community, and is there any concept for giving missing vaccinations that are compulsory in Hungary?
27. Are you planning to assess the mental status of children and provide them with support and therapy as needed?
28. Are children with special educational needs or in need of other pedagogical assistance services or special pedagogic care entitled to the care that is provided to Hungarian children? If so, are you going to provide extra financial and human resources for the care system, which is known to be unable to meet even the standard needs?
29. Are you planning to involve private service providers in special education, developmental and psychological care, are you coordinating with NGOs and volunteers who are active in this field? If so, who are you planning to involve and with what form of financing?

30. Are you planning to support – through coordination and financially – the creation and operation of Hungarian, Ukrainian or Russian language study groups and activity groups that are suitable for short-term help, can prepare students for later Hungarian school education and could serve – better than placement in schools – students who have so far studied in other systems and do not know the Hungarian language and the Latin letters?
31. Are you planning to provide IT tools to help Ukrainian students get involved in digital education at home and use free Ukrainian teaching materials?
32. In addition to the obligations and the financial support prescribed in the regulations, what kind of professional help are you planning to provide for the task preparation of institutions and their employees who care refugee children? Are any professional materials being made for preparing pedagogues who deal with refugee children, are you planning any training, support and supervision for them? Which organisations and specialists support their work, and what resources are available for financing them?
33. What measures can be expected in order to provide mental specialists, assistants who know the language and teachers of Hungarian as a foreign language to host schools, kindergartens and other helping organisations?

Annex 4 Proposals for improving access of Ukrainian refugee children to education

In accordance with our commitment, our policy overview is focused on improving the access of Ukrainian refugee children to education. However, the proposals that arise in this regard are also suitable for improving care to both refugee children and children who attended foreign, non-Hungarian schools because the majority of the problems that we highlighted usually point to serious deficits in the care systems (education, refugee care).

I. Proposals for providing access to information

It would be important to hand over an informative brochure on staying in Hungary in Hungarian, Ukrainian and Russian languages already when the refugees cross the border or submit an application for asylum. It is necessary to place this brochure at all venues that Ukrainian refugees visit – government offices, immigration police etc.

1. This information must also be posted on the magyarorszag.hu website or on an official, central website created for this purpose, also in three languages, clearly displaying the bodies responsible for various forms of care and their contact details.
2. The Hungarian and English-language government customer line 1818 should be prepared for providing information to Ukrainian refugees and should make it possible to ask questions in Ukrainian or Russian; information about this option should already be given at the border.
3. There should be an official translation of the laws and the forms to be completed with regard to Ukrainian refugees, and the translation should be accessible to the competent administrative bodies and offices.
4. There should be public databases of the figures of Ukrainian refugees, which are absolutely necessary when planning services to meet different needs and demands (for example: number of children with compulsory education broken down by age groups, their territorial distribution, number of children with special needs etc.).
5. State bodies, local governments and bodies performing public duties must comply with data requests in public interest.

6. The website of the Educational Authority should have a separate menu item on education-related information for Ukrainian refugees.
7. There should be a person responsible for the topic at the Ministry of Interior's State Secretariat for Public Education, the Ministry of Culture and Innovation, the Educational Authority and the NSzFH, who can be contacted with questions and proposals.

II. Proposals for entry and integration into the education system

A child whose mother tongue is not Hungarian or who studied in a school abroad for a longer period of time should be classified as a student in need of special attention, and should be entitled to all those rights (catch-up classes, easier exams (Section 8/3, Section 27/5, 7, Section 37, Section 51/5 of the Public Education Act) that, according to the laws, are available to students with integration, learning and behavioural difficulties.

1. A comprehensive and multidimensional preliminary assessment of literacy, language and other key competencies would be necessary after enrolment so that the host institution and its pedagogues can get a clear picture for planning personalised development and pedagogical support based on the learning needs. Appropriate assessment tools should be prepared for this and made available to the schools. The survey results should be entered into the KRÉTA system so that the (professional, instrumental, financial, regulatory etc.) resources needed for their care can be planned accordingly.
2. The curricula used by Hungarian national minority schools in Ukraine and the Hungarian translation of the curricula used in Ukrainian schools should be made known and accessible in order to plan individual development.
3. It is essential to provide developing and supporting specialists and appropriate care both for those students who need it based on the preliminary tests and assessments as well as for students whose perceived needs require it later in the schooling process. Due to the lack of specialists, appropriate care may require cooperation and agreements with civil organisations and specialists. Schools must be given the opportunity to do so and it must be made clear that, in this case, school districts and centres support the reception of civilians.

4. Kindergartens should also receive additional support for individual development (HUF 130,000/month) since early childhood education plays an essential role, and it is also important that the kindergarten community is also prepared to receive and care children with regard to interculturality, trauma awareness and language development.
5. The affected schools and kindergartens should decide how to use the total development support of HUF 130,000 if they provide students with five hours of Hungarian language learning and development opportunities per week. The use of five hours of individual development per week should be determined by the comprehensive, long-term development plan of the Ukrainian refugee students, i.e. school specialists should have the freedom to choose the method and the form of the activities carried out for development, since it is them who can clearly see the needs of the child and any changes in the needs.
6. It is important to draw the attention of the host schools to the fact – and, if necessary, the regulations must be amended – that the purpose of the HUF 130,000 additional support is *development tailored to the needs of each student* (either individually or in a group), which is not the same as *individual development* (one-to-one, student-developer session). The student's individual needs decide whether his/her development is carried out individually, in a small group or in a large group.
7. Allowances should be paid to school and kindergarten pedagogues and DEAs who perform coordination, interpretation and mentoring tasks related to Ukrainian refugee children. Teachers working with children in the classroom should also be paid from the HUF 130,000 support for developing Ukrainian refugee children.
8. Schools should be provided with conditions, tools and funds for organising intensive preparation for Ukrainian refugee students after entering the education system in order to acquire the ability for basic communication in Hungarian. During this time, in addition to preparation and in the interest of integration, they would attend Hungarian language classes that are typically skills subjects (the pedagogues particularly emphasised the importance of success that students can experience here). Significant help can be provided by schools experienced in providing care to foreign students who do not speak

Hungarian, schools running a language preparatory year and schools that include Hungarian as a foreign language in their pedagogical programme.

9. It is important to develop, collect and make available teaching tools that support the learning of Hungarian as a foreign language also while studying specialised subjects (applications, websites).
10. Similarly to several countries, it is necessary to enable students from Ukraine to progress in their own curriculum based on available online course materials and textbooks and online education. Organisations that help refugee families from Ukraine to participate in Ukrainian education and provide the use of the Ukrainian language and cultural environment should also receive support from the central refugee care funds. If necessary, the school should provide tools and place – through the maintainer (School District, Centre etc.), covering possible extra personal costs, at the expense of the central refugee care fund – for independent learning or for learning supported by these organisations. Ukrainian pedagogues and assistants could take a serious role in this if it is possible to involve (employ) them at system level. If necessary, the operation of educational institutions operating under the Ukrainian curriculum should be allowed.
11. In the case of students involved in primary education, if a family arranges for their child to progress under the Ukrainian curriculum parallel with attending a Hungarian school, it should be possible to be exempted from attending or grading classes in Hungarian for certain subjects (for example: mathematics). In the case of students involved in secondary education, if the family arranges for their child's further education under the Ukrainian curriculum, they should be exempted from compulsory schooling in the Hungarian school system. In both cases, progress under the Ukrainian curriculum should be accepted with the certification of the Ukrainian Ministry of Education.

Proposals for admission to kindergarten, primary school and for further education in secondary school

1. Parents, kindergartens and primary schools should receive the list of primary and secondary schools that, in addition to the compulsory tasks, undertake additional tasks in the interest of Hungarian-speaking and non-Hungarian-speaking Ukrainian refugee children. To this end, the lists of schools and

responsible persons on the websites of the school districts relevant to students from abroad or returning from abroad should be updated, and the willingness of church and foundation schools and vocational training institutions should also be assessed.

2. In order to avoid disproportions (segregation) in student composition it is important to encourage – with the available policy tools – more than one institution per school district to provide services for Ukrainian refugee children whose native language is the Hungarian and for those who do not speak Hungarian, by also considering their intention to cooperate.
3. The attention of those applying for subsistence allowance should be drawn to compulsory schooling and to the obligation to attend kindergarten, and they should be given a link containing relevant information as well as leaflets in Hungarian and Ukrainian.
4. When enrolling, parents should receive written information in Ukrainian about the Hungarian public education system and the rules and opportunities that affect them (e.g. free meals).
5. School districts and local governments should designate the responsible persons that parents and schools can contact with their enrolment-related questions; the opportunity of administration and asking questions in the native language should be ensured.
6. The further education officers of pedagogical assistance services should be available to parents during the regular and extraordinary admission periods. They should be prepared for special options and problems. An interpreter should be available for the duration of care and administration.
7. Similarly to higher education, the conversion of Ukrainian grades should also be possible when applying for secondary education, so that further education becomes automatically possible in cases where the order of admission is determined on the basis of grades.
8. Children who have spent less than two school years in the Hungarian system should not be required to write the central entrance examination for secondary school. This should be officially replaced with some other option that secondary schools must accept even if their admission requirements include the central entrance exam procedure. This could be, for example, the proposal of the

primary school, the option of verbal entrance exam, places reserved for equity considerations.

9. The opinion of the Educational Authority – claiming that schools can also admit in the regular admission procedure those who did not attend the central entrance exams due to lack of language skills or performed poorly in the central entrance exams – should be laid down in law.
10. Schools should also admit in the regular admission procedure – up to 5-10% of the student headcount – foreign students or students who have entered the Hungarian school system within two years who do not meet the school's admission requirements. In their case, a verbal hearing or entrance exam option should also be available for schools that are otherwise not allowed to do so by law, and there should be no restrictions on what percentage the verbal entrance exam counts in the admission ranking. If students who meet the conditions decide to write the central entrance exam despite the above option, they should receive the benefits that apply to students with integration, learning and behavioural difficulties based on the Public Education Act. The tasks of the central entrance exam in mathematics should be translated into Ukrainian.
11. Secondary schools should be encouraged to host Ukrainian refugee students with the help of educational policy tools.
12. The attention of the schools should be drawn to the special opportunities for further studies in higher education available to foreigners, including those arriving from neighbouring countries, which are available on the website of the Educational Authority.

Proposals related to **final exams at secondary school**

These proposals already apply to this year's secondary school final exams, so it would be necessary to implement them quickly.

1. Those who studied the Ukrainian language in a Ukrainian school should have the option to graduate from the Ukrainian language as an optional subject – and those who studied in a Hungarian national minority school should have the option to choose it as an optional subject or a foreign language – without having to prove the fulfilment of the subject requirements in a Hungarian school (all

the more since no Hungarian schools teach the Ukrainian language but the completed secondary school final exam tasks are available).

2. The Ukrainian “O” level secondary school final exam should be organised centrally.
3. With regard to Hungarian as a foreign language, it should be explicitly stated in the law that this can also be organised by schools where it is not taught, and teachers of what subjects can conduct this secondary final exam.
4. In the case of subjects where the final exam can be taken in English or German, this option should be available without a guest student status or in such a status established after the application deadline.
5. Those who have spent less than two academic years in the Hungarian school system should have the opportunity to take the final exams by partially completing the community service until the final exams.
6. If there is a positive change in the above aspects in the meantime, it should be possible to amend the application for this year's final exams.

III. Proposals for **preparing educational institutions and the educational staff to host refugee children**

The following proposals mainly fall under the competence of central education governance. We would like to emphasise that the provision of services also means the recognition of needs, i.e. funding is definitely a task of education governance.

It follows from this that it is necessary to involve actors and specialists from the civil and, occasionally, the private sector in the case of areas and tasks for which the state system does not have the necessary capacity and competence. Since this is typically a state task (for example: taking care of Transcarpathian Roma families), it is also necessary to recognise the costs of these actors.

1. Within the institutional system of public education, kindergartens are run by local governments, so it is particularly important to organise coordinated cooperation in comprehensive refugee care (not only in education, but especially there). Since the central government receives, for example, the amount to be allocated by the European Union to the care of Ukrainian refugees, it is also important to recognise the related costs of municipal educational institutions.

2. Education, just like refugee care as a whole, is characterised by a serious information deficit. In order to remedy this, a guide should be made for kindergartens, schools, pedagogical assistance services and school maintainers about hosting and providing care to Ukrainian refugee children. This includes the relevant laws (e.g. the possibility and conditions for claiming HUF 130,000 in the case of kindergartens and schools, placement to a lower class and special grading (marking) rules, conversion of Ukrainian grades, special conditions on secondary school final exams and further education, free meals etc.), as well as recommendations for accessing relevant information. This guide should be delivered to all public, church and private schools as well as to pedagogical assistance services.
3. The oktatas.hu website should provide a separate, clearly visible menu item presenting educational regulations and methodological recommendations etc. for Ukrainian refugee children – similarly to the menu item created for this purpose during Covid
4. There should be a designated person at the Educational Authority and at the State Secretariat for Public Education of the Ministry of Interior to whom questions, problems and proposals can be addressed on the topic.
5. The school districts, centres, other maintainers, pedagogical assistance services and unified special education methodology centres should employ trained persons responsible for the education and care of Ukrainian children, to whom schools and parents can turn with their questions, problems and care needs. Their names should be available on the websites of school districts and schools.
6. All state, church and private institutions hosting refugee students from Ukraine (education board, other employees, students, parents) should receive comprehensive, differentiated training (information, sensitisation, other aspects related to refugee students, such as trauma-informed care etc.)
7. A comprehensive, refugee-specific methodological programme on early childhood care should be made for kindergartens and should be sent to all institutions where refugee children appear.

8. Since support and training materials developed by competent civil and professional organisations are available for the actors involved in care provided to Ukrainian children (the materials were prepared with focus on the different tasks, roles and competencies of the actors), it is strongly recommended to involve these organisations and their materials in the preparation of the actors involved.

Participants

- supporting civil organisations
 - hosting family
 - local governments
 - educational institution (managers, teaching staff, pedagogues)
 - majority parents
 - workers at after-school centres (*tanoda*)
 - pedagogical assistance services,
 - education governance,
 - early childhood care,
 - official bodies.
9. The maintainers should provide pedagogical assistance services, unified special education methodology centres and schools with conditions for employing and assigning competent specialists – pedagogical assistants, language teachers, interpreters, consultants etc. – required based on the perceived needs, and/or they should conclude cooperation agreements with civil organisations and specialists who have the necessary competence. In the case of church and private maintainers the state should provide the necessary resources.
 10. The opportunity for horizontally connecting schools and kindergartens participating in refugee care should be developed at a national level in order to exchange experiences and to share best practices. They should support trainings and workshops launched by organisations, schools and kindergartens that have already gained experience in caring foreign students.

11. Already existing pedagogical programmes that help the integration of foreign students should be made available to schools providing care, and if necessary, their introduction should be authorised in a fast-track procedure.
12. Extended “Hungarian as a foreign language” teacher training should be organised for language teachers nationwide (to be accessed by all relevant institutions), there should be a public list of teachers of Hungarian as a foreign language, who can be requested if necessary and who undertake such a task (see list of experts).
13. An interpreter should be provided centrally for the institutions, if necessary. This task (overcoming language difficulties in institutions, supporting students and their families) can include specialists from Ukraine as well as Ukrainian-speaking people who do not necessarily have educational qualifications.
14. Students for whom it is not (or not only) the Hungarian language that causes a fundamental difficulty in entering the education system should get the necessary developments in a preparatory phase based on all types of their learning needs (for example: learning to read and write), and schools should receive centrally funded subsidies for this (as needed). If this task is carried out in cooperation with civil actors (for example: after-school centres), their costs should also be recognised. It is worth extending the amount of HUF 130,000, which is available for individual development, to this individualised, complex stage since the initial individualised development is carried out in this manner.
15. At certain milestones of the learning paths (for example: applying for secondary education), a professionally founded framework and recommendation is necessary for institution managers and for persons responsible for further education at pedagogical assistance services (by strongly enforcing the dimensions of refugee care!), so that the possibility of further education should become barrier-free for Ukrainian refugee students (who, in many cases, evidently cannot meet the official expectations created for the mainstream).

16. It is also necessary to provide psycho-social support to school and kindergarten actors participating in refugee care.

IV. Proposals for engaging Ukrainian teachers and early childhood education and care (ECEC) staff:

1. Involving specialists from Ukraine in pedagogical, special educational and psychological care should be made simple and quick (naturalisation process, establishment of a validation system, just as it happened in the health sector).
2. School districts and centres should submit their needs for employing Ukrainian refugee workers to the employment departments of government offices.

V. Proposals for targeted activities promoting the inclusion of refugee children in education:

1. In order to create personalised development and individual learning paths, it is necessary to develop the ability of institutions and pedagogues to differentiate, and the current heavy workload of teachers and students must also be eliminated for the sake of meaningful work.
2. It would be necessary to have a strategic idea for the Hungarian language development of Ukrainian refugee students that provides them with language training at the level they need right from the moment of entry. Schools teaching Hungarian as a foreign language, bilingual schools and schools with language preparatory classes could provide significant help to develop this intensive language learning process. The central development of the strategy – giving room for adaptation to individual needs – would provide serious help to the host schools and could ensure that professional language development is available to all affected students.
3. It would be important to display the identity, culture and positive recognition of Ukrainian refugee students in everyday education. Considering the current conditions, multicultural development and the sensitisation of pedagogues and the school community is absolutely necessary for this.
4. During the training and extended training of pedagogues, the trauma-conscious approach – which is important in crisis situations – must appear in addition to the general multicultural approach. Those working with

children must be prepared both for pedagogical work with the wider group of foreign students and with refugee students ("refugee compatibility").

5. No guidelines are available for pedagogical care adapted to the needs of SEN students who have fled Ukraine, so public data about them would also be needed (the members of the care system do not know about them either). It would be important to recognise the expert opinions issued in Ukraine with a view to the heavy workload of the pedagogical assistance services.
6. It is absolutely necessary to provide interpreters for the care-providing pedagogical assistance services because the language barrier is currently a very serious obstacle.
7. In order to spend free time outside school hours, it is necessary to provide central resources and opportunities for all institutions involved, so that they can organise regular extracurricular activities based on the needs of their own students.
8. By changing the regulations and clarifying the rules, it is necessary to ensure the opportunity to involve civil organisations and specialists in organising extracurricular programmes and in meeting individual needs (tutoring, development, psychological help), **either to the debit of the HUF 130,000 support or in the form of a pro bono activity.**

VI. Proposals related to addressing refugee families and communities and ensuring multi-actor, cross-sector cooperation:

1. Basic and up-to-date information must be made available to Ukrainian refugee families in an accessible and understandable form, at national and local level. In addition to the information, it must also be specified how to request information or how to report a problem at the offices and in each case type.
2. It is important to assess how Ukrainian families evaluate the frameworks created for them and for their prosperity: it is necessary to regularly ask for opinions and suggestions and to improve services and regulations in the light of the feedback.

3. In order to promote active participation (which also plays a major role in integration besides access to information), the school should encourage Ukrainian parents to get involved in school life with the help of the school staff and the parent communities. For this purpose, it is worth creating informative materials in Ukrainian.
4. The school needs a budget for organising local school community life, from which it can finance these programmes according to the needs of students, parents and teachers. On a wider scale – locally, but also outside schools – municipal or civil organisations can also participate in organising these activities that catalyse social integration, against cost refund from educational or public cultural resources.
5. It is necessary for the schools and school districts to have an actor or a forum that monitors current events related to refugee care and can help both workers and families when necessary (or can even direct them to suitable and appropriate help).
6. Transparent situation and conditions must be created, but not only in the field of education. It is important that Ukrainian refugees can easily find the help they need in a coherent, coordinated system, and that the various measures (for example: healthcare, social benefits, education, child protection etc.) do not contradict each other.
7. It should be reviewed which social benefits should be provided to people under temporary protection and to their children, and the technical opportunities should be created for using them. (For example, requesting home care allowance or a disability card.)
8. All rules and procedures regarding Ukrainian refugees must be made clear to those working in the individual areas, and the relevant regulations of the partner areas must be made accessible. The cooperation, teamwork and the establishment of professional relationships among colleagues working in other systems must be encouraged.
9. It is necessary to develop mechanisms that enable feedback on contradictions and deficiencies emerging during the practical application of the current laws in order to improve them as soon as possible.