

Thematic group of experts CAHROM on enhancing the effective realization of Roma children' compulsory school education as the most efficient tool towards the mid-term improvement of the situation of Roma communities, and added value of ensuring access to vocational education for Roma youth

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Strategic background (EU)

EU Framework for National Roma Integration Strategies up to 2020

*„They should also widen access to quality **early childhood education and care** and **reduce the number of early school leavers** from secondary education pursuant to the Europe 2020 strategy. **Roma youngsters should be strongly encouraged to participate** also **in** secondary and **tertiary education.**”*

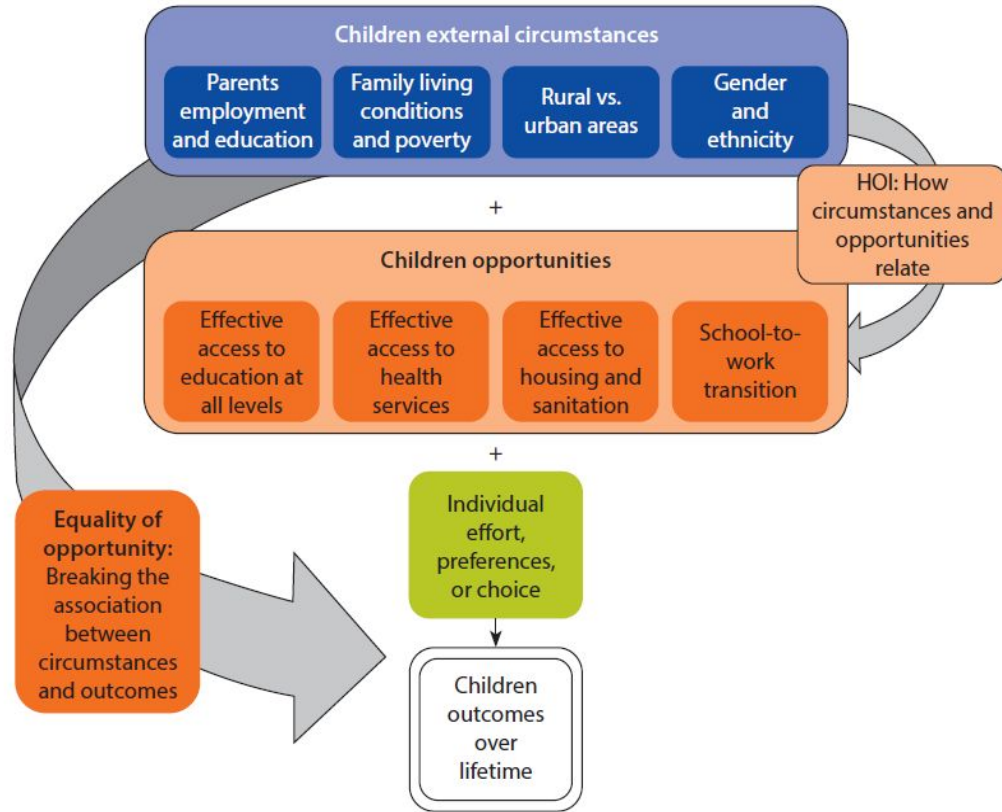
National Social Inclusion Strategy

Strategic background (HUN)

The government adopted strategies to promote quality, improve opportunities and tackle early school leaving: 1) the Mid-term Strategy Against School Leaving Without Qualification (2014) to prevent and tackle early-school leaving, to foster inclusive education; 2) the Public Education Development Strategy (2014-20) to improve students' skills and competences; and 3) the National Social Inclusion Strategy (2011-20) to promote inclusion measures in child welfare, education and employment.

- Development of inclusive kindergarten education
- Support of the **integrative capacity** of public educational institution, promotion of **desegregation process**
- Prevention of early school leaving especially among Roma girls
- **Continuation of individual and complex support for vulnerable students and development of programmes** (eg.: Útravaló Scholarship Programme, Arany János Program, After School Program)
- **Practice focused training of teachers and other professionals-** „field” experience
- Increase the number of disadvantaged students in higher education
- Ensure educational follow up system, development of ESL early warning system
- Targeted cultural and sport programs

Figure 1.2 Influence of Early Life Circumstances on Equality of Opportunity for Roma Children



Being Fair, Faring Better

Promoting Equality of Opportunity for Marginalized Roma
2016 - World Bank

Indicators from the indicator system of NSIS
Data source: Hungarian Central Statistical Office

(The table shows some of the main indicators of the Hungarian Social Inclusion Strategy. The background color of the cells indicates the direction of changes of the indicator: the red signs the worst value of the indicator the green stands for the improvement of the indicator. The yellow and the light colors shows the changing situations.)

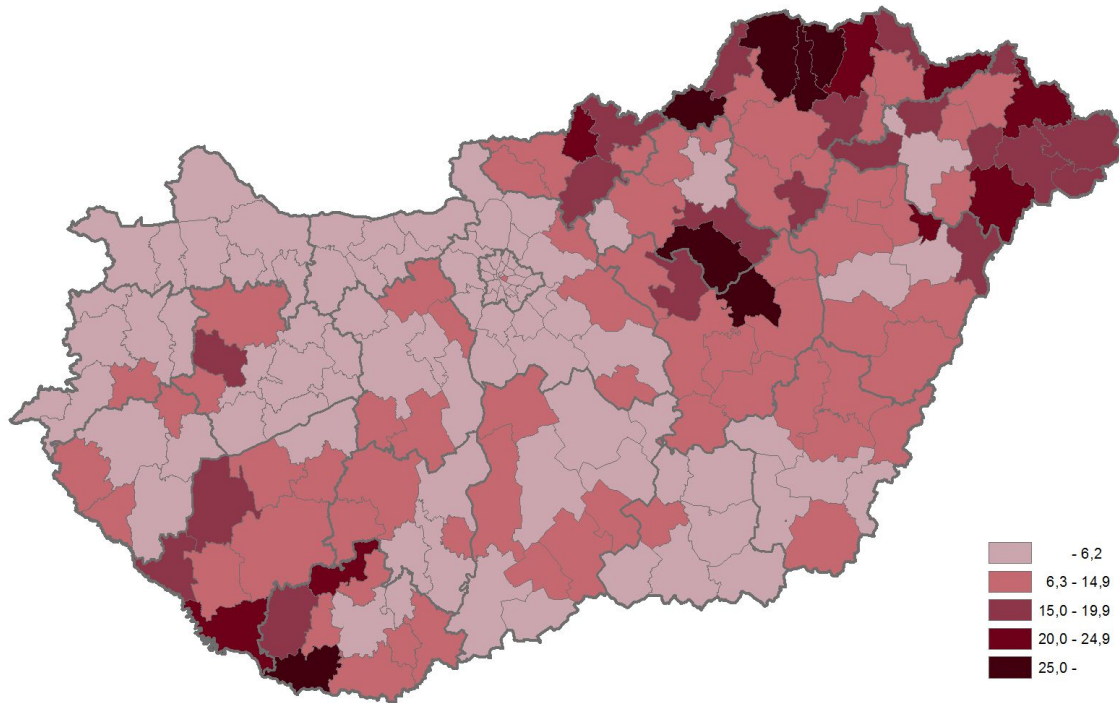
Poverty	Index	2009	2010	2011	2012	2013	2014	2015	2016	2017
1.d	People at risk of poverty or social exclusion, AROPE, %	29,6	29,9	31,5	33,5	34,8	31,8	28,2	26,3	25,6
	Roma						89,86	83,7	82,8	75,6
	non-Roma						29,77	26,8	24,5	24,7
1.e	People at risk of poverty, AROP, %	12,4	12,3	14,1	14,3	15	15	14,9	14,5	13,4
	Roma						67,9	63,1	54,7	48,4
	non-Roma						13,1	13,7	13,2	12,8
1.f	Severe material deprivation, SMD, %	20,3	21,6	23,4	26,3	27,8	24	19,4	16,2	14,5
	Roma						78,1	67,8	63,9	55,5
	non-Roma						22,1	18,1	14,7	13,8
1.g	People living in households with low work intensity, LWI (aged 0-59)	11,3	11,9	12,8	13,5	13,6	12,8	9,4	8,2	6,5
	Roma						45,3	26,7	35,9	25,2
	non-Roma						8,4	6,6	5,2	4,5
2.1.b	People at risk of poverty or social exclusion aged 0–17	37,2	38,7	40,4	41,9	43,9	41,8	36,1	33,6	31,6
2.1.c	People at risk of poverty aged 0–17	20,6	20,3	23,7	22,9	23,8	25	22,7	19,9	14,8
2.1.d	Severe material deprivation among those aged 0–17	25,5	28,8	30,4	34,1	35,6	31,9	24,9	21,1	19,2
2.1.e	People living in households with low work intensity aged 0-17	11,9	13,9	14,8	16,4	15,1	15,2	11,2	9,2	7,5
2.1.3.a	Children with low birthweight, %		8,6	8,5	8,6	8,8	8,9			
3.1.a	Rate of those having a difficulty paying utility bills	20,7	22,1	22,7	24,4	25	22,3	19,4		
3.1.b	Overcrowding, %	46,8	47,2	45,5	45,3	44	41,9	41,1		
3.3.c	Premature pregnancy rate		21,2	21,4	21,6	23,3	24,5	23,9		

Indicators from the indicator system of NSIS
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Index		2009	2010	2011	2012	2013	2014	2015	2016	2017
Education										
1.1.1.										
a	Rate of those with basic education at the maximum aged 15–74		28,5	27,8	26,6	25,5	24,4	23,8		
	Roma					81,5	81,2	78,4		
	non-Roma					23,2	22,9	21,8		
2.2.b	% of those aged 15–24 in secondary education		43,7	44,2	44,2	41,9	40,8	40,6		
	Roma					34,0	37,2	29,4		
	non-Roma					42,7	43,0	41,2		
2.2.c	% of those aged 15–24 in tertiary education		23,1	22	21,8	20,9	20,5	20,6		
	Roma					0,7	0,4	1,7		
	non-Roma					22,7	20,9	21,8		
2.2.d	Kindergarten attendance		87,8	87,8	88,3	89,7	90,2	91,5		
2.3.a	Early school leaving		10,8	11,4	11,8	11,9	11,4	11,6	12,4	12,2
	Roma					64,2	57	59,9		
	non-Roma					8,7	10,3	8,9		
2.3.b	NEET among those aged 15–24		12,6	13,2	14,8	15,5	13,6	11,6	11	
	Roma					47,0	38,2	40,9		
	non-Roma					13,6	12,7	9,8		

The proportion of the Roma population



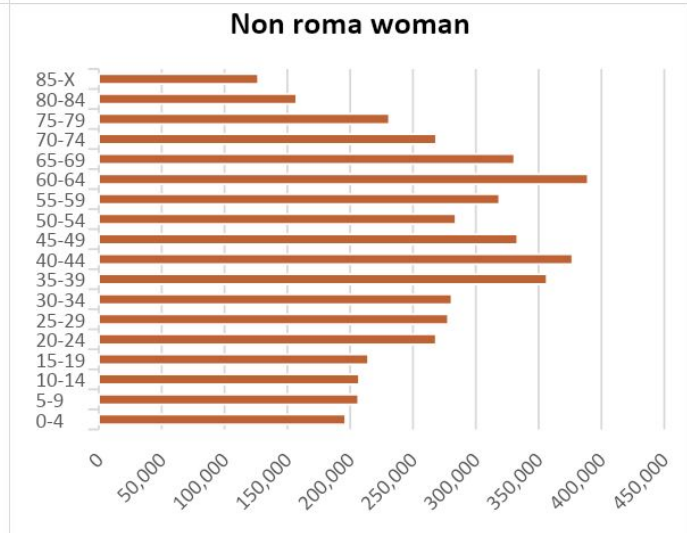
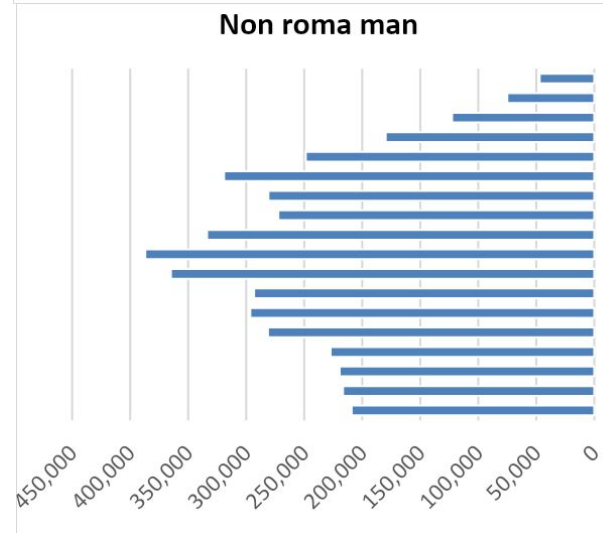
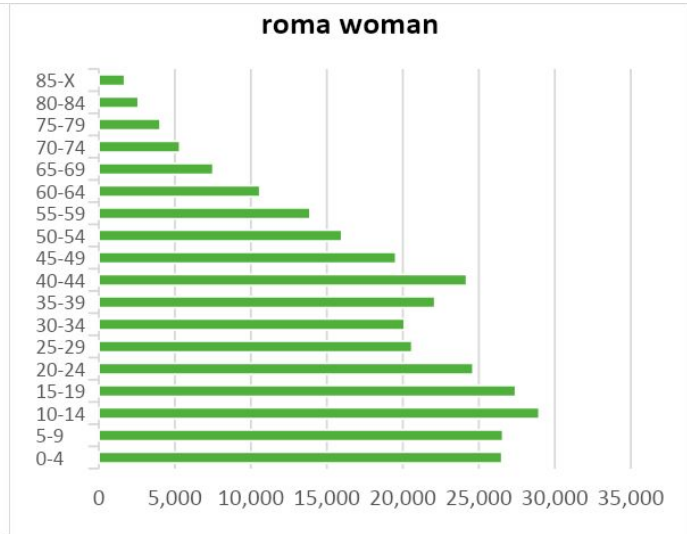
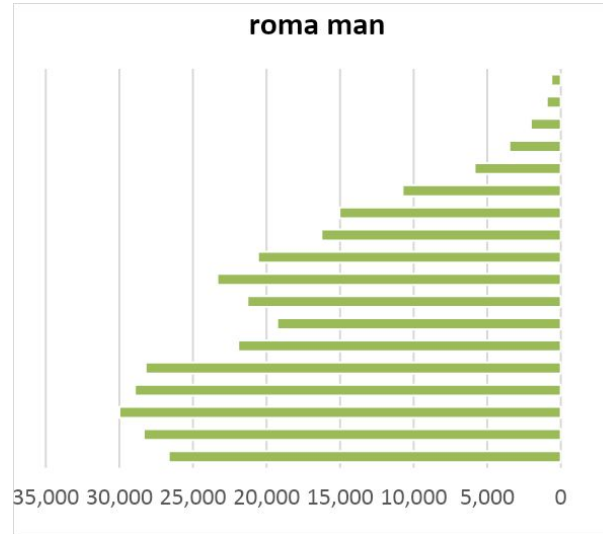
Source: KSH – 2016. évi mikrocenzusból számított romanéesség-beclés, 2017

Ageing population

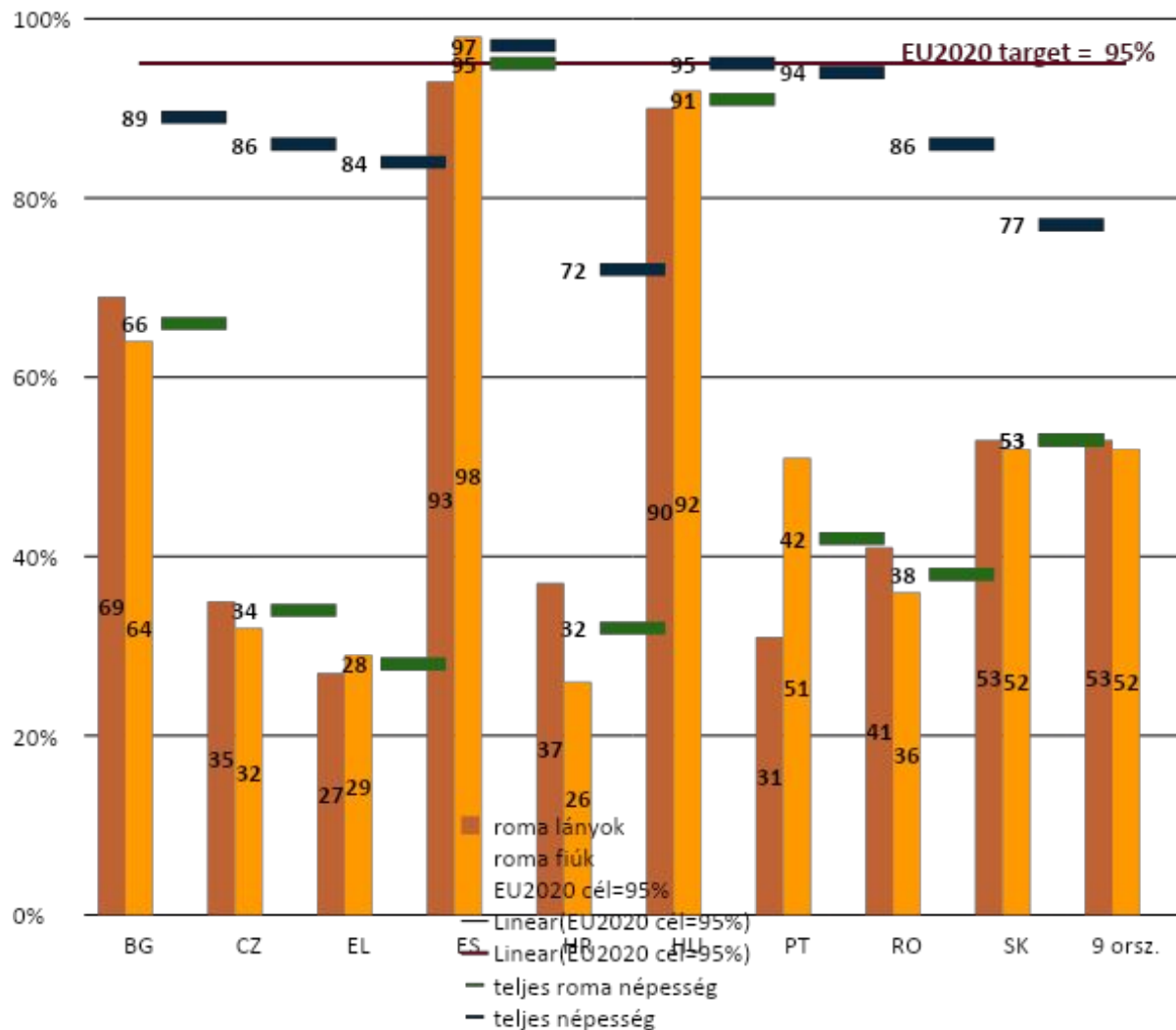
The Roma population is at different stages of demographic development than the non-Roma majority.

Within the Roma population

- the proportion of young people is much higher than in the non-Roma population;
- The proportion of older generation is much lower.

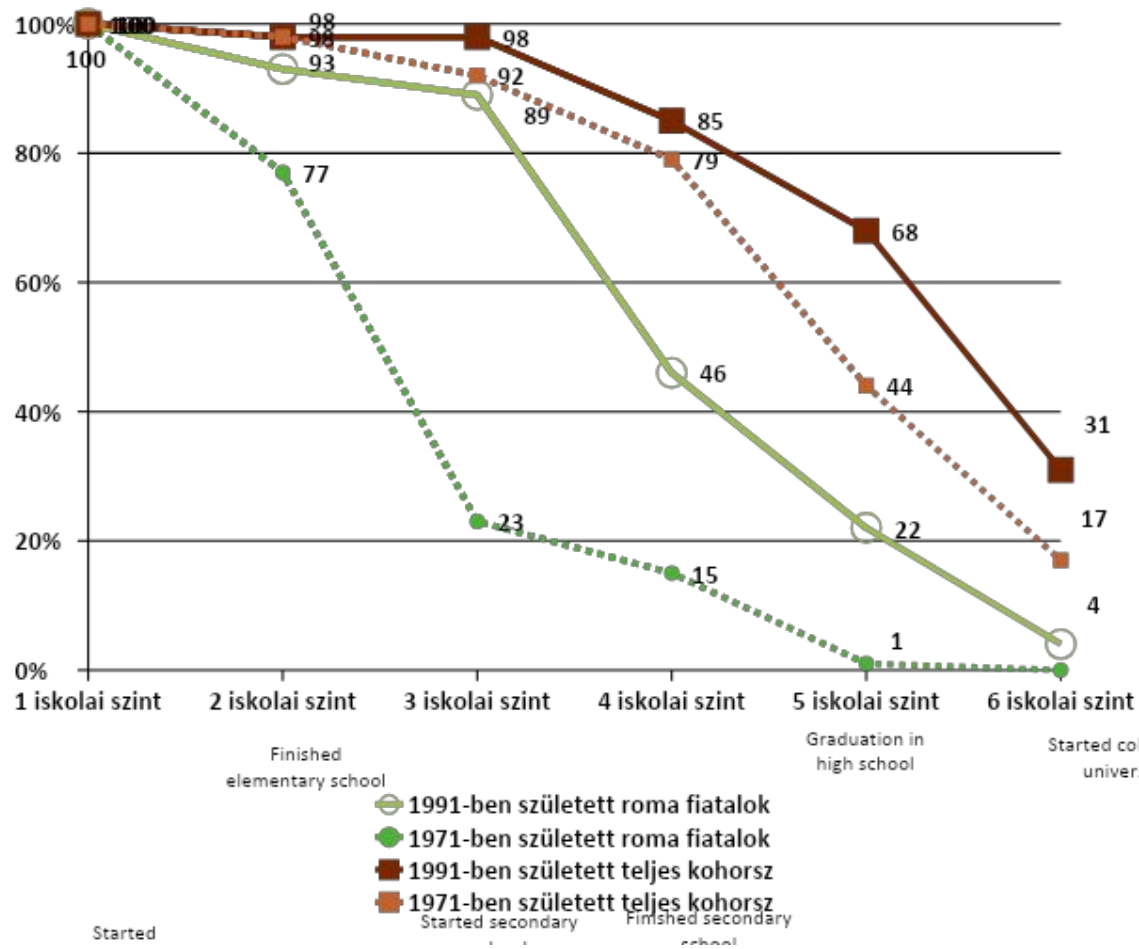


Children aged between 4 years and the (country-specific) starting age of compulsory education who participate in early childhood education

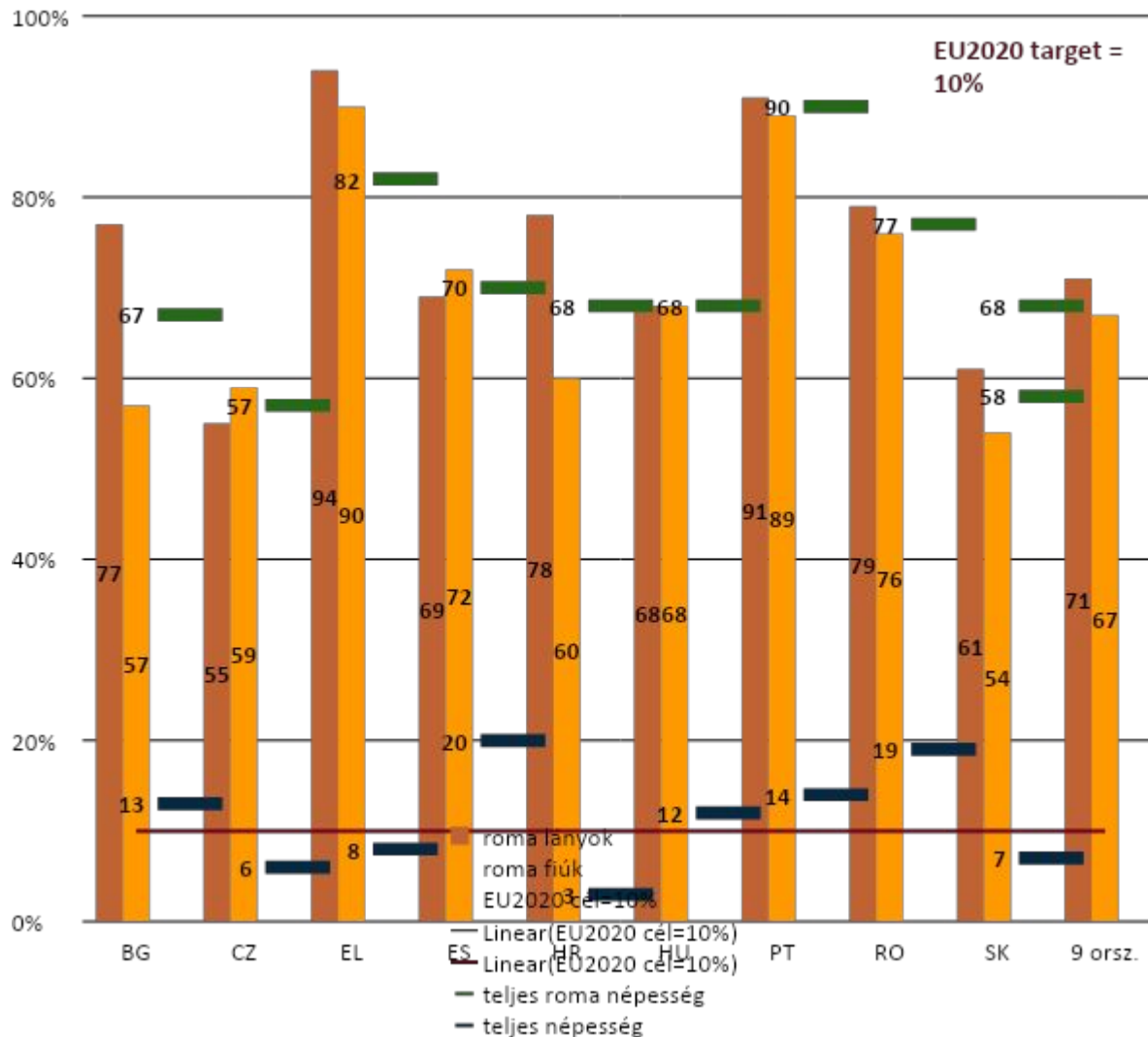


Age groups born in 1971 and 1991 (roma and non roma)

The education of Roma youth has significantly improved in the last twenty years, but among non-Roma peers, the proportion of those with higher education has also increased considerably, so the big differences remain.



Young Roma aged 16-24 years neither in work nor in education or training as their main activity, by EU Member State (%)



Basic Information on education system

	Educational statistics (2016/2017)					
	Number of schools/kindergarten	Number of students	Average number of pupils/school type	Number of RCCB students	Number of disadvantaged students	Number of multi - disadvantaged students
Elementary school	3587	743 837	207	181 514	51 368	65 897
Kindergarten	4575	317 487	69	57 851	19 233	24 503
High school	894	214 464	240	12 686	3 747	2 051
Vocational - High school	830	205 062	247	21 970	7 070	4 254
Secondary school	148	7 109	48	1 254	578	1 257
Vocational school	610	105 742	173	22 668	7 777	8 793
SUM	10 644	1 593 701		297 943	89 773	106 755

Targeting children in need

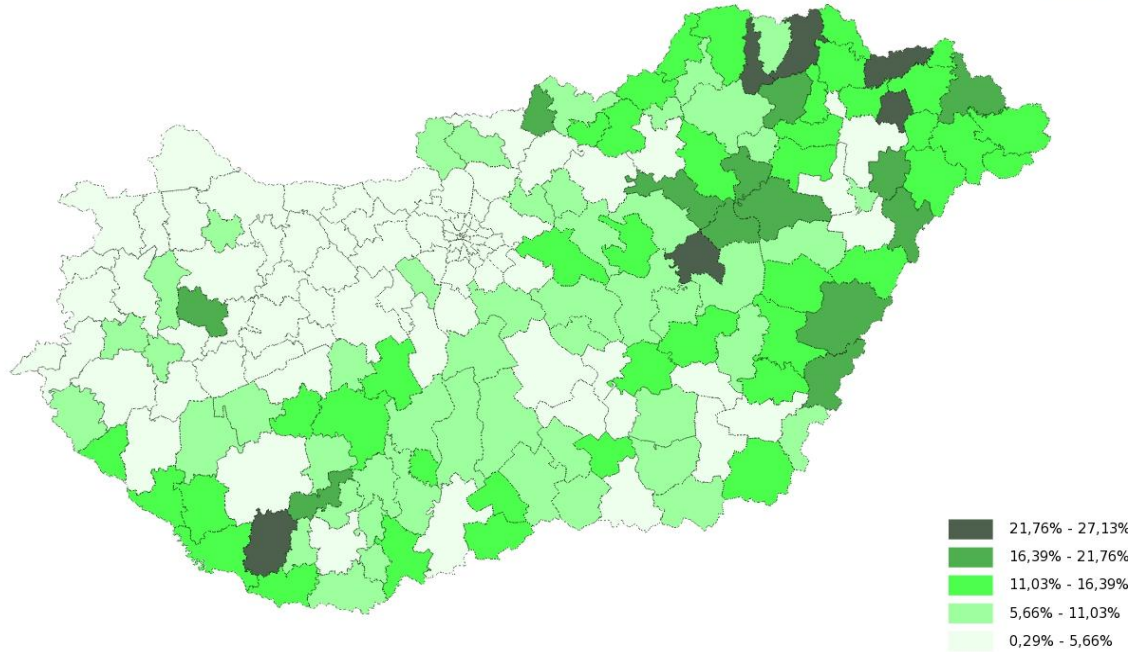
We have data on the Roma population but there is no ethnic data collection within the public education system. In the education system we target children and students based on socio economic background.

	Criteria	Benefit
Regular child care benefit	Low income of the family (per capita)	Free books, free meal, different projects and services
Disadvantaged	Low income of the family (per capita) and <u>one</u> plus criteria (parent education level, poor housing condition, unemployed)	Free books, free meal, targeted projects and services to support school success, scholarship, no tuition fee in arts school, extra points during the higher education's recruitment process
Multi-disadvantaged	Low income of the family (per capita) and <u>two</u> plus criteria (parent education level, poor housing condition, unemployed)	Free books, free meal, targeted projects and services to support school success, scholarship, no tuition fee in arts school, extra points during the higher education's recruitment process

The proportion of disadvantaged students in micro regions

Hátrányos helyzetű gyermekek, tanulók száma és gyermekek, tanulók száma százalékos aránya.
2016

OKTATÁSKUTATÓ
ÉS FEJLESZTŐ
INTÉZET



Source: EDUMAP/micro regions/2016.

Measures and tools within the educational system

- I. Extending compulsory kindergarten age from 5 to 3 (2015)
- II. Early-warning and pedagogical support system has been developed (2016) to fight against drop-out
- III. Free school book from first grade up to ninth grade, 1 million pupils
- IV. Improvement of low performing schools
- V. Free meals in kindergartens, schools and during school holidays
- VI. Higher salary for teachers who are applying inclusive teaching methods with socially disadvantaged children and students introduced (2018)
- VII. Primary school districts have been regulated (2017)
- VIII. System evaluations (national and international assessments of student learning outcomes to monitor performance of the education system)
- IX. Social workers or child-care professionals in schools where needed (pilot from 2016 – extended in 2018)
- X. Participation in the InSchool project

The social inclusion measures

Name	Goal	Target and age group	Number of reached students and institutions	Inside or outside Public Education System	Since when
Tanoda - Study Hall	Preventing early school leaving and service development	6-18	280 Tanoda - 8500 student	OUT	2004
Arany János Program	Preventing early school leaving and institutional development in secondary education	15-19	3000 student	IN	2000/2004/2007
For the journey – Útravaló scholarship	Preventing early school leaving	12-25	13000 student	IN	2005
Second Chance Program	Preventing early school leaving institutional development	16-25	500 student	IN	2004
Preventing Roma girls from early school leaving	Preventing early school leaving service development	10-18	89 - 1800 student	OUT	2015
Kindergarten Development Program	Institutional development	3-6	570 (kindergarten) - 39000 children	IN	2007
Sure Start Children House	Early childhood development and service development	0-3	112 (70 more) institution	OUT	2003
Integrated Micro regional Children Services	Institutional and service development	0-25	31 (micro region) - 25000 children	OUT	2007
Creating equal opportunities in public education	Institutional development	6-15	150 (school)	IN	2013

Common elements of the social inclusion measures

- Started as a pilot and extended after years of experience
- Reflect the needs (local and strategic level)
- Strategic background (NSIS)
- Continuously monitored and redesigned if needed
- Target group: disadvantaged and Roma children
- Built on one another
- Aimed to become a regular and sustainable service
- Support program or/and horizontal network
- Different implementers and involvement of various stakeholders

Thank you for your attention!

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