

ME (Minister of Education)

Communication

Regarding the introduction of the guidelines on intercultural education of kindergarten and school level education of migrant children and students

Pursuant to the authorization conferred in Section 110(8) of Act LXXIX of 1993 on Public Education (hereinafter referred to as: Public Education Act), I am hereby issuing the guidelines on intercultural educational of kindergarten and school level education of migrant children and students.

1. A Hungarian public education institution: kindergarten, primary school, vocational school or secondary school (ISCED 0, 1, 2, 3, 4) (hereinafter jointly referred to as: school) is presumed to conduct the education of students in conformity with the provisions of an intercultural educational programme if it applies the stipulations in the *appendix* attached to this Communication in the process of organizing the education of migrant children.

2. Implementation of the intercultural programme is subject to the employment of at least one teacher specialized in teaching the Hungarian as a foreign language. The teacher may accomplish the requirement of compulsory hours – pursuant to a cooperation agreement – in more than one school. The remuneration of the teacher employed for this purpose can be disbursed by one or several schools. In the absence of such a specialised teacher, a teacher holding a primary school teacher diploma or a diploma for teaching Hungarian language and literature may also be employed, as long as he/she has participated in an accredited continuing training course for teachers for teaching Hungarian as a foreign language of at least 90-hours duration.

3. Where the conditions exist a teacher may be employed for the teaching the native language and culture of the migrant children on an hourly or itinerary basis.

4. The principal of the school, upon consulting the student's teacher for teaching Hungarian as a foreign language and his/her class head as well as based on the assessment of documents on school attainment of the student and a personal interview shall determine the assignment of the student into a specific grade and class.

5. If the education is conducted in the native language of migrant students the school is considered of teaching in conformity with the intercultural programme provided that its pedagogical programme was developed pursuant to:

- MKM (Ministry of Culture and Public Education) regulation No. 26/1997 (VII. 10.), on the introduction of the guidelines concerning bilingual education in schools.

- MKM regulation No. 32/1997 (XI. 5.) on the introduction of the guidelines for the kindergarten education of national and ethnic minorities and the guidelines for the school education of national and ethnic minorities.

6. Migrant students may be exempted from written evaluation of their school performance in certain subjects, if the Hungarian as a foreign language teacher deems this justifiable.

7. The intercultural programme for the organisation of the kindergarten and school education of migrant students/children, may be implemented as of September 1, 2004.

Appendix to the communication of the Minister of Education

1. The guidelines of the intercultural programme applicable during the joint education of Hungarian and migrant children and students

Introduction

An increasing number of children and students of non-Hungarian citizenship participate in Hungarian public education. This presents kindergartens and schools with a new task, since many children and students are not native speakers of Hungarian, they have not been conducting their studies in Hungary, and do not enrol for the kindergarten

and school at the beginning of the school year. The educational work can also be influenced by the purpose of the family's staying in Hungary and their future plans. Thus, several aspects should be considered in respect of the treatment of migrant students, yet there are – primarily on the basis of experience from countries possessing a significant tradition in the education of foreigners – core principles which show the way to the development of a coherent goal and task system, and there are processes which help effective learning and teaching.

Today, the number of migrant students in public education is only about ten thousand, but their future opportunities, successful kindergarten, school and subsequently societal advancement is primarily dependent on the teacher's attitude and the professional work conducted in the kindergarten and school. The intercultural programme was launched to form the foundation to cushion the educational impact of an expected increase in migration in the future.

The intercultural programme encourages individual continuing training, cooperation within schools and between schools, as well as between schools and civil organizations, between the school and family, and fosters the development of an effective, cooperating, autonomous, open intercultural institutional network in Hungary, for the purpose of establishing international educational bases for the schooling and education of both Hungarian and migrant students, who speak various native tongues, come from different cultures, and have undergone socialization in different kindergartens and schools.

Core Principles

1. *The intercultural approach* considers the different nationalities and native tongues of the students an asset in the synergies of school education.
2. Supporting *integration* ensures the study of Hungarian as a subject and as a language of learning, acquiring knowledge on Hungary's culture and the Hungarian civilization, and it also supports students who are not Hungarian citizens and do not speak Hungarian as their native language in their efforts to retain their cultural inheritance and improve their skills in their native language.
3. When the principles of *additivity and comprehensiveness* are realized, educational process flow must take into account that the students – through no fault of their own – enter into a legal relationship with the school in different periods of the school year. Their requisite level of skill in the Hungarian language, necessary for advancement within the school, may be different, their scholastic experience, knowledge base may vary from the requirements of Hungarian public education, their acclimatisation may be hindered by psychological traumas, etc. The school is tasked with compensating for these negative factors.

Educational objectives and tasks of the intercultural programme

1. The formation and development of personalities practiced in shifting from one language and culture to another, possessing a realistic self-image and self-esteem, a healthy, tolerant identity, autonomy and capable of leading a positive life. Respect and care for the native tongue and culture, as well as studying and understanding the native tongues and cultures of others, along with teaching the students of various nationalities whose native tongue is not Hungarian.

2. For advancement at school, successful socialization and the eventual constructive societal integration, the acquisition of the necessary Hungarian language skills via learning Hungarian language as a subject and using it as a language of learning; the support of integration into Hungary, the formulation of bonds to the values of Hungary as the host country, by way of learning of and understanding her culture and civilization.

2. Forms of the intercultural educational programme

Common recommendations

1. The intercultural programme may be implemented in the kindergarten and on each grade level of the school.
2. The central focus of the intercultural programme shall be the acquisition and learning of the Hungarian language and culture, along with the joint schooling of Hungarian and non-Hungarian students, as well as displaying of an open and understanding attitude towards the language and culture of others.

3. The intercultural programme shall be applied whether or not the foreign child/student is attending the same or different groups or classes.

4. In case of setting up a language preparatory course, the entirety or majority of the class hours available for language studies shall be dedicated to the study of Hungarian as a foreign language.

5. The intercultural programme shall bear characteristics according to age, school level and type of school, and shall be adapted to the educational programme of the institution.

Separate recommendations for the kindergarten intercultural programme

1. Pursuant to individualized development plan, education of the migrant/non-Hungarian speaking child shall be conducted in the same group, together with native Hungarian children.

2. The development of social, linguistic and communication skills shall be undertaken with consideration paid to age characteristics, in compliance with the requirements concerning the kindergarten educational plans, with playful methods, activities and work.

3. Kindergarten education is conducted in Hungarian language. In those institutions where kindergarten work is organized pursuant to MKM regulation No. 32/1997 (XI. 5.) on the introduction of the guidelines for the kindergarten education of national and ethnic minorities and the guidelines for the school education of national and ethnic minorities, personalized Hungarian target language developmental activities must be developed for migrant children.

Separate recommendations for the school intercultural programme

1. Migrant students may learn Hungarian within the framework of a Hungarian as a foreign language course, assigned into rated groups. The rated groups can also be organized from the students of more than one group, class or grade.

2. In every grade, migrant students must learn as part of the compulsory curriculum, the subject of Hungarian as a foreign language. The Hungarian language is the majority language of instruction; therefore it is applied in over 75% of study time in every grade, including the Hungarian as a foreign language subject.

3. Hungarian students shall learn of the culture and native language of migrant students jointly with them during compulsory classes and optional activities outside of class, using cooperative and project based techniques. Activities concerning the native language and culture of migrant students who are present in small numbers can be provided for within the framework of optional non-compulsory activities.

3. Pedagogical methods for the intercultural education of Hungarian and migrant children and students in Hungary

Conceptional bases of the intercultural programme

The intercultural programme is a solution promoting the integration of migrant students by the implementation of an intercultural educational approach. The programme can be implemented in a number of ways, since circumstances can vary greatly as to where and how the education of Hungarian and non-Hungarian speaking migrant children and students is conducted. Migrant students speak Hungarian and know the Hungarian culture at different levels, they have various scholastic experience which may differ from Hungarian requirements, their knowledge base may be different from Hungarian requirements, and they attend different grades in varying numbers. The fluctuation is also unusual in Hungarian practice: it is not unusual for a foreign child/student to arrive to the kindergarten or school after the commencement of the school year. The relationship between the school and the family is also different from Hungarian customs, since the energies of the parents are often entirely consumed in the struggle of establishing themselves. They do not understand the Hungarian teacher, they may have aversion to the school. This is also a new task for teachers, since they must apply new techniques, tailor each assignment to the individual, and assess performance differently. Hungarian students are also subjected to new impressions. Next to this diverse palette, the following key components must be incorporated into the intercultural programme. These form the bases for ensuring the prompt integration of migrant children into the Hungarian public education system, but they also make it more likely that this integration does not result in harm to their own native language and culture. They can also provide

for an enrichment of Hungarian speaking Hungarian national children/students in the field of mutual understanding and tolerance. In addition, they provide teachers with tools and guidance for carrying out their new duties. The intercultural programme may differ depending on whether it is implemented in a kindergarten or a primary, secondary or vocational school, but it must always contain a local, institutional, so-called migrant educational concept, which contains the following:

- a) acquiring, studying the Hungarian as a foreign language
- b) intercultural education
- c) mentoring and tutoring during the studies
- d) teacher cooperation, continuing training.

Since teaching Hungarian as a foreign language and the integration of intercultural education is a special task, the temporal framework for the activities planned for the intercultural programme shall be formulated pursuant to the following. The students shall attend – depending on their grade and level of linguistic skill – 50-75% of the weekly scheduled classes of Hungarian language and literature together with their native Hungarian-speaking classmates. In the remaining time they shall participate in Hungarian as a foreign language tutorial. It is a minimum requirement that for two hours each week every non-native Hungarian speaker shall study the subject of Hungarian as a foreign language, as long as their language skill and study advancement requires so. This requirement can be fulfilled in compliance with Section 52 (7) of the Public Education Act, or by the application of Paragraph (11)(c). For the implementation of the non-class based objectives of the intercultural programme, a minimum of 18 hours per year is recommended.

Therefore, the first step in launching the intercultural programme is the drafting of the local migrant educational concept, which contains and interprets the above four core components in light of the peculiarities of the institution and its thus-far achieved results for its clientele, in the context of schooling/educating foreigners.

Preconditions of implementing the intercultural programme

Migrant children and students may utilize kindergarten or school services pursuant to Section 110 of the Public Education LAct – as long as they comply with all other regulations – under the same terms and conditions as Hungarian citizens. Institutions of public education are presented with a special challenge, due to their linguistic, cultural background, educational antecedents, previous kindergarten and/or school socialization, and the impact of these factors on personality development. The development of a set of educational conditions, educational tools and synergies has become necessary, which facilitates both the integration of the students and their acceptance by Hungarians, and ensures school advancement under the same conditions as in the case of Hungarians, ensuring successful long term integration into the society.

To launch the intercultural programme in schools starting in 2004/2005, it is not necessary to modify the educational programme of the institution. It is sufficient if the institution, in light of this communication, prepares a local programme to be integrated into its educational programme, the launch of which shall be approved by the school authority in the context of a separate proceeding. The duration of the application of the intercultural programme is at least two school years. Pursuant to the Act on the Budget, the institution is still eligible for the normative additional support as long as it has integrated into its pedagogical programme and is maintaining the results of the intercultural programme.

The place and role of the intercultural programme within the public education system; programme components

The intercultural program is a developmental tool which facilitates the preparation of Hungarian public education for the expected growth in the number of foreign students, according to Hungarian tradition and the characteristics of Hungarian public education, but also in compliance with the requirements and guidelines of the European Union and international developments, while focusing on the intellectual enrichment of Hungarian national students and their good relationship with foreigners.

The intercultural program also defines those areas, which must become mandatory components in the kindergarten's or school's educational/teaching program. These must either be incorporated in the existing educational program, or the old components must be augmented, keeping local peculiarities in mind, thus creating the individual image of the institution, detailing its unique role in the area of handling foreign children. The public

education institution shall prepare its own migrant educational/teaching concept, according to the rules for the concept of the intercultural program, attached to which

- it shall develop migrant kindergarten schooling, and migrant school schooling/educational strategy, and draft the related
- implementation and evaluation plan

4. The intercultural kindergarten schooling of migrant children and the educational/teaching strategy of migrant students

The formulation of an intercultural kindergarten and school education strategy is necessary because institutions must employ long term and effective processes for the education of foreigners. To accomplish this, they must review their own educational programs, and find the educational tools best suiting them. The kindergarten/school strategy is essentially a set of tools facilitating teaching and studying, adapted to the school's own migrant schooling-educational concept, and augmented with specific actions which increase the chances for the successful schooling of foreign students, along with their Hungarian classmates.

4.1. Justification for and objective of the launch of the local intercultural program

The analysis of local circumstances is necessary because obviously a different type of educational-psychological preparation and treatment is required for a refugee child, than for a child whose leaving his/her country was well-planned; the task of the school is different if it has only a few foreign national students, if it has several foreign nationals of different origin, and if it has many students of the same native language and culture. This is particularly recommended in places where there is at least one student group worth of foreign students, irrespective of grade.

4.1.1. Situation analysis, justification of the implementation

- a) the characteristics of the foreign child's kindergarten, and/or school attendance, the migration trends in the school's catchment area;
- b) the educational/teaching experience in the field of educating foreign national students, results achieved thus far, factors inhibiting progress, motivation for change;
- c) the interconnection of the intercultural program to the current schooling and educational program of the institution, and the analysis of the strengths and weaknesses that surface in this area.

4.1.2. The system of core principles and objectives of education

- a) The augmentation, modification or strengthening of the school's core principles
- b) The institutional breakdown of the objectives of the intercultural program, its transformation into specific local goals
- c) New objectives appearing in local educational plans

4.1.3. The system of tasks

- a) The augmentation, modification or strengthening of the core tasks of kindergarten education
- b) The augmentation or modification of the teaching and curriculum
- c) The augmentation or modification of local educational plans, the drafting of new ones when necessary

4.1.4. Decision concerning the language of learning

- a) The consequences of schooling/education conducted in Hungarian
- b) Issues related to the inclusion of the language of the country of origin as a taught subject
- c) Educational consequences of the relationship between the language(s) of learning

4.2. The local content of the intercultural program

Intercultural content must be a concern because those specific components, which facilitate the adaptation of these children, and at the same time teach Hungarian children and students tolerance, acceptance and living together, must be found and incorporated into the actions of kindergartens and schools. The protection, care and development of the personality is the mission of every educator and elementary and secondary school teacher. The intercultural educational content can appear to a lesser or greater extent within every kindergarten activity or the set of

requirements of every school subject. Obviously, mathematics has less direct cultural influence than history or a foreign language.

Within a group or class, we may compile an individualized set of requirements for foreign national, non-Hungarian speaking children, whereas the others shall progress pursuant to their own educational plan.

4.2.1. Programs developing cognitive abilities

- a) The development of individual competencies (self-awareness, motivation, independence)
- b) The development of special competencies (Hungarian as a foreign language, mathematics)
- c) The development of social aptitude (bonds, assertiveness, role in society)

4.2.2. The development of tool type competencies

- a) Programs developing language and communications skills
- b) Programs developing problem-solving skills
- c) Programs developing subject-specific abilities

4.2.3. The development of emotions and intelligence

- a) The treatment of trauma stemming from migration (weakening of motivation or excessive parental expectations)
- b) Nurturing self-awareness (emotional self-awareness, self-esteem, identity, etc.)
- c) Life programs, visions of the future

4.2.4. Substantive changes attributable to differences in language, communication skills and culture

- a) The teaching of Hungarian as a Foreign Language and the teaching of information relating to Hungary
- b) The opportunity to acquire knowledge of the students' native language(s) and country(ies) of origin
- c) Multicultural content, intercultural opportunities, learning of other cultures by the Hungarian students, human rights

4.3. The set of tools supporting education and teaching

The proper selection of tools, methods for studying and teaching is an indispensable part of the teacher's arsenal. The need for this particular component of the strategy arises because a critical element of working with foreign children/students is the extent of the gap between the country of origin and the public education system. Of course, children are blameless for their prior education, what was and what was not taught to them in another country, or what was taught to them in a different fashion. As a result, the transfer must be conducted in such a manner that students should not, preferably, have to lose a school year, and could retain all currently possessed knowledge, yet be able to acquire knowledge that may be important for their future. This task shall be carried out in light of the gap between the two school systems, and the family's plans.

4.3.1. Handling socialisation and methodology differences between the public education systems of the countries of origin

- a) Advance knowledge of the educational plan, individual development
- b) Exploration and utilization of previous knowledge
- c) The development of study strategies, tutoring

4.3.2. Methods of acceptance and fitting in, the concept of separation

- a) Methods of acceptance
- b) The education supporting fitting in, family consultation, family education
- c) Retaining the student; when absolutely necessary – education elaborating and facilitating separation

4.3.3 Methods of special treatment

- a) The recognition of the need for special treatment, case history, diagnosis
- b) Differences in the educational process attributable to special treatment
- c) Family education, minority education, the education of the language of learning

4.3.4. Cooperation – the development of partnerships

- a) Cooperation between teachers within the institution, cooperation with other institutions operating on the basis of other intercultural programs
- b) Cooperation with the family home, family assistance, child protection and child welfare organizations
- c) Cooperation with various professional services, civil organizations, contact with the country of origin.

4.4. The organizational framework of foreign students' education and teaching

The review of the existing educational program of the school from this aspect and the integration of the new task is particularly necessary because certain organizational frameworks are more suitable for certain given tasks than others. The best possible solution, adapted to strategy components implemented earlier in a given school and approved by the school authority, must be developed. A core component of the migrant educational concept is the study of the Hungarian language, therefore the school's migrant education or teaching concept, as well as the implementation strategy thereof, must specify the form and organisational structure of teaching Hungarian as a foreign language. Non-Hungarian speaking students must face not only the challenges of learning Hungarian, they must also concern themselves with every subject that is to be taught in Hungarian, and advancement therein. Thus, the continuous development of the study of the Hungarian language stems from every subject, activity, as well as from the educator-children, teacher-students, and peer interaction, therefore everyone is a 'language teacher', and must become a conscious linguistic and behavioural role model.

4.4.1. Class schedule, activity organization

a) Providing sufficient class time for the study of Hungarian as a foreign language, as well as learning about Hungary, as part of the mandatory class time.

b) Learning their native language, the culture of the country of origin, as part of the mandatory, elective, and/or non-mandatory class time

c) In case of different languages of instruction, the composition ratio of statutorily mandated language of instruction, the scope of activities involving the language of instruction

4.4.2. Applied study techniques, work methodologies

a) Cultural differences, new culture of methodologies due to the existence of previously adopted learning habits

b) Language-of-instruction questions of foreign language study

c) Differentiation, cooperation, project, media, student portfolios in educational practice

4.4.3. Programs outside of class, free time activities, assisting the adaptation and advancement of migrant students

a) Assisting advancement in given subjects by teachers and peers

b) The operation of a mentoring, tutoring, peer support, the operation of a family support system

c) The employment of a study assistance teacher or assistant

4.4.4. Training of teacher cooperation

a) Case studies at meetings, forums on problem-solving

b) Departmental and teacher training courses, parent academy, family club

c) Inter-institutional cooperation, network development

4.5. Student enrolment and advancement at school

Every school deals with the admission and advancement of students in its own educational program. However, the admission and advancement of foreign, non-Hungarian speaking students must be regulated separately. It stems from the nature of mobility that the child arrives unexpectedly, not fitting with the given host country's school schedule. It is a frequent occurrence that students sign up during the course of the school year, or that they leave before the conclusion of the school year. The fluctuation can act as a burden on foreign and Hungarian children alike, the 'bonds' and the ability to form them may be put at risk. Those schools, which operate intercultural programs, do not organize a selective admission test for foreign children; if there is sufficient space, the school primarily admits children belonging to the school's designated area, and secondarily from outside the designated area. When assigning a grade, repeating a year should be avoided at all costs. Scholastic advancement should be encouraged by the compilation of an individualized set of requirements for advancement in their studies, and with a heightened monitoring and support of studies, in such manner that the student shall taste success, and thereby conclude a successful year in accordance with the above system. The support of studying is the task of the teacher, and teaching the skill of studying is a basic issue of the migrant education concept, including the teaching of studying in the Hungarian language. If it is necessary for the uninterrupted advancement of the student, the foreign student shall be temporarily exempted from the written performance of the requirements, and may be allowed to perform them orally.

4.5.1. Preparation of enrolment, and advancement at school

a) Assistance in starting kindergarten, and of the transfer from kindergarten to school; admissions, case history

b) Providing for the reception of foreign national students when entering a higher grade, or when entering class during the school year, determination of tasks

c) Tools of advancement without repeating a year

4.5.2. Competency based system of evaluations

a) The relationship between the Hungarian and country of origin evaluation systems, individual developmental journal

b) Narrative evaluation, formative evaluation, its relationship to the narrative evaluation

c) The components of summary evaluation

4.5.3. Examinations in public education

a) Admission of the foreign student with the diagnostically targeted (not selective) examination

b) Interrelationship between the language of instruction and the language of examination, vocational examination

c) Career orientation, preparatory course for higher education

5. Implementation and Evaluation Plan

5.1. Initial conditions at implementation - developmental plans

The implementation and evaluation plan has been included in the intercultural program because the long-term sustainability of successful education can only be performed by dedicated and experienced teachers possessing the requisite level of professional skills. Since handling migrant students is not part of the basic curriculum of every teachers' training institution, we must take steps in the direction of professionalism, over and above the requisite personal and institutional commitments required to carry out the foreseeable tasks. In addition to mobilising the hidden resources of the institution, the experience of the teachers of other schools working in their intercultural programs may also be utilised, and it is useful if as many people as possible attend the targeted accreditation training courses. The intercultural program has the capability to enable a transfer of experience between co-workers of the institution, and summarize all that they have accomplished thus far. The requisite personal and material conditions can be accomplished by reallocating the school's internal resources, partnering with schools, cooperating with institutions, or utilizing the regularly prepared central tools (educational plans, study materials, study aids, etc.). The intercultural program is based on innovation and professional skills at the kindergarten and school, and openness towards further training. The compiled new professional knowledge can assist those institutions that will launch an intercultural program later. The evaluation plan of the program includes the analysis and assessment of the compliance between the plans and implementation.

5.1.1. Staff requirements

a) A teacher specialized in Hungarian as a foreign language or participating/has participated in continuing training on the same

b) Developmental teacher or school psychologist

c) Tutor or assistant teacher

5.1.2. Material requirements

a) Curricula (Hungarian as a foreign language, when necessary the language of the country of origin, plan for studying the culture, the civilization)

b) Study aids, adapted textbooks

c) Development of study tools and library

5.1.3. Plan for implementation, scheduling

a) Preparing for the task, the drafting of a schedule

b) Follow-up examinations, analysis, system of evaluations

c) Interior and external continuing training, plans

5.1.4. Monitoring and evaluation of the central educational program at the school

a) The relationship between the plan and implementation

b) The plan for the continuation of the program, the justification for necessary corrections

c) Sustainability, continuous development

6. The schedule for the launch of the intercultural program for the Hungarian education of foreign students

Activity	Semester I.	Semester II.	Year II.
The introduction of the local intercultural program			
A) The development of migrant education concept, follow-up on the results, analysis			
B) The intercultural kindergarten schooling of migrant children, and the intercultural educational strategy of schools			
Situational analysis, the justification for implementation			
1. Situational analysis, experience of earlier instances of migrant students, perspectives of their reception based on expected results	The situational analysis is prepared, keeping in mind migration trends, earlier results, strengths and weaknesses		Review of the situational analysis of the previous year, necessary modifications
2. Review of available human resources, definition of demand (for teachers specialized in Hungarian as a foreign language, assistant teachers, etc.)	The list of human resources is completed, a plan is prepared for bridging the missing gap (approved by the school authority)		Evaluation, the definition of further tasks
The system of the core principles and objectives of education			
1. The formulation of the institutional educational/teaching tasks and objectives	Based on the stated objectives of the central program, the institutional objectives are integrated into the educational plan, and local curriculum, keeping in mind local characteristics		The review of the objectives, potential modification, augmentation thereof
2. The definition of required tasks in order to determine the necessary level of human resource expenditures	Ensuring human resource requirements on the basis of a plan approved by the school authority. The formation of work teams from the subject teachers who work with the foreign students, the definition of common tasks	Continuous experience exchange within the school, an examination of the possibility of network building	Performance evaluation of those teachers, assistants, who directly work with foreign students, recommendations for potential modifications. The successes and problems of network building.
The set of tasks			
1. Augmentation of the basic tasks defined in the educational plan with the task of caring for the migrant students	The augmentation is completed	Continuous monitoring-evaluation	Analysis of implementation results pursuant to budgeted/required time, possible corrections
2. Drafting of the implementation plan	The launch plan is completed. Required personnel is available	Monitoring of implementation pursuant to budgeted/required time	Implementation of necessary modifications

Substantive changes due to differences in language, communications and culture			
1. Amendment / augmentation of the local educational plan with Hungarian as a foreign language, if necessary with the language of the country of origin, with the intercultural education plan	Providing the necessary number of hours of class time, both mandatory as well as optional. The amendment / augmentation is complete, the new components are launched.	Review of sufficiency of provided class time in light of achieved results	Analysis of the feasibility of the educational plans, recommendation of possible correction
Decisions related to language of instruction			
1. Decision concerning the inclusion of the language of the country of origin as a taught subject. Assignments due to the Hungarian language	Evaluation of the native language of the foreign students at the school; when necessary, providing the requisite conditions for the teaching of the given language	The teaching of the language of the country(s) of origin continues, the Hungarian students familiarize themselves with the peculiarities of this language	Evaluation, the definition of further tasks
2. Definition of tasks in the interest of providing for material requirements (educational plans, study aids, library development)	Preparing the list of material requirements, developing a plan to bridge any gaps, providing for the material requirements pursuant to the plan		Effectiveness, workability studies, recommendation for possible modification, development of study materials
The local content of the intercultural program			
The development of cognitive and tool based competencies			
1. The development, adaptation, launch of programs developing cognitive (personal, special, social) and tool based (language and communications, problem solving, school subject) skills	Decision is made concerning the application of ability developing programs: the adoption of useable programs, the development of new programs	Adaptation and improvement of programs	The integration of the programs into the educational program
Development of emotion and intelligence			
1. Preparing for the handling of students in the interest of their emotional and intellectual development	Evaluation of the emotional state, abilities, definition of in-class status of the foreign students already present at the school, mapping their relationships with each other	Continuous individual attention with foreign students, cooperation among teachers	Compilation of experience, drawing inferences, defining further tasks
2. Preparation for the treatment of the traumatizing effects of immigration	Cooperation between the teachers and professionals who work with the foreign student, the development of an action plan	Continuous assistance to foreign students	The tasks of emotional-intellectual education of foreign students are incorporated into the educational plan.

The set of tools assisting kindergarten and school education			
The treatment and elimination of social and scholastic differences in the respective public education systems of the countries of origin			
1. Definition of the foreign student's level of language skill, ability and capability	Conducting evaluations, the assignment of students into a group appropriate for their level of language skill	Continuous measurement of the effectiveness of instruction of Hungarian as a foreign language	Compilation of experiences, recommendation for possible educational plan correction
2. The development of foreign students' communication abilities	Coordinating with subject teachers concerning potential communication developments that may be implemented during given subject classes, preparation of subject teachers (workshop, brainstorming, etc.)	Continuous experience exchange	Summary of experiences, setting forth of tasks
3. The development of study strategies, study support	Cooperation with foreign students, between directly involved teachers and experts, the drafting of individual study plans	Continuous assistance	
Acceptance and fitting-in, the education of special treatment			
1. Preparation for accepting foreign students, to support the process of fitting in, their special treatment	Teachers' preparation for the task on an educational meeting, with expert presentations. The preparation of the host classes for the reception of foreign students	The development and operation of generational teams to support the fitting-in of foreign students	The educational tasks stemming from the special treatment of foreign students, their acceptance, their fitting in, are integrated into the educational program.
Cooperation, the development of partnering relationships			
1. Cooperation with offices, institutions, representative offices	Cooperation with offices, institutions, the compilation of a list of representative offices, making contact, plan of cooperation, the drafting of an agreement with a listing of potential results	Plan of cooperation, teachers' work plan. The cooperation agreement contains concrete tasks, plan of operations, human resource and material requirements	The evaluation of cooperation experience, setting forth potential corrections, further tasks
2. Cooperation with the applicable family support and child protection services, based on the residence of the foreign student	The compilation of the list of family support and child welfare services taking part in the cooperation, making contact, the preparation of a plan of cooperation along with a listing of results.	The cooperation agreement contains concrete tasks, plan of operations, human resource and material requirements	Evaluation of cooperation experience, setting forth potential corrections, further tasks
3. Cooperation with the family	A communications plan shall be drafted with	The teachers (class heads, child protection	The integration of the operating system of

	regard to the substance and form of contact to be maintained with the parents. When necessary, the involvement of an interpreter for problem solving.	workers) shall develop a system of one-on-one contact, documenting its frequency and content.	contacts into the educational program.
4. Cooperation with institutions operating an intercultural program	Drafting of a plan of cooperation	Making contact	Analysis of cooperation, further tasks. Support of newly entering institutions
5. Cooperation with the professional and specialized services, civil organizations	The evaluation of foreign students to explore potential problems in studying, fitting in, with the involvement of special services (schooling advisors, speech therapy institutions, etc.). In light of the results, entering into a cooperative agreement with a listing of assigned tasks and expected results.	The continuous monitoring of the development of foreign students, regular consultations with the teachers/support staff who work with the children	Evaluation of the cooperation, the summarizing of experiences, recommendations, defining further tasks
The organizational framework for the education of foreign students			
Applied study techniques, work formats			
1. Evaluation of cultural differences, previous study habits	Inquiry about the former cultural environment and habits of the students.	The continuous evaluation of newly arriving students	
2. Differentiated study organization, assisting individual study	Compilation of a list of required tools for differentiated activities, the scheduling of providing the requisite tools	The use of differentiating study material units	The application of differentiation, its integration into the local educational plan
3. Cooperative study organization	The precise designation of the role the methodology is to play within the process of study-teaching; providing the requisite organizational framework for cooperative study (the development of study groups), providing the necessary conditions, the competency development tools	The continuous expansion of skill development tools	The application of cooperative study techniques, their integration into the local educational plan
4. Project methodology	The precise designation	The application of the	The application and

	of the place, role to be played by the methodology in the process of schooling-teaching, providing the necessary framework and conditions	project methodology, its potential expansion	integration of the methodology into the local curriculum
In class/outside class programs and activities, family-school relationships, assisting the fitting in and advancement of migrant students			
1. In-class programs assisting the process of fitting in, of acceptance and advancement	The list of in-class programs assisting the process of fitting in, acceptance and advancement has been prepared, their launch and implementation has commenced	The programs function in a documented fashion, their monitoring is continuous	The tasks are integrated into the work plan and into the scheduled subject curriculum
2. Out-of-class programs and free-time activities supporting the process of fitting in and advancement	The list of free-time, out-of-class activities that support fitting in, acceptance and advancement is completed, their implementation begins	The programs function in a documented fashion, their monitoring is continuous	The activities are integrated into the annual work plan
Cooperation between teachers, teacher training			
1. Meetings on case studies, analysis (from the perspective of set requirements)	A summary is prepared concerning the available resources to organize school work, a plan is prepared for bridging potential gaps	Evaluation is conducted pursuant to set criteria	Based on the documents that were prepared regarding the evaluation case meetings, school management draws inferences, which are integrated into practice
2. Meetings on case studies, analysis (from the perspective of the foreign students)	Summary of compiled experiences in teams formed of teachers and professionals who work directly with the foreign students, recommendation for further tasks	Continuation of the work on the basis of experience and defined tasks	The application of acquired skills obtained from the inferences that were drawn on the basis of the documents that were prepared at the case meetings
3. Teacher training	Cooperation with other teacher communities of schools which accept foreign students, and with offices, civil organizations, the exchange of experiences, the organization of methodology training sessions	Further development of the body of work on the basis of earned experience	The compilation of the teacher's training plan is undertaken in light of requirements of working with the migrant students
Student enrolment and advancement in the school			
Preparation for enrolment into school, kindergarten, advancement			
1. Assisting entry into	Team formation, the	Continuous assistance to	The integration of the

kindergarten, and from kindergarten to school	drafting of a plan of action for the preparation of receiving foreign children, of working with them	foreign students	tasks into the annual work plans
2. The reception of students entering a higher grade, and/or reception of students arriving during the school year	The team shall develop the tasks associated with the reception of foreign students entering a higher grade or those who arrive during the school year.	Continuous assistance to foreign students	The integration of the tasks into the annual work plans
3. Tools for advancement excluding repeating a year	Home room teachers and subject teachers regularly (at least quarterly) evaluate the performance of foreign students, or make a recommendation for an evaluation, or request an exemption from evaluation, for individual treatment.	Individual instructions to migrant students	Documenting the experiences, the augmentation of local educational plan with the conditions for advancement to a higher grade by foreign students, in light of the statutory requirements
Competency based system of evaluations			
1. Interrelationships between systems of evaluations, individual development journal	The team consisting of the class heads and subject teachers makes a recommendation for the tasks of individual development, the perspectives to be followed in keeping the individual development journal.	Individual development is documented	The implementation of the individual development journal is integrated into the educational program
2. Narrative evaluation, formative evaluation	A plan is prepared for the narrative evaluation, and the relationship between the narrative evaluation and the assigned grade assigned is defined	The teachers perform evaluations on the basis of developed, fixed criteria	The teachers apply the narrative evaluation, which shall be integrated into the educational program, pursuant to the statutory mandate
3. Summary Evaluation	A plan is prepared for the summary evaluation, and the components are defined	The teachers perform evaluations on the basis of fixed criteria	The teachers apply the summary evaluation, which shall be integrated into the educational program, as stipulated by law
Examinations in public education			
1. The admission of the foreign student into an intermediate educational institution	Intermediate schools shall develop the diagnostic measurement system, on the basis of which they shall determine the	Admissions shall be conducted pursuant to the fully developed diagnostic measurement system	Evaluation of the success of the measurement system, potential recommendation for improvement

	assignment of foreign students into grade and class		
2. The correlation between the language of teaching and the language of the examination	The host school decides on the language of the examination, besides Hungarian, mforeign students may take examinations – under certain conditions – in other languages taught in the given school	Examination in the language selected pursuant to the decision	Summary of the experience of examinations, conclusions, recommendations for corrections
Career orientation, program preparing for higher education			
1. Career orientation	Development of a program assisting the career orientation of foreign students	Preparation of foreign students on the basis of the career orientation program	The evaluation of the program assisting the career orientation of foreign students, impact evaluation, the integration of the program into the educational program.
Program preparing for higher education	Development of a program preparing foreign students for higher education	Preparation of foreign students for further education based on the program developed	Evaluation of the program for the preparation for further education, analysis of the results, incorporation of the program in the educational program