

**Questionnaire on the Evaluation of the second phase (2010-2014) of the World Programme for
Human Rights Education**

HUNGARY

A. Human rights education in higher education

While acknowledging that the enjoyment of academic freedom requires the autonomy of higher education institutions, higher education, as a public good, remains a matter of responsibility and economic support of all governments. Have steps been taken in your country in the following areas:

1. Policies and related implementation measures

a. Have relevant legislation, plans of action, curricula, training policies been adopted?

Access to higher education is guaranteed by the Fundamental Law of Hungary. The basis of legislation on Hungarian higher education is comprised of constitutional human rights and the 'Magna Charta' of European universities.

Accordingly the Higher Education Act regulates the system and functioning of higher education institutions, the role of the state with provisions to ensure the freedom of teaching, learning, science and arts.

In the higher education system, knowledge on the regulation of human rights forms part of the founding and core material of legal education (primarily), public administration, social sciences and economics. In addition, knowledge to this effect (e.g. teacher training, medical education) appears skill-specifically in outcome- and training requirements which regulate qualifications.

b. Have adequate resources been allocated, and coordination mechanisms that ensure coherence, monitoring and accountability been set up?

In Hungary, the quality assurance of higher education is ensured by the institutional- and programme accreditation which is, simultaneously, the condition of state-recognition. At legislative level, an organisation of independent experts functions dealing with quality certification (i.e. the Hungarian Accreditation Committee).

2. Teaching and learning processes and tools

a. Have human rights been infused as a cross-cutting issue into academic disciplines?

The notions of human rights and democratic citizenship are substantial in higher education, including the functioning of its organisation (such as institution-management, functioning and advocacy activities of students' and teachers' organisations, credit-obtaining modules as part of theoretical education, training preparing for profession or teacher training). In higher education, students have to be provided, during their studies, to take up optional subjects up to 5% of all credits required for a degree or diploma - or instead, to participate in voluntary activities.

b. Have specific human rights courses and programmes been introduced?

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Specific professional knowledge can be acquired following the bachelor and master's degree, in the so-called specialised training system being established and launched in the discretion of the higher education institutions.

- c. Are participatory methodologies used in human rights education?

In the frame of legal education, these methodologies are completely used. They form part of the teaching-learning methodology defined by the higher education institution.

- d. Have relevant materials and textbooks been developed or revised?

These are part of the educational tools related to the trainings.

- e. Have relevant support and resources been established?

The respective training-development subsidies; currently the training programme development based on learning outcomes and the establishment of the Hungarian Qualifications Framework.

3. Research

- a. Have innovative methodologies and tools for human rights education been developed, based on assessment of existing practices?

The priority on higher education of the Social Renewal Operational Programme (TÁMOP) – supported by Structural Funds of the EU – did not contain schemes that specifically supported research of this kind. However, the priority on public education of TÁMOP included such schemes.

Among the higher education institutions, the University of Szeged conducted such research, but these are not centrally coordinated.

The Horizon2020 Programme has only started recently in 2014, several national institutions and enterprises participate in it as candidates.

- b. Have lesson-learning and evaluation exercises been undertaken?

- c. Have good practices and comparative studies been disseminated and supported?

- d. Have exchanges, scholarships and fellowships been organized?

4. Learning environment

- a. Have explicit and shared policy statements protecting the human rights of all higher education actors been endorsed?

Act CCIV of 2011 on National Higher Education does not contain a relevant chapter; civil liberties are protected at a higher level by the Fundamental Law.

Training and research activity and operation of higher education ensures the freedom of teaching, learning, science and arts.

Under the Higher Education Act, it is among the principles of the operation of higher education to provide equal access for those who already participate in education and for those with no student status. The Act also provides for equal treatment and the retention of the requirement of equal access as for decisions concerning teachers and staff as well as students.

In regard to certain groups of students, the higher education admission process in determining the number of students supported by the higher education- or the Hungarian state-funded (partial) scholarship ensures equal opportunity for disadvantaged students, for those on maternity leave, for those receiving child care allowance or assistance, for candidates with disabilities and candidates belonging to ethnic minority groups.

- b. Do teaching personnel have a mandate to pursue human rights education?

Teachers and educators are free to choose the content of teaching. Rights and obligations of teachers, researchers and other personnel are ensured by law. People employed in higher education are public servants.

- c. Can students express their views freely, participate in academic life and do they have extensive opportunities for interacting with the wider community?

The free expression of opinion is guaranteed by the 9th article of the Fundamental Law. Those wishing to have access to higher education, are free to choose the institution and the study course. Rights and obligations of the students are ensured by law as well.

In higher education institutions -as an integral part of the higher education institution- student unions represent students' interests. By virtue of law every student is a member of the Student Union. They elect their own representatives and they can all elect and can be elected.

The Students Union gives its agreement to the reimbursement and benefit rules, to the order of consulting students on the work of teachers, on the occasion of adopting and modifying the study and examination regulations. The Students Union participates in the process of assessment of teachers' work, and it has a right of consent concerning the use of funds provided for youth policy and students' aims. The Student Union can give its opinion, can use the right of making a proposal on every issue concerning students and the operation of the higher education institution. The organisational and operational rules of the higher education

institution define those issues in which the opinion of the student union has to be asked for and the issues in which the student union decides.

The National Union of Students in Hungary represents the interests of students on a national level. The Association of Hungarian PhD and DLA Students represents the interests of students studying in PhD programmes.

5. Education and professional development of higher education teaching personnel
 - a. Have pre-service and in-service human rights training been developed, including both human rights content and appropriate learner-centred and participatory education methodologies?
 - b. Have relevant training materials and resources been developed?

C. Overall human rights education national efforts

During 2010-2014, i.e. the second phase of the World Programme:

9. Has a National Plan for Human Rights Education or a similar strategic document been developed? Please provide details.

The Act CXC of 2011 on National Public Education provides the legal framework for the cooperation of stakeholders taking part in democratic citizenship education. According to Paragraph 78 of the Act on National Public Education the minister responsible for education convenes the students plenary assembly /student government every third year. The student government is an information forum on education for students on national level which reviews the justice in the field of student rights in a presentation and can adopt a recommendation in which it formulates its opinion and makes a proposal.

Civic competence is defined in the National Core Curriculum that includes the knowledge of actual events as well as the main events and tendencies of the national, European and world history, and the actual aims, values and ambitions of social and political movements.

The formation of the civic competence has to rely on skills and competences like effective cooperation in public policy, interest in problems affecting local and wider communities, and solidarity shown in the solution of these problems. Civic competence includes the critical and creative analysing of decisions made on different –local, national and European – levels and the participation in the decision making process.

Positive attitudes rely on respecting human rights fully, including the respect of equality, democracy, religious and ethnical diversity. Positive attitude towards the settlement/municipality, country, nation and the EU, and in general the awareness of being European, openness towards participation on all levels of the democratic decision making process. Positive attitudes are also the expression of the acceptance and respect of democratic principles and common values forming the basis of belonging to a community

and the sense of responsibility. Creative participation means fostering civic activities, social diversity and cohesion as well as fostering sustainability and the respect of the values and private life of others.

For the teachers accredited in-service training courses like "Rights of the Child" basic courses, courses developing rights awareness at school, strengthening tolerance, and multicultural education are provided for learning the related knowledge.

10. How have you disseminated information on the World Programme for Human Rights Education in your country? Please provide details.

Knowledge about human rights is transferred as part of the curriculum. At the same time, not specifically in connection with the World Programme, students in the 5th-12th year get to know organizations fighting for sustaining democratic rights and can set examples of activities of the United Nations and the European Union. Among the „Social, citizenship and economic studies" you can find issues concerning human basic rights and equality. In the framework of this subject also the Rights of the Child, students rights are taught for pupils in the 5th-8th class.

11. Please indicate the main challenges to advancing human rights education in your country, both in the areas covered by the plan of action for the second phase and beyond, and opportunities for overcoming them.

All school types provide human rights education, however, the extent and depth of the knowledge transfer can be different. The development of the efficiency of teaching may be supported by in-service teacher trainings but sharing of the resources of development for the next period is still in process.

12. Please provide any relevant supplementary documentation you wish to share, including already-existing information reported to the United Nations human rights bodies and mechanisms or to other intergovernmental organizations.

13. Any other comments not provided elsewhere.

14. Information on the institution/department responsible for preparing this report, including contact details.