

**ADVISORY COMMITTEE ON THE
FRAMEWORK CONVENTION FOR THE
PROTECTION OF NATIONAL MINORITIES**

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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**Comments of the Government of Hungary on the Sixth Opinion of the
Advisory Committee on the implementation of the Framework Convention for the Protection of National
Minorities by Hungary**

received on 16 February 2026

The comments have been submitted under the sole responsibility of Hungary and made public by the Council of Europe Secretariat in accordance with Rule 29 of Resolution CM/Res(2019)49 on the revised monitoring arrangements under Articles 24 to 26 of the Framework Convention for the Protection of National Minorities.

Comments on the sixth opinion on Hungary prepared by the Advisory Committee
(Framework Convention for the Protection of National Minorities)

1.

As a general comment on the findings of the Sixth Report **related to the census**, we note that, in designing the methodology of the 2022 census, the authorities gave particular consideration to the principles of data protection and voluntary self-identification. In this context, they ensured the voluntary nature of ethnic self-identification, the possibility of providing multiple answers, and the availability of the questionnaire in multiple languages. In our view, any under-reporting resulting from data collection based on self-identification should not be interpreted solely as a methodological shortcoming, but rather as a natural consequence of the right to free self-identification.

2.

In connection with the statement in Section 116 on page 25 of the expert opinion, we would like to indicate that textbooks for teaching the Romani and Boyash language and literature spoken by the Roma ethnic minority in Hungary, as well as for Roma ethnology, are provided free of charge to institutions. The Government supports the publication of textbooks and teaching aids in the Romani and Boyash languages, the training of teachers and trainers, the introduction of the history of the Roma people, and the teaching of the Roma Holocaust in public education institutions, thereby also contributing to ensuring quality education.

The Education Office has also placed great emphasis on the inclusion of Roma-related content in the revision of previous textbooks, in line with the modified National Core Curriculum and the new framework curricula, and in the development of new publications. The smart textbooks were created by converting paper-based publications, so the digital teaching materials related to the new textbooks also include additions related to Roma. The work was conducted with the involvement of experts in the 8th and 12th grade textbooks. Among other things, the lifestyle of the wandering Roma was presented, and the role of Roma soldiers and musicians in the events of 1848/49 was also highlighted. The portrait of János Bihari, one of the most significant figures of *verbunkos*, was included in the curriculum. In accordance with the expectations set out in the National Core Curriculum and the framework curricula, other textbooks also include content related to Roma. The 8th grade Hungarian literature textbooks include the topic of the Holocaust of the Roma as part of the mandatory core material, in connection with which pupils can learn about the works of József Choli Daróczi and Menyhért Lakatos, among others.

3.

In connection with the statement on school violence and stigmatization against Roma students in point 129 on page 28 of the expert opinion, we would like to indicate that the

Government has zero tolerance for all kinds of racist and xenophobic behaviour. Among children and young people, the behaviour mentioned above can sometimes be combined with aggressive behaviour, and bullying and harassment can accompany the daily lives of the affected school children, leaving lasting traces in their further development regarding their social interactions and development. Therefore, a priority goal in public education institutions is to prevent and reduce such cases. To this end, a number of measures have been adopted to provide assistance to both teachers and other school professionals, as well as students. Some of the measures and programs, without claiming to be exhaustive, are:

Comprehensive school health development program:

Based on the provisions of Section 128 of Decree 20/2012. (VIII.31.) of the Ministry of Education, Science and Culture, public education institutions must plan their tasks related to comprehensive health development in a coordinated, traceable, measurable and evaluable manner within the framework of the health development program that is part of the local pedagogical program. The overall goal of school health education is to promote students' health development behaviour in order to enable students to behave health-consciously, emphatically including the acquisition and development of behaviour that is based on respect and acceptance of each other, solidarity and cooperation.

Community education (classroom teacher) framework curricula (grades 5–8 and 9–12):

The goal of the adaptation and safety topic is to develop students' emotional intelligence. Students learn about the concepts of abuse, conflict and aggression, the types and roles of offline and online abuse, learn about and master age-appropriate conflict management methods, and learn about the work of support professionals. Focusing on creating safe school communities, students' mental health, social and communication skills are developed. Students learn how to avoid becoming victims, measures and methods to prevent abuse and deal with cases that have occurred.

In the National Core Curriculum, within the framework of the digital culture subject and the ethics subject:

Great emphasis is placed on understanding and managing the dangers of online abuse, media awareness, and ways to avoid violence.

Child protection referral system:

The child protection referral system is a preventive tool, one of the most important tasks of which is to detect the emerging problem as soon as possible and take the necessary measures. If the school cannot eliminate the conflict that has arisen with pedagogical means, or if it is justified in the interests of the student community or the protection of the individual student, it contacts the child and youth protection service or another organization or authority operating in the field of youth protection, which can make suggestions for further measures. The school must pay special attention to prevent racist, hateful behaviour and the violence that accompanies it. If the problems are of a recurring nature for the pupils(s) concerned, the principal shall notify

the school psychologist, and the pupil(s) shall be obliged to participate in the psychologist's counselling.

School psychologists:

In order to improve the mental health of students, the Government has made and continues to make great efforts to ensure that school psychologists and school social workers are present in public education institutions in increasing numbers. As a result, the number of school psychologists employed in the entire public education system has more than doubled since 2010.

Kindergarten and school social workers:

The daily presence and activities of the social worker place an emphasis on prevention, help prevent the development of vulnerability, develop competence, mediate in the resolution of conflicts between the child and the parent, the child and the teacher, and the parent and the teacher.

Professional support for teachers and pupils:

In order for teachers to be prepared to recognize and effectively deal with possible racist and/or violent manifestations occurring in public education institutions, and to implement inclusive education, there are numerous free training programs available for teachers (e.g.: Basic Mental Hygiene Training for Teachers; Non-violent Treatment of Child Aggression in the Everyday Practice of Teachers; Online Against Online Abuse, etc.). The programs of the National Crime Prevention Council/ National Anti-Crime Council (e.g.: Solution-focused trainings, Crime prevention at school, etc.) and the Police programs (e.g.: DADA¹, ELLEN-SZER², School Crime Prevention Counselling Program, School Policeman program) provide effective assistance to professionals, children and young people in preventing school violence and resolving conflicts peacefully.

Compilation of a Guide on the Prevention of School Violence:

A Guide containing useful information for the prevention and management of school violence has been compiled. In it, principals and teachers can find out about current teacher training courses, programs, and the activities of the School Guard. Detailed and specifically practical information can be read about child protection referral system tasks, and it also contains suggestions on where schools can turn in specific conflict situations. The Guide is updated annually and is received by schools in electronic form.

¹ The Hungarian Police's crime prevention and youth protection program for elementary schools, which includes lectures on smoking, alcohol, drugs, AIDS (hence the Hungarian acronym "DADA"), as well as preparing students for the dangers of the internet and media, and communication and conflict management.

² The program is a secondary school safety education program run by the Hungarian Police.

School Guard Program:

The school guard program was launched in 2020 with the aim of preventing conflicts, supporting teachers and pupils, and creating a more peaceful learning environment. School guards only serve in schools where, in the opinion of school principals and maintainers, there is the greatest need to maintain order. The school guard's job is to maintain order and prevent violent conflicts from arising. Based on feedback and experience to date, it can be said that security has increased reassuringly in the schools concerned and the number of violent personal conflicts has decreased.

Legislative change:

Government Decree 245/2024. (VIII. 8.) on the range of prohibited and restricted-use objects in educational institutions, as well as on the detailed rules of procedure regarding objects, entered into force on 1 September 2024. The regulation covers two categories of objects: one cannot be brought into the institution at all, this is the so-called prohibited object, the other can be brought in, but can only be used in a limited way, based on the teacher's decision (e.g. mobile phone), and the latter objects must be handed over by the pupil, they cannot be in his/her possession during the teaching day or during the lesson or session. According to the Government Decree, prohibited items include stabbing or cutting tools, lead batons, boxers, sticks, chains, gas spray, electric stun guns, imitation firearms, firearms, ammunition, drugs, tobacco products, electronic cigarettes, energy drinks, etc.

4.

The planning and implementation of **social inclusion and Roma integration policies** are not based exclusively on census data, but rather on the combined analysis of information from multiple sources, including regular surveys conducted by the Central Statistical Office (such as EU-SILC and the Labour Force Survey) as well as administrative data. This approach enables targeted policy interventions without compromising the principles of personal data protection and voluntary self-identification.

With regard to paragraph 10/9 of the highlighted recommendations, we emphasise that the MNSIS 2030 is aligned with the assessment of the impacts of **employment-related measures**, while also underlining that Roma employment disadvantages are primarily explained by territorial and educational factors. Addressing these challenges requires an integrated, cross-sectoral employment policy approach.

Employment programmes are designed to reach the Roma population in a targeted manner, while not being organised exclusively on an ethnic basis. This reduces the risk of stigmatisation and contributes to strengthening social cohesion. This approach is consistent with the core principle of the MNSIS 2030, which seeks to reduce disadvantages through an integrated, inclusive and opportunity-oriented framework.

Budapest, 9 February 2026