



SUBJECT DATASHEET

Ensuring Equal Opportunities within the Educational and Schooling System

BMEGT51XX82042-19

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Ensuring Equal Opportunities within the Educational and Schooling System

ID (subject code)

BMEGT51XX82042-19

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	8
Practice	0
Laboratory	0

Type of assessment

exam grade

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong nincs/no

Weak nincs/no

Parallel nincs/no

Exclusion nincs/no

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The course aims to provide students with an understanding of the legal framework governing discrimination and unequal treatment, as well as the concept and consequences of the prohibition of discrimination. It introduces international and national regulations on discrimination, with special emphasis on legislation concerning children. Students will gain insight into the forms of segregation within the public education system, the means of ensuring equal opportunities, and pedagogical strategies that support educational integration. The course also covers central governmental programs related to education policy, initiatives aimed at promoting social inclusion and equal opportunities, and both EU and national strategies addressing early school leaving.

Academic results

Knowledge

1. Understands the international principles of non-discrimination. Is familiar with national strategies addressing discrimination. Has knowledge of the Hungarian legal framework regarding discrimination and equal opportunities. Understands the manifestation of segregation and integration within the public education system. Is familiar with issues related to ethnic segregation in the field of public education. Is aware of equal opportunity programs available within the framework of the public education system. Understands the institutional responsibilities related to early school leaving and the operation of the early warning system.

Skills

1. Demonstrates sensitivity to the principles articulated in international documents on equal opportunities. Is capable of identifying and analyzing possible measures to eliminate various forms of discrimination. Is able to take action against ethnic segregation. Is competent in utilizing legal remedies and forums available for addressing discrimination. Is able to support institutional leadership in tackling early school leaving.

Attitude

1. Collaborates actively with instructors and fellow students in the process of knowledge development. In group-based tasks, learning or work situations, demonstrates a determined, constructive, cooperative, and proactive attitude both as a leader and as a team member. Is open and receptive to new developments and innovations in education and training.

Independence and responsibility

1. Independently reflects on tasks and problems and solves them based on the available sources. Is open to well-founded critical feedback. In group work, mobilizes theoretical and practical knowledge and skills autonomously and in cooperation with others (or occasionally by leading them) to achieve the common goal.

Teaching methodology

Lectures, communication in written and oral form, use of IT tools and techniques, optional individual and group assignments.

Materials supporting learning

- dr. Kalicz Éva: Esélyegyenlőség - Diszkrimináció – Szegregáció – Integráció, BME Műszaki Pedagógia Tanszék, Budapest 2019. (jegyzet)
- Magyarország Alaptörvénye
- Az egyenlő bánásmódról és az esélyegyenlőség előmozdításáról szóló 2003. évi CXXV törvény
- A nemzeti köznevelésről szóló 2011. évi CXC. törvény
- Befogadó oktatással az iskolai szegregáció ellen Európában – letölthető: <https://www.ajbh.hu>
- Magyar nemzeti társadalmi felzárkózási stratégia II. Tartósan rászoruló – szegény I családban élő gyermekek - romák https://www.kormany.hu/download/1/9c/20000/Magyar%20NTFS%20II%20_2%20mell%20_NTFS%20II.pdf. https://www.oktatas.hu/koznevelas/vegzettseg_nelkuli_iskolaelhagyas
- Nanszákné dr. habil Cserfalvi Ilona professzor emerita: A vezetői munka jellemzői a halmozottan hátrányos helyzetű tanulók körében, BME APPI MPT, 2012
- Friss és aktuális weblapok, blogok magyar és angol nyelven

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes specified in point 2.2 are assessed through a thematic written test following the contact hours.

Performance assessment methods

Detailed description of the performance assessment during the academic term: - Attendance of at least 70% of the contact hours is compulsory

(according to § 105.3 of the TVSZ) - Submission of the thematic essay - Assessment of subject knowledge, skills, attitudes and competences of the autonomy and responsibility type.

Percentage of performance assessments, conducted during the study period, within the rating

- class activity : 40

Percentage of exam elements within the rating

- classroom activity : 60

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-80
Fail	50

Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

Coursework required for the completion of the subject

részvétel kontaktórákon	8
felkészülés a vizsgára	82
Folyamatos Önreflexió készítése	60

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

Interpretation of Discrimination, Key Concepts International Principles and Documents of International Codification Regulation within the Hungarian Legal System Equal Opportunities and the Principle of Equal Treatment in Hungarian Public Education Ethnic-Based Seg

- 1 Interpretation of Discrimination, Key Concepts:
- 2 • Discrimination
- 3 • Prejudice
- 4 • Equal opportunity policy
- 5 • Disability
- 6 • Disadvantaged status
- 7 • Unequal treatment
- 8 • Integration
- 9 • Early school leaving
- 10 • Otherness
- 11 • Poverty
- 12 • Segregation, social exclusion
- 13 International Principles, Key Documents of International Codification:
- 14 • Universal Declaration of Human Rights
- 15 • Convention on the Rights of the Child
- 16 • Declaration on the Rights of Mentally Retarded Persons
- 17 • Standard Rules on the Equalization of Opportunities for Persons with Disabilities
- 18 • Salamanca Statement
- 19 • Codification documents of the European Union
- 20 Regulation within the Hungarian Legal System:
- 21 • Strategy for the Development of Public Education
- 22 • Programs promoting equal opportunities, inclusion, and talent development
- 23 • Medium-term strategy against early school leaving
- 24 • Second-chance programs
- 25 • Complex reintegration programs
- 26 Equal Opportunities and the Principle of Equal Treatment in Hungarian Public Education:
- 27 • Guarantee provisions in the Equal Opportunities Act
- 28 • Guarantee provisions in the Public Education Act
- 29 • Educational and organizational solutions tailored to the achievement of special pedagogical goals
- 30 Ethnic-Based Segregation

Additional lecturers

Approval and validity of subject requirements