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CHILD PROTECTION SUB-WG

18 MAY 2023

NINA HAGER, UNHCR, CHAIR & MARTINA TOMIC-LATINAC, UNICEF, CO-CHAIR

Regional Refugee Response Plan
For the Ukraine Situation

Hungary

Agenda

9.00 - 9.10	Opening remarks by the working group chairs
9.10 - 9.30	**Nora Shabani** (UNICEF Regional Office for Europe and Central Asia): Supporting displaced children with disabilities in host countries: Common needs and challenges
9.30 - 10.00	**Dr László Kiss** (Ministry of Interior): Outline of the national system for children with developmental delays and disabilities
10.00 - 10.30	**Dr Ágnes Kozicz** (Office of the Commissioner for Fundamental Rights): The right to education of children
10.30 - 10.45	Coffee break
10.45 - 11.15	**Dr. Judit Gesztelyine prof.dr. Zsuga** (University of Debrecen): Sharing good practices from Debrecen
11.15 - 11.45	**Erzsébet Borsodi and Ágnes Polyák** (Győr Family and Child Welfare Center): Sharing good practices from Győr
11.45 - 12.00	Closure and agreeing on next steps
12.00 -	Light lunch

Opening Remarks by the Working Group Chairs

Nina Hager, UNHCR
Martina Tomic-Latinac, UNICEF

Child Protection sub-Working Group

- What is the Child Protection Working Group?

- **Aim of the meeting today:** to ensure a better understanding for humanitarian actors on the available national services, identify key challenges and to draft a referral pathway for refugee children with special needs into the Hungarian system.

Nora Shabani (UNICEF Regional Office for Europe and Central Asia)

Supporting displaced children with disabilities in host countries: common needs and challenges

Dr László Kiss (Ministry of Interior, Department for Pupils and Children with Special Needs)

Outline of the national system for children with developmental delays and disabilities

BELÜGYMINISZTÉRIUM

Children and pupils with special needs

Dr. Kiss
László
2023.05.18.

Child, pupil with special needs:

1. child or pupil with special educational needs
   - a child or pupil with special educational needs,
   - a child or pupil with integration, learning or behavioural difficulties,
   - a child or pupil with exceptional potential,
2. a child or pupil who is disadvantaged or severely disadvantaged under the Act on the Protection of Children and Guardianship Administration,
3. a child or pupil undergoing long-term treatment.

Child or pupil with special educational needs: a child or pupil with special educational needs who, according to the expert opinion of the expert committee, has a motor, sensory (visual, auditory), intellectual or speech disability, a cumulative disability in the case of multiple disabilities, an autism spectrum disorder or other mental developmental disorder (severe learning, attention or behavioural disability).

Child or pupil with integration, learning and behavioural difficulties: a child or pupil with special needs who, according to the expert opinion of the expert committee, is significantly underachieving in relation to his/her age, has problems with social relationships, learning and behavioural deficits, and whose integration into the community and personality development show difficult or specific tendencies, but who is not considered to have special educational needs.

Child, pupil under long-term medical treatment: a child, pupil whose health care is provided in general outpatient specialised care pursuant to Section 89 of Act CLIV of 1997 on Health Care (hereinafter: the Health Care Act) or in the outpatient specialised care pursuant to Section 91. §-According to the opinion of a specialist involved in general inpatient care pursuant to § 89 of the Health Care Act or § 91 of the Health Care Act, the number of days of education or school days is expected to exceed 36 in the given school year and therefore cannot participate in kindergarten education in the form specified in § 8 (2) or cannot fulfil his compulsory school attendance by attending school.

Exceptionally gifted child or pupil: a child or pupil requiring special treatment who has above-average general or special abilities, a high degree of creativity and a strong motivation and commitment to the task.

Children and pupils with special needs

BELÜGYMINISZTÉRIUM

Article 67/A of Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship:

" *(1) A* ***disadvantaged*** *person is a* ***child*** *entitled to regular child protection benefits and a child who has reached the age of majority and one of the following circumstances applies:*

- *low level of education of the parent or guardian, if both parents raising the child together, the parent raising the child alone or the guardian can be voluntarily declared to have at most a primary level of education at the time of applying for the regular child protection benefit,*
- *low employment status of the parent or the adoptive guardian, if either of the parents raising the child or the adoptive guardian can be found to be entitled to an active-age benefit under Article 33 of the Social Security Act at the time of applying for the regular child protection benefit or to have been registered as a jobseeker for at least 12 months in the 16 months preceding the date of applying for the regular child protection benefit,*
- *the child's inadequate housing or housing conditions, if it is established that the child lives in housing declared as segregated in the integrated settlement development strategy for the settlement or in semi-segregated, uncomfortable or emergency housing or in housing conditions that are of limited provision for his/her healthy development*

necessary
conditions.

Children and pupils with special needs

BELÜGYMINISZTÉRIUM

Article 67/A of Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship:

" *(2)* ***Severely disadvantaged***

a) ***a child*** *entitled to regular child protection benefit and a child who has reached the age of majority and for whom at least two of the circumstances set out in points (a) to (c) of paragraph 1 apply,*

b) *the child in foster care,*

c) *a young adult who is in receipt of aftercare and is a pupil or student."*

Care for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

Education of children with special educational needs in nursery schools, school education and boarding schools

- from e for this purpose created at special education educational-educational in an educational establishment, a conductive educational establishment, a kindergarten group, a school class,

- or with other children or pupils in the same kindergarten group or school class, in whole or in part.

Care for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

	1 October 2022 KIRSTAT data release
Child with special educational needs, pupils (excluding pupils with severe and multiple disabilities)	81 272
Among them in integrated education	**57 243 (70 %)**
Pupils with severe and multiple disabilities	2 618
All public education institutions	5 304

from year 1) in 2022: **17 907** pupils *(CIS data release)*

Care for children and pupils with special educational needs

Public education establishment for children and pupils with special educational needs	**4 317 (81 %)**

- + all data on vocational education and training (statistical transmission change from this

from year 1) in 2022: **17 907** pupils *(CIS data release)*

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

A specific education with special needs child, pupil special needs and education the following conditions are necessary:

a) a gyermek, tanuló külön neveléséhez és oktatásához, a fejlesztő nevelés-oktatáshoz, a sajátos nevelési igény típusának és súlyosságának megfelelő gyógypedagógus, konduktor foglalkoztatása, a neveléshez és oktatáshoz szükséges speciális tanterv, tankönyv és egyéb segédlet,

b) egyéni előrehaladású neveléshez és oktatáshoz, integrált óvodai neveléshez, iskolai nevelés-oktatáshoz, az illetékes szakértői bizottság által meghatározottak szerinti foglalkozáshoz a sajátos nevelési igény típusának és súlyosságának megfelelő gyógypedagógus, konduktor foglalkoztatása, a foglalkozásokhoz speciális tanterv, tankönyv, valamint speciális gyógyászati és technikai eszközök,

c) the definition of development areas by a committee of experts.

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

The necessary special education teacher, conductor can be provided

- by being employed by the institution itself, or
- like, to "requires" from travelling special education teacher, travelling network of traveling teachers.

Travelling networks of special education teachers and travelling networks of conductors operate within the organisational framework of the unified special education and conductive pedagogical methodological institutions (EGYMI).

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

A SENI may be established to help children and pupils with special educational needs to be educated and trained together with other children and pupils. It must operate within the framework of the institution

- a unit (or more than one unit) of an establishment with a pre-school, primary school, school or secondary school mission exclusively for children or pupils with special educational needs, and

- a travelling network of special education teachers and travelling trainers (*derogation possible for non-state-owned ECEC*).

In addition, the EGYI may also provide school health care and the lending of remedial and conductive teaching aids and materials, and may operate a dormitory.

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

Currently, there are 122 EGYIs in Hungary (at least one in each school district centre), 115 of which have a network of travelling teachers and travelling teachers.

There is currently no central statistical data request for the lending of equipment (special educational needs, conductive educational equipment and aids), but there are currently operating equipment lending services - for illustrative purposes and without claiming completeness: In Budapest (several places), Komlo, Szolnok, Miskolc, Kisújszállás, Mohács, Kecskemét, Kőszeg, Somogyvár, Kaposvár, Tatabánya, Kiskőrös, Kiskunhalas, Eger, Nyíregyháza, Lenti.

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

Discounts:

- counts as two or three in the class size,
- exemptions from assessment and marking in certain subjects,
- oral instead of written or oral instead of written,
- auxiliary, auxiliary person,
- longer preparation time,
- individual progress,
- development (medical and pedagogical habilitation, rehabilitation)

Guidelines for the pre-school education of children with special

educational needs Guidelines for the education of pupils with special

educational needs

Provision for children and pupils with special educational needs

BELÜGYMINISZTÉRIUM

(National curriculum - framework curriculum - local curriculum - pedagogical programme)

Children and pupils with behavioural, learning and integration difficulties (BTMN)

BTMN is not a disability, it is not a special educational need, it is part of the typical, normal range of problems.

Developmental pedagogical care: compulsory activities aimed at the academic catch-up and skills development of children and pupils with difficulties in integration, learning and behaviour.

Within the framework of developmental pedagogical care for pupils with integration, learning and behavioural difficulties, the pupils' subject-related catch-up is provided by a teacher with the appropriate professional qualification for the stage of the educational work or the subject, and the development of skills is provided by a developmental teacher.

Number of BTMN children and pupils: 89 647 (+ *vocational*

Children and pupils with special needs

BELÜGYMINISZTÉRIUM

BTMN discounts:

- oral instead of written or oral instead of written,
- auxiliary, auxiliary person,
- longer preparation time,
- development (developmental pedagogical care)

Professional recommendation a integration, learning, behaviour difficulties education of children and pupils with learning difficulties

(National curriculum - framework curriculum - local curriculum - pedagogical programme)

BELÜGYMINISZTÉRIUM

Children and pupils undergoing long-term treatment

- Visiting student status
- Individual work schedule - development
- Partial exemption
- Duty to cooperate

Directive on the provision of public education for children and pupils with long-term health conditions

(National curriculum - framework curriculum - local curriculum - pedagogical programme)

BELÜGYMINISZTÉRIUM

Provision for disadvantaged and severely disadvantaged children and pupils

- Art. 2 (1) ... Participation in school education is free of charge for for pupils with multiple disadvantages and special educational needs.

- § 16 (3) ... In all cases, participation in the first basic art education shall be free of charge for disadvantaged pupils.

- 27 (5) Primary and secondary schools shall organise, within the limits of the compulsory weekly number of lessons and the weekly time differential allowed for each class, one to three-week sessions for the development of talent, the catching-up of disadvantaged pupils, pupils with difficulties in integration, learning and behaviour, and the successful preparation of pupils in the first to fourth grades, providing differentiated development.

Children and pupils with special needs

BELÜGYMINISZTÉRIUM

- Section 50 (6) ... If there are several primary schools in the municipality, the district of each primary school shall be determined in such a way as to enable the establishment of an even distribution of disadvantaged children in the educational establishments.

- Article 51 (1) If the primary school is able to fulfil additional applications for admission or transfer after it has fulfilled its admission obligation, priority shall be given to disadvantaged children and pupils when fulfilling additional applications for admission. Additional applications for admission shall be decided in accordance with the educational programme of the institution.

- An early warning and educational support system to support pupils at risk of dropping out.

- János Arany Talent Programmes
- Equal opportunities expert

BELÜGYMINISZTÉRIUM

A particularly gifted child or pupil:

The Institution is responsible for the care of exceptionally gifted children and pupils within the framework of the care of exceptionally gifted children and pupils pursuant to Article 18 (2) i) of the National Act:

a) early talent identification, talent identification, which során a taking into account the age-related emergence of talent,

b) supporting the personal development of the gifted child and referring them for further support if necessary,

c) organising and running a self-awareness group for gifted children,

d) advice and support for parents,
e) consultation for the teacher,

f) organising a joint talent advisory forum,

g) propose participation in a special talent programme,

h) the psychologist in charge of talent identification and talent management maintains professional contact with the heads of talent development programmes operating in the area of responsibility and with school psychologists and kindergarten psychologists,

i) suggest a student for inclusion in a talent programme,

j) carry out output measurements,

k) providing a consultation opportunity for the leaders of the talent workshops,

BELÜGYMINISZTÉRIUM

which is carried out by the Talent Development Coordinator.

Specialised pedagogical services

BELÜGYMINISZTÉRIUM

In each county there is a single specialised pedagogical service, which has a branch in each district. The total number of places of activity is thus more than 300.

The tasks of the specialised pedagogical services:

a) special educational counselling, early development and care,
b) the work of the expert committee,
c) educational counselling,
d) speech and language therapy,
e) further education and career guidance,
f) conductive pedagogical care,
g) physical education,
h) psychological care in schools and kindergartens,
i) the care of children and pupils with exceptional talents.

Specialised pedagogical services

BELÜGYMINISZTÉRIUM

Year	Total number of people served
2014	401 494
2022	537 992

Share of public care in terms of beneficiaries: **92 %**

(KIRSTAT data release)

Number of specialised professionals

BELÜGYMINISZTÉRIUM

Number of teachers, speech and language therapists	
in 2010	in 2022
5 695	**10 094**

+ vocational training data: **234** persons (+ part-time, + hourly)

Number of psychologists	
in 2010	in 2022
998 persons	**1 922**

+ vocational training: 85 persons (+ part-time, +

Number of specialised
professionals
hourly) (KIRSAT and SZIR data communication)

Act CXC of 2011 on National Public Education

BELÜGYMINISZTÉRIUM

They can access public education services on the same basis as Hungarian citizens:

- refugee, protected person, asylum seeker, and person with the status of a person admitted pursuant to Section 25/B (1) (b) of Paragraph (1) of Act LXXX of 2007 on Asylum,

- exercises the right of free movement and residence in Hungary under the Act on the Entry and Residence of Persons with the Right of Free Movement and Residence,

- is subject to the Act on the Entry and Residence of Third-Country Nationals and has immigrant or settled status or a permit to reside in Hungary.

Refugee and asylum-seeking children and pupils with Ukrainian citizenship

BELÜGYMINISZTÉRIUM

- As of 24 February 2022, a total of 717 children and students with Ukrainian citizenship had open enrolment in Hungarian public education institutions. Of these, 380 also had Hungarian citizenship.

- On 16 May 2023, a total of 5,159 children of Ukrainian nationality were in a legal relationship with a Hungarian public education institution.

- Of the children with asylum status, 733 were of dual Ukrainian-Hungarian citizenship.

- Fluctuation.

Refugee and asylum-seeking children and pupils with Ukrainian citizenship

BELÜGYMINISZTÉRIUM

- As of 31 January 2023, 1,131 of the Ukrainian refugee children in Hungarian public education were enrolled in kindergarten, 3,708 in primary school, 316 in secondary education and 4 in other forms of education.

- Of these children, 3 096 attend a state-run kindergarten or school,
  1 007 people were in education in a local government institution. 716 attended religious institutions and 340 attended private institutions.

- Number of children and pupils with special educational needs: 58

- Number of children and pupils with integration, learning and behavioural difficulties: 37

Integrated Tracking System (specialised pedagogical services)

BELÜGYMINISZTÉRIUM

- In addition to the above, specialised educational services record their services in the Integrated Tracking System (INYR). Parents can indicate their nationality and request that their mother tongue be taken into account in the expert committee.

- The use of INYR is mandatory from 2018.

- The number of children identified as belonging to Ukrainian nationality was as follows:

  - 2022.02.24 before 43,

  - thereafter 72

child, the nationality of Ukrainian is recorded in the INYR.

Forms of support

- The biggest challenges are the different levels of knowledge of the children and the lack of Hungarian language skills. In cases where the child's Hungarian language skills allow him/her to be taught in Hungarian, the school will place him/her in the appropriate class based on his/her level of knowledge, preparation and previous studies, and the decision will be made by the headmaster.

- If a child is prevented from continuing his/her studies due to lack of knowledge of the Hungarian language or due to a difference between the requirements of the foreign and Hungarian school, he/she may, with the permission of the headmaster, repeat the grade already completed by attending remedial classes and language classes only. The time of the sessions, the subjects taught and the way in which the knowledge is to be reported shall be be assessed as you have a valid certificate of completion of the course.

determined by the headmaster. In this case, he or she shall not be given a specific grade.

be assessed as you have a valid certificate of completion of the course.

Refugee and asylum-seeking children and pupils with Ukrainian citizenship

BELÜGYMINISZTÉRIUM

- In order to facilitate the acquisition of language skills and the necessary catching up in the necessary subjects and the easiest possible integration into the work of the school year according to the level of knowledge, the Government shall decide on the funding necessary for the development and education of pupils of compulsory school age who are entitled to temporary protection in public education and vocational training institutions, to provide refugee pupils with 5 hours of individual coaching (in the afternoon) per week in addition to the normal timetable. According to the Government Decree, from 1 March 2022, the maintainers are entitled to an additional HUF 130,000 per pupil per month for pupils who receive individual coaching in the institutions they maintain.

- The number of public education establishments providing special activities, language teaching, etc. under the additional subsidy granted by the Government fluctuated between 766 and 777 during the 2022/2023 school year, according to the financial accounts for the subsidy. Some 88-89% of these are state-run.

Refugee and asylum-seeking children and pupils with Ukrainian citizenship

BELÜGYMINISZTÉRIUM

- Refugee children are also entitled to free school books.

- In order to facilitate the language learning of non-Hungarian mother tongue school children, the Ministry also ensured the availability of a Hungarian as a foreign language textbook for the 3rd-8th grades for the institutions concerned.

- To help children who have not applied for asylum but whose family has requested short-term help to continue their education, public institutions also provide digital infrastructure, as well as a location and educational aids.

Refugee and asylum-seeking children and pupils with Ukrainian citizenship

BELÜGYMINISZTÉRIUM

- In order to support children and their families who have experienced trauma, the Department of Public Education has sent a methodological information package prepared by the University of Lviv to the Metropolitan Government Office, which coordinates refugee reception, with the support of the Prime Minister's Office.

- In addition to the above, in cooperation with the Education Committee of the Transcarpathian County Council, hundreds of Ukrainian textbooks, mainly suitable for lower school children, were delivered to the coordinating organisation hosting refugees in Budapest, which can also be used by the arriving refugee families according to the age of their children.

BELÜGYMINISZTÉRIUM

Thank you for your kind attention!

Dr Ágnes Kozicz (Office of the Commissioner for Fundamental Rights)

The Right to Education of Children

Children's right to education

18 May 2023.

Dr. Ágnes Kozicz, Legal Rapporteur

Office of the Commissioner for Fundamental Rights Department for Equal Opportunities and Children's Rights

Commissioner for Fundamental Rights

- general ombudsman powers: most vulnerable in society groups (such as children, homeless or disabled people) the protection of your rights

- fundamental right infringement → report + proposal for action

- UN Convention on the Rights of the Child (CRC,1991)
- UN Convention on the Rights of Persons with Disabilities (CRPD, 2007)

CRC & CRPD

- The best interests of the child
- Right to care and protection (Article 3 CRC)
- Right to education (CRC Article 28)

- Children with disabilities are guaranteed the ***full enjoyment of all human rights and fundamental freedoms on an equal basis with other children.***
- Best interests of the child (CRPD Article 7)
- Education (CRPD Article 24)

6 reports from the Ombudsman's practice

- AJB-1827/2022. sz. report - from from Ukraine fleeing from Ukraine kindergarten- the education and upbringing of children of primary and secondary school age in Hungary in connection with the provision of
- AJB-1837/2017. sz. report - specific special education special educational needs (sni) pupils with special educational needs
- AJB-1672/2017, AJB-1073/2022. reports - on developmental education for children with severe and multiple disabilities
- AJB-1572/2021. sz. report - high support high needs medium intellectual disabled and autistic person with care about
- AJB- Report No 263/2017 - on the matriculation examination of a student with reduced mobility

+ Related policies

Report No AJB-1827/2022 - in connection with the provision of education and upbringing in Hungary for kindergarten and school-age children fleeing from Ukraine

- Previous: Report AJB-1027/2015
- refugee child's ***citizenship status*** -> entitlements, services
- a non-Hungarian minor entitled to nursery care, or of compulsory school age, if - inter alia - ***refugee, protected person, asylum seeker, accepted*** (Art. 92 (1) a) of the Act)
- ***Certificate*** to the educational institution (Nkt. § 92 (2))
- Early childhood education, dormitory care, specialised educational services, school education -
  education under ***the same conditions as Hungarian citizens, the application for recognition***
  from the date of the application (Art. 92 (3)-(4) of the Act)
- ***Educational programme*** for the pre-school education and school education of children of non-Hungarian citizenship (Art.

- ***2004*** ***intercultural programme*** review -> ***professional support*** in integration, inclusion, trauma processing

Report AJB-1837/2017 - on the education of Sni students

- sni students not a experts committee recorded in the expert opinion development have benefited from <- specialist shortage
(speech therapist, psychologist)

- Expert Committee in its opinion designated school to the school organising, the cost of costs a the maintainer
responsibility

Reports AJB-1672/2017, AJB-1073/2022 - severely and profoundly disabled (shf) on the developmental education of children

- shf children real number of children survey lack of ->
  lack of a needs-responsive service system
- lack of personal and material conditions (innovative tools? AJB-470/2017., AJB-2294/2022.) -> home, social institution ...
- health element dominates -> lifelong learning?

- staffing - progress is being made, BUT
- disability type of appropriate specialised tertiary lack of qualifications; 5,4,3,2 development hours instead of 20 hours per week

Report No AJB-1572/2021 - on the care of people with moderate intellectual disability and autism with high support needs

- an expert committee has designated a special education institution 180 km from the family's home
- personal and material conditions lack of -> residential social institution -> lack of staff and material conditions, long (more years) waiting lists -> ?
- condition of care: extension of compulsory education + development education + valid address
- equal access to education? Individual needs and needs? CRC, CRPD?

AJB- Report No 263/2017 - on the examination of a student with reduced mobility

- hands regardingdisabled student - helping person assisting with writing tasks for the matriculation examination
- Government Office: Director Decision withdrawal -> powers crossing; in connection with graduation - organisational task
- quasi measures: CRPD, Photo., NAT Equal Opportunities ensure the provisions of? reasonable accommodation?

Related policies

- Pre-school education for children with special educational needs policy
- Guidelines for the education of pupils with special educational needs
- Directive on the provision of public education for children and pupils undergoing long-term medical treatment
- Source: https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/i languages_basic_programmes/

Thank you for your attention.

www.ajbh.hu

Dr. Judit Gesztelyine prof.dr. Zsuga (University of Debrecen)

Sharing good practices from Debrecen

Erzsébet Borsodi and Ágnes Polyák (Győr Family and Child Welfare Center)

Sharing good practices from Győr

Introduction to the disability adviser job

- Erzsébet Borsodi and Ágnes Polyák
- Family and Child Welfare Centre disability advisers
- In the area of Győr-Moson-Sopron County

The Disability advisory task (1)

Advice:

- identifying the client's problem, assessing the situation
- assistance that meets your needs, which may include:
  - Provision of information
  - developing social skills
  - administration
  - club activities and
  - organising twinning groups, run by

The role of disability counselling (2)

Cooperation

service providers and institutions providing **social,** child welfare and child protection services

health care providers providing primary and specialised **health care**

providers of **education** and training services

providers of **employment** services

organisations providing **transport**, **sport**, **culture** and **other leisure** activities

First Lions Club of Győr

Győr Arrabona Lions Club

Patronus Lions Club Győr

Diocese of Győr Catholic Charities

Győr Group - Hungarian Maltese Charity Service

The role of disability counselling (3)

helping *people with disabilities and their families to* ***access services****, including those provided by the Family and Child Welfare Centre*

assisting with **the loan of** certain lifestyle support **equipment and the provision of specialised services**

cooperation with the case manager who makes the social diagnosis

liaising with other disability advisers

(Decree No 15/1998 (IV.30.) NM on the professional duties and conditions of operation of child welfare and child protection institutions and persons providing personal care, § 27/A)

The Disability target group for advice

- the primary target group is **people with disabilities** - people with mobility, visual, hearing, intellectual and speech impairments
- **their family members**
- or the **professionals** who come into contact with them
- **<u>The target group may also include:</u>**

  - children with special educational needs (SNI) and behavioural problems (BTM) and their families
  - people with reduced working capacity
  - any person who does not yet have a diagnosis but is presumed to have a physical, mental, intellectual or sensory impairment which may lead to a person being regarded as having a health problem or disability

Shaping mindsets

- Life is easier with fun at the SZE-AK
- https://m.facebook.com/story.php?story_fbid=pfbid033Xu67UjyMSN3hGfLsDsMC2txRgNET8h4P5pFGRRZnHdMsEn7dj5kdMy5QeioAY1wl&id=100024534793206

Contact us

county service area

Győr-Moson-Sopron Vármegye is the designated institution:

Győr Family and Child Welfare Centre
9023 Győr, Szigethy Attila u. 109.

Disability advisers: Erzsébet Borsodi, Ágnes Polyák
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Thank you for the honour attention!

Closure and agreeing on next steps

Thank you for participating!