SOCIAL STATUS INDICATORS OF CHILDREN ATTENDING KINDERGARTENS IN JÓZSEFVÁROS - 2024

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This report summarizes the changes in the social composition of children attending kindergartens in the 8th district of Budapest, Józsefváros, during and after the redrawing of kindergarten enrolment districts in the 2018-2024 period, for the fourth time. The results reflect the effects of two waves of redistricting and restructuring. This report builds upon and extends our previously completed work. We supplement our earlier tables and conclusions with data on enrolments up to October 1, 2024, accompanied by a data revision in January 2025. It includes indicators (such as the number of Roma children, children who are not Hungarian citizens, and children of parents with no formal education) for which we only had data in the report from one year earlier, as well as new indicators (such as attendance patterns and patterns of school choice upon graduating from kindergarten) for which we had no data in our previous reports.[1]

DESCRIPTION OF THE PROJECT

In November 2020, at the request of the Municipality of Józsefváros (the 8th district of Budapest), the Budapest Institute for Policy Analysis mapped demographic and socio-economic data that was designed to enable the decision-makers of Municipality of Józsefváros to redraw kindergarten enrolment districts in a way that takes spatial social inequalities into account, making them more equitable and inclusive. The second phase of this process began in 2021 with the goal of creating additional corrections to the boundaries of kindergarten enrolment districts based on more recent data, thereby further reducing the extent of kindergarten segregation caused by territorial inequalities.

As a result of this work, the Municipality of Józsefváros modified the kindergarten enrolment districts in two steps: first, before the annual enrolment period for 2021, and then in early 2022, before the enrolment period for 2022. In parallel with the administrative restructuring, the Municipality, in cooperation with the Rosa Parks Foundation and the Partners Hungary Foundation, also implemented the EU-funded kindergarten development program *"Inclusive Kindergartens"* over two and a half years, extended due to COVID.

Since then, the Budapest Institute for Policy Analysis has conducted three monitoring reports to scrutinize the state and progress of inclusion in kindergartens. In this report, updated to reflect enrolments as of 2024, we present the changes in inequalities between kindergartens based on eight ethnicity and status indicators of the children attending the given kindergarten. Our indicators include the share of children considered Roma by the institution's staff, the share of children from low-education households, of children eligible for regular child protection benefits (RCB), of children with special educational needs (SEN), as well as the share of disadvantaged (DC) and of multiply disadvantaged (MDC) children. We include the last four indicators primarily for comparability's sake with our earlier monitoring reports, retaining the structure and contents of the sections covering those with only minor adjustments for 2024.

The many indicators we cover have various advantages and disadvantages and are available

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[1] The Municipality of Józsefváros found that the report submitted in December 2024 and data from some kindergartens inaccurately represented the number of Roma children. To address this issue, the Municipality requested a resurvey. The updated version, completed in January 2025, now includes the corrected data.

at different quality levels and for different years. In subsequent sections of the report, we demonstrate that for the indicators concerning the proportion of SEN, RCB, and DC children, the average deviation from the district average decreased, suggesting that between 2018 and 2024, the district's kindergartens became closer to each other in terms of the statuses of the children attending them. In contrast, as far as the share of recently enrolled Roma children and children from low-education households (LEH) is concerned, we have observed a recent deterioration relative to the district average.

The results for the RCB, DC, and MDC indicators for 2021 and 2022 should be interpreted with caution, as the duration of these entitlements was automatically extended from November 4, 2020, to June 30, 2022, due to the state of emergency in response to the pandemic. These entitlements expired on August 31, 2022. Consequently, a significant decrease can be observed in the number of RCB-eligible, DC, and MDC children in the September 2022 data.

KINDERGARTENS – INSTITUTIONAL CHANGES

For clarity, in this subsection we summarize the institutional changes that took place concurrantly with the redrawing of the kindergarten districts: in 2019, the Szivárvány Kindergarten, in 2020, the Kincskereső Kindergarten was closed. In 2022, the Napsugár Kindergarten and Gyerek-Virág Kindergarten were merged to create the Napvirág Kindergarten. The Hétszínvirág Kindergarten and Várunk Rád Kindergarten were given new names: the former is now called Tündérkert, and the latter is called Mackóvár. As a result of these institutional changes, the number of municipal kindergartens in Józsefváros decreased from 14 (in 2018) to 11 (in 2023). For consistency, in the following sections we will refer to all kindergartens by their most recent names, regardless of what they were called each year.

CHANGES IN KINDERGARTEN ENROLMENT NUMBERS

Between 2018 and 2024, the total number of children attending kindergartens in the district continuously and significantly decreased from 1,313 to 1,012. This decrease was partly due to a general demographic decline and partly due to the fact that a significant portion of Józsefváros children is and was not sent to the district's municipal kindergartens. In 2024, based on population registry data, the number of kindergarten-aged children in Józsefváros was 399, whereas in 2023, the number was 480. Of the 399 children, 322 were newly eligible to enrol, as they became kindergarten-aged starting from September 1, 2024. The number of deferrals in 2024 was 70, which is 4 more than the previous year. In comparison, while the number of newly enrolled children in 2023 was 386, in 2024, the number was 347, while the total enrolment in kindergartens was 1,012 in October 2024.

In the 2020–2024 period, i.e., since the start of the *"Inclusive Kindergartens"* program, the rate of the decline in enrolment clearly slowed down. While from 2018 to 2020, the total number of children attending kindergartens in Józsefváros decreased by approximately 16%, this change was only around 8% between 2020 and 2024. This is supported by an impact study conducted by the Municipality of Józsefváros, which found that following the introduction of the *"Inclusive Kindergartens"* program, the number of children attending Józsefváros

kindergartens stagnated rather than declined, while prior to the intervention, a clear decline was observed (Municipality of Józsefváros, 2023).

In addition to the district-wide drop, changes are also observed within individual kindergartens: while the number of children attending Csodasziget, Százszorszép, Tündérkert, and Virágkoszorú increased compared to 2018, the number of children attending Mesepalota, Pitypang, Tá-Ti-Ka, and Mackóvár decreased (in the case of the latter, the drop is mainly can be attributed to conscious municipal action to reduce harmful segregation). After the pre-2021 decline and the increase up until 2022, the number of children attending Százszorszép returned to a level similar to that of 2020 by 2023 and 2024. Although the number of children attending Katica increased steadily from 2019 to 2023, in 2024 it reached its lowest level of all the years under scrutiny.

1. *Table – Number of children 2018-2024*

	2018	2019	2020	2021	2022	2023	2024
Csodasziget	69	72	78	82	81	86	79
Katica	130	124	128	126	139	133	116
Kincskereső	89	79		closed			
Mesepalota	119	117	111	111	104	103	86
Székhelyóvoda (Napraforgó)	90	83	78	82	88	93	83
Napsugár	76	75	70	60		closed	
Napvirág	83	81	76	79	93	86	72
Pitypang	141	118	115	118	115	125	118
Százszorszép	127	140	132	126	139	135	137
Szivárvány	33			closed			
Tá-Ti-Ka	109	100	85	79	83	76	85
Tündérkert	66	64	86	78	76	74	73
Mackóvár	96	81	71	69	73	68	74
Virágkoszorú	85	76	73	81	89	78	89
Total number	1313	1210	1103	1091	1080	1057	1012

ROMA AND FOREIGN CHILDREN

DIFFERENCES BETWEEN KINDERGARTENS

The changing proportion of students perceived as Roma by reporting institution staff is a measure that has long been used in Hungarian educational statistics, but it is inherently uncertain and potentially distorted. It is a measure of the extent of segregation against Roma people. In this respect, we have data for three time points regarding kindergartens in Józsefváros. The first one, provided by the local government, is from 2020 and was collected by the Rosa Parks Foundation during the preparatory phase of the Inclusive Kindergartens program. Unfortunately, it cannot be ruled out that misgivings concerning upcoming organizational changes influenced or even distorted the data. The second point in time we have such data for was in 2023, and the third in the fall of 2024, both of which we collected ourselves (the questionnaire can be found in the appendix). In 2023, the leaders of the

kindergartens participated in a training program when we distributed the data collection questionnaire: a training was conducted by a legal expert affiliated with the Rosa Parks Foundation and it concerned the identification of nationality data and its legal status. In 2024, explanations based on the previous year's training were given on the phone to the handful of new kindergarten directors who had not attended the 2023 training by the staff of the Budapest Institute. Based on that, the kindergarten directors estimated the number of Roma and other national minority children attending their kindergartens and groups based on name, skin colour, and other characteristics (in some cases, retrospectively). We can use these data to look at the changes in the composition of the groups of children recorded in 2021, 2022, 2023, and 2024.

Both the number and the proportion of newly enrolled Roma children decreased in comparison to 2021 across the entire district. Regarding the proportion of newly enrolled Roma children, as shown in Table 2, while the deviation from the district average was reduced by at least 5 percentage points between 2021 and 2023, there was a deterioration between 2023 and 2024 in both cases. The number of kindergartens showing the greatest discrepancies increased to four in the case of 5 percentage point deviations (Figure 1), indicating a growing difference between kindergartens.

In comparison to the district average, in 2021 the Katica, Pitypang, and Csodasziget kindergartens were considered to have a good status. For two of these kindergartens, the deviation from the district average significantly decreased (although in both Katica and Csodasziget, its shifted negatively). The kindergartens with the highest Roma proportions were Székhelyóvoda, Napsugár, and Napvirág in 2021/22. In the case of Napvirág, the deviation from the district average was significantly reduced (from about a 20-percentage point excess to below 10 percentage points). In Székhelyóvoda, the excess of Roma children compared to the district average was reduced by more than 10 percentage points. In the case of Virágkoszorú and Csodasziget, there was no significant shift in the proportion of Roma kids. At Tá-Ti-Ka, the proportion of Roma children increased slightly compared to the district average up until 2023, but then it significantly decreased by 2024. While in Százszorszép Kindergarten the proportion of Roma children gradually increased, in Mackóvár a significant decrease in proportion was observed. In the case of Mesepalota, there was no data available from 2021, but between 2022 and 2024, the proportion of Roma children increased, as did the deviation from the district average. The table and figure regarding the proportion of non-Roma, foreign-speaking (foreign) children can be found in the appendix. Given that the period under scrutiny using the current methodology does not cover a long enough time span, we will think it will take another year or two to provide a less noisy picture.

2. *Table – Proportion of newly enrolled Roma children, 2021-2024[2]*

	2020		2021		2022		2023		2024	
	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev
Katica	-	-	16.7%	16.0%	18.3%	11.7%	31.7%	2.5%	29.7%	-0.9%
Pitypang	14.3%	17.7%	13.2%	19.5%	9.5%	20.5%	10.3%	23.9%	6.1%	22.8%
Tá-Ti-Ka	25.9%	6.1%	25.8%	6.9%	34.3%	-4.2%	37.5%	-3.3%	17.9%	11.0%
Mesepalota	-	-	-	-	24.3%	5.7%	20.8%	13.4%	40.0%	-11.2%
Csodasziget	42.9%	-10.9%	18.9%	13.7%	22.0%	8.0%	42.9%	-8.7%	33.3%	-4.5%
Virágkoszorú	51.6%	-19.6%	36.5%	-3.9%	26.5%	3.5%	31.4%	2.8%	12.9%	15.9%
Százszorszép	33.3%	-1.3%	44.4%	-11.8%	46.2%	-16.1%	49.1%	-14.9%	51.9%	-23.1%
Székhelyóvoda (Napraforgó)	-	-	60.9%	-28.2%	51.4%	-21.3%	65.5%	-31.3%	44.0%	-15.2%
Mackóvár	70.8%	-38.8%	42.9%	-10.2%	30.8%	-0.7%	18.2%	16.0%	5.6%	23.3%
Napvirág	-	-	-	-	50.0%	-19.9%	43.5%	-9.3%	33.3%	-4.5%
Tündérkert	23.5%	8.5%	38.9%	-6.2%	39.5%	-9.4%	36.7%	-2.5%	39.3%	-10.5%
Napsugár	63.6%	-31.6%	76.9%	-44.3%	closed					
Gyerek-Virág	39.3%	-7.3%	54.3%	-21.7%	closed					
Kincskereső	closed									
Szivárvány	closed									
District average	32.0%		32.7%		30.1%		34.2%		25.1%	

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[2] In the „dev" column, the deviation between the district average and the proportion for the given kindergarten is shown. Deviations with a negative sign indicate cases where the value for the given indicator at the kindergarten exceeds the district average, thus showing a composition ratio that is 'worse' than the average.

1. *Figure –Number of kindergartens according to the degree of deviation of the proportion of newly enrolled Roma children from the district average*
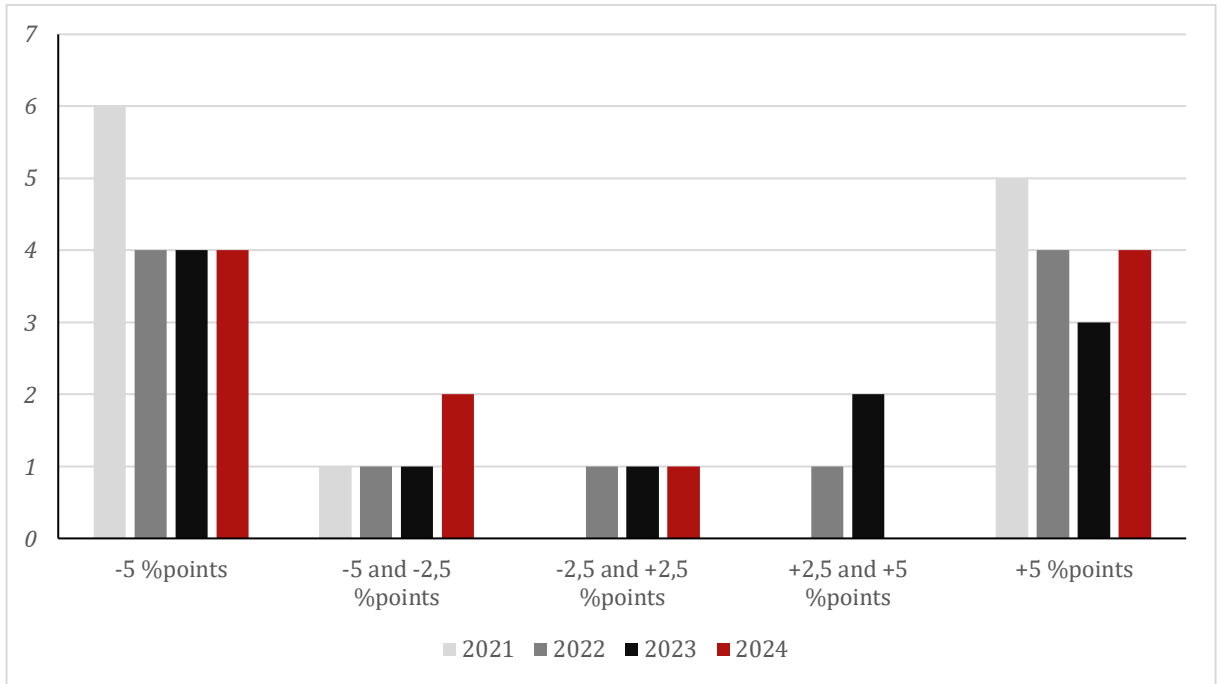
Using the above indicators, the severity ethnic segregation between kindergartens is rather hard to capture, so for measuring this, we calculated the so-called segregation index, which was used by Kertesi and Kézdi (2009) in the Hungarian context and allows for comparison with the more general educational segregation literature. The segregation index shows how much smaller the probability of random contact between majority and minority groups is, compared to what it would be if the distribution of minority (or majority) students were uniform in the kindergartens of Józsefváros. In other words, in this case, the index shows how much Roma (or foreign) children are concentrated in certain kindergartens. The index can take a value between zero and one: zero if there is no segregation, and one if there is complete segregation. We calculated the indicator from the total number of children attending kindergartens in Józsefváros, as well as from the total number and proportion of the two minorities (Roma and foreigners) by the following formula:

$$S_j = \frac{p_j - (\sum_{o=1}^{o} \frac{C_{jo} - C_{jo}}{C_j - K_o} * p_{jo})}{p_j} \qquad 0 \leq Sj \leq 1^3$$

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[3] S_j: Segregation index between kindergartens,

P_j: Proportion of Roma/foreigner children in Józsefváros (sum),

P_{jo}: Proportion of Roma/foreigner children in each kindergarten (sum),

C_{jo}: Sum of children by kindergarten,

C_j: Total number of children in Józsefváros (sum),

K_{jo}: Number of Roma/foreigner children in each kindergarten (sum),

K_j: Number of Roma/foreigner children in Józsefváros (sum),

$\sum_{o=1}^{o} \frac{C_{jo} - K_{jo}}{C_j - K_o}$: Sum of the proportion of children belonging to a minority group in kindergartens.

As mentioned above, our indicator based on the information provided during the preparatory session held by an expert from the Rosa Parks Foundation and using the data collected retrospectively by the kindergarten directors.

We present our results concerning segregation indices in Table 3.

3. Table – Segregation index between kindergartens in Józsefváros, 2020-2024

	Roma	Foreigners
Total number of children, 2024[4]	0.140	0.060
Newly enrolled children, 2024[5]	0.124	0.073
Total number of children, 2023[6]	0.059	0.055
Newly enrolled children, 2023[7]	0.102	0.056
Newly enrolled children, 2022[8]	0.076	0.171
Newly enrolled children, 2021[9]	0.154	0.119
Total number of children according to the data collection in 2020	0.148	-

Both for Roma and foreign children, the level of segregation between kindergartens is notably low, and in terms of before-and-after comparisons, we can see an improving trend in all cases up to 2023. However, in the case of Roma children, the positive trend was reversed between 2023 and 2024 according to the data collected by the kindergarten directors. While comparing the Rosa Parks 2020 data with the total number of children in kindergartens in 2023, we observed a 60% decrease in the index, but when comparing the same data with the 2024 data, the decrease changes to only 5% Both the changes between 2020 and 2023 and between 2023 and 2024 are considered significant.

When comparing the same data with the number of children enrolled in kindergartens in 2023, the drop observed is 31%, while compared to 2024 it is 16%in the segregation index. If we only compare the indicator using the consistent methodology from 2021 onward, we can see that the decreasing trend in segregation between 2021 and 2022 turned around starting in 2023.

For foreign children, the difference between the children enrolled in 2024 and the total number of children in kindergartens is negligible. However, the level of segregation between the children enrolled in 2021 and those in 2024 has significantly decreased, almost by half. In other words, for foreign children, a strong improvement in the segregation index was observed compared to 2021. From 2023 to 2024, we can see a slight deterioration in the segregation index, but this change is by no means significant, and it can be likely attributed to the increased number of foreign children, primarily Ukrainian, due to the war.

For both indicators, it is important to emphasize that even in 2024, which shows the highest values, the level of segregation between kindergartens is still low. For comparison, the nationwide segregation index in Hungarian public elementary schools, measured with SEN, DC, and MDC ratios in grades 1-8 in 2022 ranged from 0.28, 0.40, and 0.36, respectively (Varga,

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[4] Based on the data sent by kindergartens no later than November 11, 2024, the total number of children in kindergartens for 2024 was 1,020.

[5] Based on the data sent by kindergartens no later than November 11, 2024.

[6] Based on the data sent by kindergartens no later than November 2, 2023, the total number of children in kindergartens for 2023 was 1,068.

[7] Based on the data sent by kindergartens no later than November 2.

[8] Based on the data sent by kindergartens no later than November 2.

[9] Based on the data sent by kindergartens no later than November 2.

2024).

It is generally observed in Hungary that, even when segregation of minority students between schools is not noticeable, segregation still occurs within the school, between classes (Hermann et al., 2023, Kertesi, Kézdi, 2004, Tóth et al., 2010). To measure whether this is the case in kindergartens in Józsefváros, too, in 2023 and 2024, we asked the kindergarten directors to estimate the total number of children, as well as the number of Roma and non-Hungarian nationality children, for each year, broken down by the groups within the kindergarten. With the help of this data, we could estimate the level of segregation between groups in the same manner as above.

Regarding the kindergartens in Józsefváros, the level of segregation between groups is extremely low: there is no indication of a deliberate segregation strategy characterizing the kindergartens either in 2023 or 2024 (Table 4).

4. Table – Segregation index within kindergartens, 2023-2024

	2023		2024	
	Roma	**Foreigners**	**Roma**	**Foreigners**
Csodasziget	0.02	0.10	0.00	0.53
Katica	0.06	0.05	0.09	0.01
Kincskereső	closed			
Mesepalota	0.06	0.07	0.06	0.06
Székhelyóvoda	0.02	0.04	0.06	0.00
Napsugár	closed			
Napvirág	0.03	0.03	0.01	0.04
Pitypang	0.07	-[10]	0.06	0.05
Százszorszép	0.03	0.03	0.10	0.05
Szivárvány	closed			
Tá-Ti-Ka	0.09	0.04	0.04	0.00
Tündérkert	0.00	0.11	0.06	0.00
Mackóvár	0.00	0.05	0.00	0.05
Virágkoszorú	0.05	0.04	0.05	0.05

As for Roma children, we can see that in the Katica, Székhelyóvoda, Százszorszép and Tündérkert kindergartens, the level of segregation between Roma children and others has somewhat increased. The most significant change can be observed in Százszorszép, where if we also consider the original group sizes, which are not presented in detail here due to the sensitivity of the data, the number of Roma children in one group is about half of the number in all the other kindergarten groups.

For children with non-Hungarian native languages, an increase in segregation is found in

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[10] Based on the kindergarten data collection, no foreign students attended this kindergarten in 2023.

Csodasziget, Napvirág, Mackóvár, and Virágkoszorú. The 0.53 index at Mackóvár could be a cause for concern, as it indicates a more significant level of across-group segregation. However, this is somewhat mitigated by the fact that in 2024, the number of foreign children at the childcare facility was very low, and this primarily accounts for the unusually high value.

Overall, it appears that there was no significant deterioration in the segregation index for either minority group between 2023 and 2024, and that segregation between groups is not typical in Józsefváros.

SCHOOL ENROLMENT

In the fields of educational sociology and economics, numerous studies highlight the "self-reinforcing" nature of inequalities: children who have a disadvantaged background, often belonging to minority groups, tend to continue their education in primary schools with less educational value added after kindergarten. Later, this may lead to an increased likelihood of dropping out of school, which, in turn can result in lower earnings and other adverse effects in the long term (Berényi *et al.*, 2008, Berényi, 2018, Radó, 2018). Therefore, kindergartens may play a key role: helping children and their parents select the most appropriate primary school can later lead to a more informed choice of secondary or even higher education institution.

To that end, in addition to data on kindergarten group sizes and absenteeism, we also asked kindergarten directors to provide information on which schools the children who graduated in 2023 would continue their studies at. Based on this information, we categorized the children into two main groups: the first group includes children who continued their studies at one of the public primary schools in the 8th district, while the second group includes those who chose a school outside the district. In Figure 2, we focus on the children in the first group—those who continued their studies at a primary school in the 8th district.
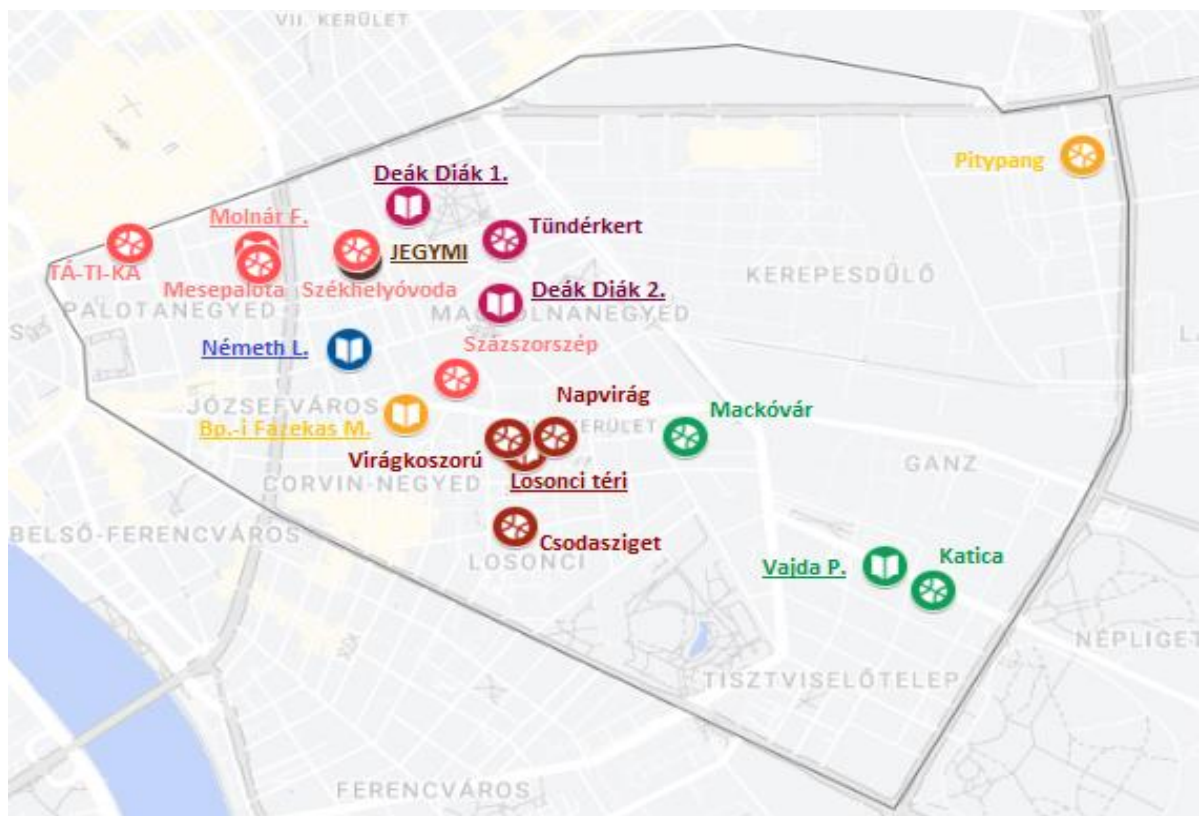
In Figure 2, kindergartens are marked with a ball, and primary schools are represented by a book. Only those schools where at least one child from any kindergarten continued their studies are shown. The names of both the schools and the kindergartens are visible alongside the icons; school names are underlined. The different colours indicate which school most children from a particular kindergarten went to. For example, the Molnár Ferenc Hungarian-English Bilingual Primary School was chosen by the majority of children from the Tá-Ti-Ka, Mesepalota, Székhelyóvoda, and Százszorszép childcare facilities by the end of the 2022/2023 school year. This does not mean that no children from these kindergartens went to other schools; it simply indicates the school with the highest number of children from each kindergarten. Indeed, the differences were significant in most kindergartens. For instance, while 13 children from the Mesepalota kindergarten chose Molnár Ferenc, only 3 children from this kindergarten went to another primary school in Józsefváros. Except for Csodasziget, Pitypang, and Tá-Ti-Ka, the numbers for every school were relatively similar. Among these three, only Csodasziget had a relatively even distribution of children across primary schools in the 8th district. However, in the case of Pitypang and Tá-Ti-Ka, most children went to schools outside of the district rather than to those in Józsefváros. While children from all

kindergartens also attended the Németh László and JEGYMI schools[11], these were not the most frequently chosen schools in either case.

It is important to note that while the children's transition from kindergarten to primary school is largely influenced by the choices of the children and their parents, this "demand-side" preference often collides with the "supply-side" selection by schools, which is conducted through formal and informal competence assessments before enrolment.

2. *Figure – Map of school choice of children ended kindergarten in 2023*

Note: In the figure, kindergartens are marked with a ball, and the schools in the 8th district are marked with a book. The figure shows only those schools where at least one child from any kindergarten continued their education. "Molnár F." refers to the Molnár Ferenc Hungarian-English Bilingual Primary School, "Németh L." refers to the Németh László Primary School in District VIII, "Bp.-i Fazekas M." refers to the Fazekas Mihály Primary and Secondary School of Budapest, "JEGYMI" refers to the Unified Special Educational Methodological Institution and Primary School of Józsefváros, "Deák Diák 1." and "Deák Diák 2." refer to the two branches of the Deák Diák Music and General Primary and Secondary, "Losonci téri" refers to the Losonci Téri Primary School, and "Vajda P." refers to the Vajda Péter Music General Primary School.

Based on the figure, it is apparent that, except for the three kindergartens previously mentioned, all children ending kindergarten, with the exception of Százszorszép and Mackóvár, typically went to the primary school that is geographically closest to their childcare facility. This was most true for Virágkoszorú, where 20 out of 23 kindergarten graduates chose the Losonci Téri Primary School. A similar number of children from Mackóvár also chose the

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[11] JEGYMI is a special needs school – enrolment there is based on an administrative-diagnostic procedure, not parental choice.

Losonci Téri Primary School, while more children from Százszorszép went to Deák Diák and Vajda Péter schools. In these cases, it seems that parents are more inclined to send their children to the geographically closest school.

The fact that the parents of children tend to select the closest school does not indicate anything inherently good or bad, but it may serve as a signal regarding the criteria parents use when choosing a school for their children. This picture can be further refined when we examine the performance of the schools in question.

By way of the Data Bank of the Institute of Economics (HUN-REN KRTK), we accessed the 2023 National Competence Measurement (NCM) data for six graders. Since this measurement encompasses all schools in the country, excluding those with special curricula, it provides a valid, albeit somewhat noisy basis for comparing the performance in mathematics and reading comprehension among schools. This is presented in Table 5 and Table 13 of the Appendix. Table 5 shows the average scores in mathematics and reading comprehension combined, while Table 13 in the Appendix presents the scores separately. The last four columns in the tables show the average competence results for the 6th grade of each school, while the final three columns present the number of children attending each school based on data provided by the kindergarten directors. The "Number of children in the 1st grade (total)" column reflects the number of 1st-grade students from the OKM database.

Among the schools in the 8th district, the Molnár Ferenc Primary School had the highest number of children from the kindergartens in Józsefváros, with 49 children starting 1st grade in the 2023/2024 school year. According to the kindergarten directors' observations, ten of these children were Roma, and six were from other nationalities. Similarly, many children also attended the Losonci Téri, Deák Diák, and Vajda Péter schools, where the number of Roma children was the highest.

We divided the schools and children who continued their education outside of the 8th district into three groups. One group included children and schools that were not located in the 8th district, and these were further divided into two categories. The first category comprised schools where no Roma children continued their education (this accounted for 60 children out of 83, based on the kindergarten directors' surveys). The second category included schools where at least one Roma child continued their studies, totalling 23 children in 2023, with 9 of them being Roma.

5. *Table – Average competency results based on the choice of schools of kindergarten children in Józsefváros, 2023*

	average score	dev from country average	number of children in 1st grade	number of children (kind. directors)	Roma	foreigners
Schools in the 8th district						
Deák Diák 1.	1385	97%	40	26	10	…
Deák Diák 2.	1160	81%	0			
Németh L.	1210	85%	41	10	…	0
Vajda P.	1363	96%	49	36	10	6
Losonci téri	1292	91%	40	44	11	…
Molnár F.	1444	101%	55	49	10	6
Bp.-i Fazekas	1662	116%	51	16	0	0
JEGYMI	-	-	12	4	…	0
Total	**1383**	**97%**	**288**	**185**	**47**	**18**
Other schools, elsewhere than the 8th district						
Schools, w/o Roma	1452	102%	1261	60	0	4
Schools, w Roma	1457	102%	161	23	9	…
All schools	**1413**	**99%**	**1421**	**83**	**9**	**5**

Note: Deák Diák school has two branches, with classes starting from the 4th grade only at the second branch. Therefore, we present the average results by branch separately within the school. "All schools" refers to those non-Józsefváros schools where children from Józsefváros kindergartens continued their education. "Schools w/o Roma" refers to the schools in other districts where no Roma children continued their education, while the "Schools w Roma" group includes those schools where Roma children studied together with others. Thus, the total number of children attending the latter two categories of schools is the same as the number of children attending the schools in the first category, within the group of schools in other districts. The competency measurement results are presented as average values in all cases. The data from the competency tests are from the 2022/2023 school year, and the data regarding the number of children refer to those kindergarten graduates who left in the spring of 2023. Data for JEGYMI is not included, as competency tests are either not taken at all or only by very few children in special schools, and thus cannot be considered reliable. The "Number of children in 1st grade (total)" column shows the grade sizes based on the NCM database. The "Number of children (kind. directors)" column shows only the number of children whose school continuation is known, as in some kindergartens the directors did not have complete information on all children. In the last three columns of the table, due to data sensitivity, low numbers are indicated with "…".

Based on the last three columns of Table 5, it is evident that Roma children are significantly more likely (25% of them) to remain closer to their previous kindergarten when choosing a school, and likely to their home as well, compared to their non-Roma peers. This difference in proportions also applies to non-Hungarian-speaking children, though the discrepancy is less.

Although the farther the school is does not necessarily mean it is a better school, Table 5 shows that children who do not stay in the district schools generally attend better schools in other districts. This is indicated by the results seen in the deviation columns of Table 5 columns with values higher than 100% signal better-than-average results compared to Budapest or national averages, while values below 100% indicate worse average school performance. For example, in the 8th district, the best results in both mathematics and reading comprehension are achieved by Fazekas Mihály Primary and Secondary School of Budapest. This suggests that children who do not continue in the district schools are, in every case, better off compared to their peers in the district, both in terms of the national average and the Budapest average (Appendix Table 13).

When focusing on Roma children's school choice, although they were generally more inclined to remain within the 8th district, a large proportion of them attended schools with worse average competency results. Many, for example, went to Losonci Téri or Deák Diák schools, which are among the worst-performing schools in the district, both in mathematics and reading comprehension, in comparison to both the Budapest and national average. A similar pattern is observed for foreign children: for instance, no minority child continued their education at the district's highest-scoring school. The exception to this is Molnár Ferenc Primary School, which saw a higher proportion of both minority groups, and this school does not perform significantly worse compared to the Budapest average either.

If we examine the Roma children who continue their education outside of Józsefváros ("Schools, w Roma" row), it is evident that these schools perform better compared to Józsefváros schools in relation to the national average. Thus, Roma children who do not attend an 8th district school are less likely to fall behind their non-Roma peers than those who remain within the district in terms of the academic quality of their school. However, when examining reading comprehension results (Appendix Table 13), we see that their average scores are still lower than the "All schools" average, with greater differences compared to both the Budapest and national averages. This correlation is not true for foreign children.

In conclusion:

- School choice within the district is significantly influenced by the proximity of the kindergarten (and it is likely that indirectly by where the family live),

- Children who do not continue in the 8th district generally attend more successful schools, regardless of ethnicity,

- Children attending schools in other districts are more likely to be non-Roma compared to those who remain in the district,

- Roma and foreign children in the 8th district tend to attend schools with less favorable competency results,

- If Roma children continue their education outside of Józsefváros, they still tend to

attend schools with worse reading comprehension results compared to their non-Roma peers in other districts.

ABSENCE

The extent of kindergarten absences may also impact the opportunities for further education, so for this year's monitoring report, we are presenting data on this aspect for the first time. Thus, the data is not yet suitable for comparison or establishing a trend.

6.   Table – The absence of Roma and foreigner children in Józsefváros, September 1-30, 2024

	2024					
	All children		Roma		Foreigners	
	prop	dev	prop	dev	prop	dev
Katica	2.69	0.17	4.54	-1.13	1.84	0.10
Pitypang	3.66	-0.80	4.92	-1.51	1.55	0.39
Tá-Ti-Ka	3.38	-0.52	2.00	1.40	5.14	-3.20
Mesepalota	1.75	1.11	3.87	-0.46	2.05	-0.11
Csodasziget	4.25	-1.39	4.00	-0.60	5.43	-3.49
Virágkoszorú	1.46	1.40	0.00	3.40	0.00	1.94
Százszorszép	1.88	0.99	1.99	1.42	0.00	1.94
Székhelyóvoda (Napraforgó)	5.31	-2.45	8.43	-5.03	4.33	-2.39
Mackóvár	2.97	-0.11	3.29	0.12	0.80	1.14
Napvirág	2.52	0.34	2.03	1.37	1.38	0.56
Tündérkert	2.10	0.77	1.67	1.74	2.71	-0.77
District average	2.86		3.40		1.94	

Table 6 shows the number of absentee days per child in the month of September, compared to the total kindergarten enrolment. The "District average" represents the average number of absentee days for a particular minority group across the entire district. For example, in Csodasziget, Roma children were absent on average for 4 days in September, which was about half a day more than the district average for Roma children's absentee days. However, this value was lower than the total absentee days per child for the entire kindergarten, meaning that Roma children in Csodasziget had fewer absences compared to the overall kindergarten population.

Comparing absence data to the district average can be problematic, as factors such as infections can cause significant differences across kindergartens, as was the case for Székhelyóvoda in September. Therefore, it may be more appropriate to compare the number of absentee days of the minority group to the total number of absentee days in the kindergarten.

In Katica, Pitypang, Mesepalota, Százszorszép, Székhelyóvoda, and Mackóvár, Roma children missed more days in September 2024 than all children in each childcare facility together. With the exception of Mackóvár and Százszorszép, these kindergartens also had higher absentee rates compared to the district's Roma children. The Székhelyóvoda, in particular, had

significant discrepancies. For non-Hungarian-speaking children, the number of absent days was particularly high in the Tá-Ti-Ka, Csodasziget, and Székhelyóvoda compared to the district average, and in the case of Tá-Ti-Ka and Csodasziget, it was notably higher when compared to the entire kindergarten.

18

CHILDREN OF PARENTS WITH LOW EDUCATIONAL ATTAINMENT (LEH)

Progress and social background of children are significantly determined by the educational attainment of their parents (mainly the mother). If at least one parent's highest level of education does not exceed primary school (8 years), the child is defined to be from a disadvantaged social background (referred to as LEH). The comparison is made between 2021 and 2024, as reliable data from previous years was unfortunately unavailable.

As shown in Table 7 and Figure 3, the number of kindergartens with extreme deviations from the district average in terms of LEH proportions has somewhat decreased from 2021 to 2024. For example, the Mackóvár kindergarten, which significantly deviated from the district average (by -38.4 percentage points) in 2021, was able to reduce this to a deviation of just 2.2 percentage points, transforming from a segregated kindergarten into one that is closer to the average. Katica, Pitypang, Mesepalota, and Napvirág also saw a reduction in their deviations from the district average. In terms of the development of these ratios, Tündérkert and Százszorszép showed no significant changes. However, the situation at Virágkoszorú is less positive: in 2023, the highest deviation from the district average and the highest proportion of LEH children were observed here, whereas in 2021, this kindergarten did not exhibit such extreme values.

7. *Table – Newly enrolled LEH children by kindergarten, 2021, 2023 and 2024*

	2021		2023		2024	
	prop	dev	prop	dev	prop	dev
Katica	31.7%	-5.1%	21.3%	0.0%	22.2%	-7.1%
Pitypang	7.1%	19.4%	8.0%	13.3%	2.7%	12.5%
Tá-Ti-Ka	20.8%	5.7%	13.0%	8.2%	3.1%	12.0%
Mesepalota	20.5%	6.1%	18.2%	3.1%	19.0%	-3.9%
Csodasziget	27.6%	-1.0%	10.7%	10.6%	22.2%	-7.1%
Virágkoszorú	12.1%	14.4%	44.8%	-23.6%	0.0%	15.2%
Százszorszép	30.4%	-3.9%	30.8%	-9.5%	24.0%	-8.8%
Székhelyóvoda	30.8%	-4.2%	14.3%	7.0%	21.7%	-6.6%
Mackóvár	65.0%	-38.4%	19.0%	2.2%	27.8%	-12.6%
Napvirág	35.0%	-8.4%	18.5%	2.7%	15.4%	-0.2%
Tündérkert	37.9%	-11.4%	38.1%	-16.8%	13.6%	1.5%
Napsugár	0.0%	26.6%	closed			
Kincskereső	closed					
Szivárvány	closed					
District average	26.6%		21.3%		15.2%	

3. *Figure - Number of kindergartens according to the degree of deviation of the proportion of newly enrolled LEH children from the district average*
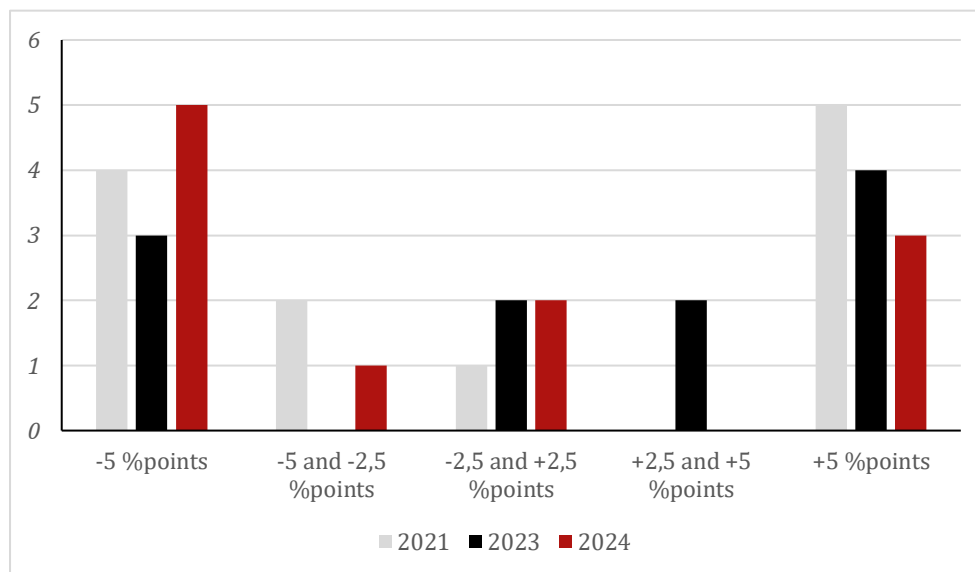
CHILDREN RECEIVING REGULAR CHILD PROTECTION BENEFITS (RCB)

The goal set by the Municipality of Józsefváros under the "Inclusive Kindergartens" program was to reduce the deviation from the district average for children eligible for regular child protection benefits (RCB) to below 5 percentage points within each kindergarten. As shown in Table 8, this goal was not fully achieved by 2024 in all cases, but the trend is encouraging in almost every instance, as supported by the results displayed in Figure 4.

In 2018, Pitypang and Tá-Ti-Ka had a significantly higher proportion of children eligible for RCB compared to the district average. However, the deviation from the district average decreased significantly in both cases (it is important to note that the proportion of children eligible for RCB also significantly decreased from 14.2% to 6.2% between 2018 and 2024). On the other hand, the worst-performing kindergartens in 2018 were Napsugár and Mackóvár. In the case of Mackóvár, the deviation from the district average was reduced from 18.1 percentage points to below 5 percentage points by 2022, but after that, the difference started to increase again, reaching about 11 percentage points by 2024.

Meanwhile, due to its segregated nature, the Municipality merged Napsugár with the Gyerek-Virág kindergarten, which was considered one of the better-performing kindergartens in 2018. After the merger in 2022, the relative status of the former Gyerek-Virág (now Napvirág) did not change significantly. Tündérkert kindergarten, which had a relatively poor status in 2018, showed fluctuating values in recent years but achieved significant improvement between 2022 and 2024 based on the proportion of children eligible for RCB.

Overall, all kindergartens managed to reduce the deviation from the district average in terms of RCB. Nevertheless, the proportion of children eligible for RCB remains exceptionally high in Százszorszép and Mackóvár compared to other kindergartens and the district average. At the same time, the number of children eligible for RCB was zero in Virágkoszorú in 2024.

8. Table – Proportion of children eligible for RCB, 2018-2024

	2018		2019		2020		2021		2022		2023		2024	
	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev
Katica	10.0%	4.2%	8.9%	3.3%	5.5%	4.4%	4.8%	4.1%	0.7%	5.4%	2.3%	3.0%	4.3%	1.9%
Pitypang	0.7%	13.5%	1.7%	10.5%	1.7%	8.1%	4.2%	4.7%	2.6%	3,5%	4.0%	1.3%	2.5%	3.7%
Tá-Ti-Ka	5.5%	8.7%	4.0%	8.1%	2.4%	7.5%	2.5%	6.4%	3.6%	2,5%	5.3%	0.0%	3.5%	2.7%
Mesepalota	6.7%	7.4%	6.0%	6.2%	5.4%	4.5%	4.5%	4.4%	4.8%	1,3%	2.9%	2.4%	5.8%	0.4%
Csodasziget	23.2%	-9.0%	23.6%	-11.5%	12.8%	-2.9%	12.2%	-3.3%	4.9%	1,2%	4.7%	0.6%	5.1%	1.2%
Virágkoszorú	20.0%	-5.8%	18.4%	-6.3%	16.4%	-6.6%	14.8%	-5.9%	5.6%	0,5%	3.8%	1.5%	0.0%	6.2%
Százszorszép	14.2%	0.0%	17.9%	-5.7%	13.6%	-3.8%	5.6%	3.3%	5.8%	0,4%	10.4%	-5.1%	13.1%	-6.9%
Székhelyóvoda	12.2%	1.9%	7.2%	4.9%	5.1%	4.8%	9.8%	-0.9%	6.8%	-0,7%	2.2%	3.1%	6.0%	0.2%
Mackóvár	32.3%	-18.1%	23.5%	-11.3%	15.5%	-5.6%	18.8%	-9.9%	11.0%	-4,8%	19.1%	-13.8%	17.6%	-11.3%
Napvirág	6.0%	8.1%	11.1%	1.0%	7.9%	2.0%	13.9%	-5.0%	11.8%	-5,7%	1.2%	4.1%	4.2%	2.1%
Tündérkert	19.7%	-5.5%	14.1%	-1.9%	15.1%	-5.2%	11.5%	-2.6%	15.8%	-9,7%	5.4%	-0.1%	5.5%	0.7%
Napsugár	39.5%	-25.3%	20.0%	-7.9%	25.7%	-15.8%	15.0%	-6.1%			closed			
Kincskereső	12.4%	1.8%	11.4%	0.8%					closed					
Szivárvány	18.2%	-4.0%							closed					
District average	14.2%		12.1%		9.9%		8.9%		6.1%		5.3%		6.2%	

4. *Figure – Number of kindergartens according to the degree of deviation of the proportion of children eligible of RCB from the district average*
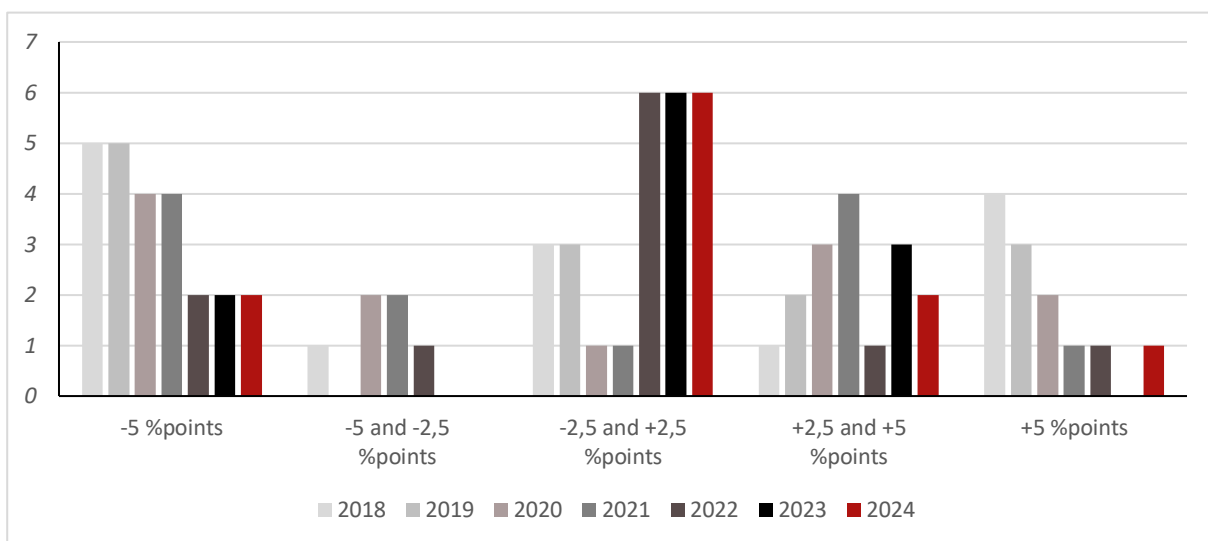
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Between 2018 and 2024, the proportion of children with special educational needs (SEN) in the district increased from 3.1% to 3.8%. This increase is not surprising, given data for Budapest as a whole, where the proportion of SEN preschoolers rose from 8.5% in 2018 to 11.6% in 2023.

For SEN children, the goal of the "Inclusive Kindergartens" program was that no kindergarten should have more than 2.5 percentage points higher or lower than the district average for SEN children. Even in 2018, there were relatively few kindergartens where the deviation from the district average for SEN children had exceeded the set target. In the past, Gyerek-Virág (later Napvirág) and Mackóvár had no SEN children at all, while Napsugár, Kincskereső, and Szivárvány had more than twice the number of SEN children compared to the district average.

The relatively good status of Gyerek-Virág declined after its merger with Napsugár, but the proportion of SEN children in Napvirág remains within the target deviation from the district average. With the closure of Kincskereső and Szivárvány, the previously relatively good status of Katica and Tündérkert declined somewhat, but, by 2023 and 2024, both the deviation from the district average and the proportion of SEN children significantly decreased (Table 9, Figure 5).

Between 2022 and 2024, the deviation from the district average improved at Csodasziget and Katica, and the proportion of SEN children decreased, while in Székhelyóvoda, both the deviation and the proportion of SEN children increased. By 2024, the deviation from the district average at Székhelyóvoda exceeds the municipal target by approximately 6 percentage points; in other words, more SEN children are enrolled there than the district average would suggest. Also, the proportion of SEN children in this kindergarten is the highest.

9. Table – Proportion of SEN children by kindergarten, 2018-2024

	2018		2019		2020		2021		2022		2023		2024	
	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev
Katica	4.6%	-1.5%	5.6%	-2.3%	5.5%	-1.9%	7.1%	-3.5%	7.2%	-2.7%	3.0%	0.7%	2.6%	1.2%
Pitypang	2.8%	0.3%	0.8%	2.5%	0.9%	2.7%	2.5%	1.1%	2.6%	1.8%	3.2%	0.5%	3.4%	0.4%
Tá-Ti-Ka	2.8%	0.4%	3.0%	0.3%	3.5%	0.0%	2.5%	1.1%	3.6%	0.8%	2.6%	1.1%	2.4%	1.4%
Mesepalota	0.8%	2.3%	0.9%	2.5%	0.9%	2.6%	0.9%	2.8%	3.8%	0.6%	6.8%	-3.1%	2.3%	1.4%
Csodasziget	1.4%	1.7%	1.4%	1.9%	1.3%	2.3%	3.7%	0.0%	6.2%	-1.7%	3.5%	0.2%	5.1%	-1.3%
Virágkoszorú	4.7%	-1.6%	5.3%	-2.0%	4.1%	-0.6%	1.2%	2.4%	3.4%	1.1%	0.0%	3.7%	2.2%	1.5%
Százszorszép	0.8%	2.3%	1.4%	1.9%	2.3%	1.3%	2.4%	1.3%	2.2%	2.3%	3.0%	0.7%	3.6%	0.1%
Székhelyóvoda	4.4%	-1.3%	4.8%	-1.5%	5.1%	-1.6%	3.7%	0.0%	4.5%	-0.1%	7.5%	-3.8%	9.6%	-5.9%
Mackóvár	0.0%	3.1%	2.5%	0.8%	5.6%	-2.1%	2.9%	0.8%	1.4%	3.1%	1.5%	2.2%	4.1%	-0.3%
Napvirág	0.0%	3.1%	0.0%	3.3%	1.3%	2.2%	3.8%	-0.1%	6.5%	-2.0%	7.0%	-3.3%	2.8%	1.0%
Tündérkert	1.5%	1.6%	0.0%	3.3%	7.0%	-3.4%	7.7%	-4.0%	7.9%	-3.5%	1.4%	2.3%	4.1%	-0.4%
Napsugár	7.9%	-4.8%	8.0%	-4.7%	7.1%	-3.6%	6.7%	-3.0%	closed					
Kincskereső	7.9%	-4.7%	11.4%	-8.1%	closed									
Szivárvány	9.1%	-6.0%	closed											
District average	3.1%		3.3%		3.5%		3.7%		4.4%		3.7%		3.8%	

5. *Figure - Number of kindergartens according to the degree of deviation of the proportion of SEN children from the district average*
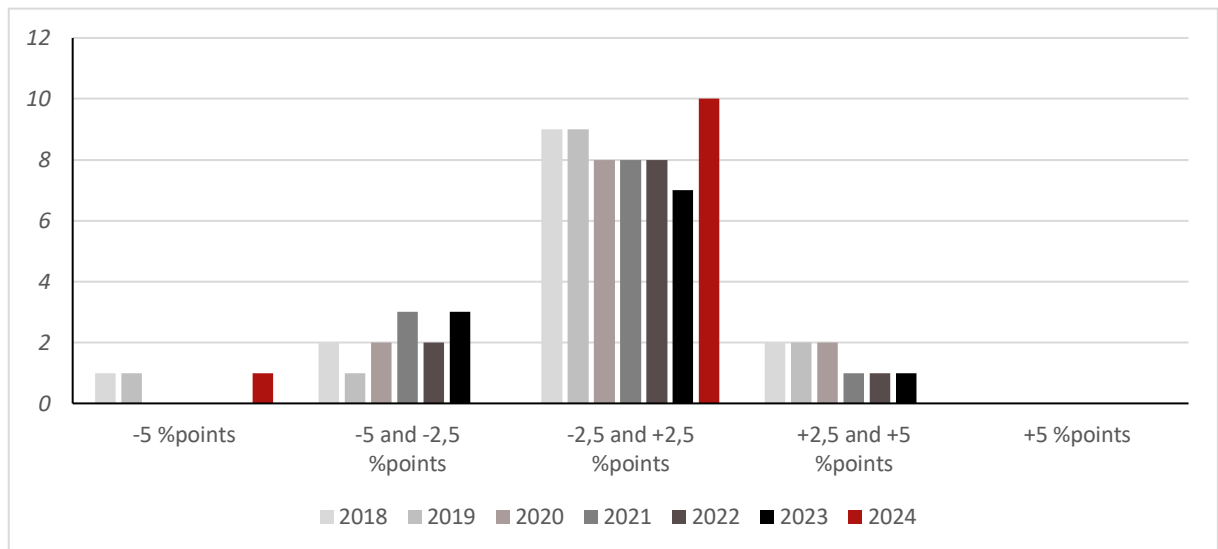
CHILDREN FROM DISADVANTAGED AND MULTIPLY DISADVANTAGED BACKGROUNDS (DC AND MDC)

Under the „Inclusive Kindergartens" program, the share of children from disadvantaged (DC) backgrounds in any given kindergarten was not to be more than 5 percentage points above or 2.5 percentage points below the district average. (Due to a change in the definition of multiply disadvantaged children (MDC) in 2013, the proportion of MDC children has drastically decreased across the entire system, with only a few cases remaining. Therefore, we focus is on the proportion of DC children).

Between 2018 and 2024, the proportion of disadvantaged children (DC) in the district decreased significantly, from 6.8% to 3.7%, although there was a slight increase from 2022 to 2024. In 2018, the kindergartens with the highest proportion of DC children were Csodasziget (13%), Tündérkert (12.1%), Napsugár (25%), and Mackóvár (13.5%). By 2023, all childcare facilities had reduced their deviation from the district average to less than 5 percentage points. However, in 2024, Mackóvár saw an increase in the proportion of DC children to 9.5%, with a deviation of nearly 6 percentage points from the district average.

The composition of the previously well-positioned Gyerek-Virág significantly changed by 2021. By that year, the proportion of DC children had increased to 12.7%, exceeding the district average by 7.3 percentage points. Following its merger with Napsugár, the proportion was reduced by 2022, and since then, the number of DC children attending Napvirág has not significantly differed from the district average.

On the other hand, the previously problematic Virágkoszorú had significantly improved its status since 2022, reaching a point where no disadvantaged children were enrolled in 2024 (similarly, no children receiving regular child protection benefits were enrolled). Additionally, Tá-Ti-Ka successfully reduced the proportion of DC children, maintaining a difference of less than 2.5 percentage points from the district average.

While Pitypang had managed to reduce its deviation from the district average between 2018 and 2023, by 2024, the proportion of DC children had once again exceeded the 2.5 percentage point threshold, as shown in Table 10 and Figure 6.

10. Table – Proportion of DC children by kindergarten, 2018-2024

	2018		2019		2020		2021		2022		2023		2024	
	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev
Katica	7.7%	-0.9%	4.8%	2.0%	2.3%	2.9%	0.8%	4.5%	1.4%	1.3%	0.8%	2.7%	4.3%	-0.7%
Pitypang	0.0%	6.8%	0.0%	6.9%	0.0%	5.3%	1.7%	3.6%	0.9%	1.9%	3.2%	0.3%	0.8%	2.8%
Tá-Ti-Ka	0.9%	5.9%	1.0%	5.9%	1.2%	4.1%	1.3%	4.1%	1.2%	1.6%	3.9%	-0.4%	3.5%	0.1%
Mesepalota	5.0%	1.7%	3.4%	3.4%	2.7%	2.6%	4.5%	0.8%	0.0%	2.8%	3.9%	-0.4%	2.3%	1.3%
Csodasziget	13.0%	-6.3%	15.3%	-8.4%	6.4%	-1.2%	4.9%	0.4%	4.9%	-2.2%	2.3%	1.2%	3.8%	-0.1%
Virágkoszorú	8.2%	-1.5%	7.9%	-1.0%	5.5%	-0.2%	9.9%	-4.6%	1.1%	1.7%	2.6%	0.9%	0.0%	3.7%
Százszorszép	4.7%	2.1%	9.3%	-2.4%	6.8%	-1.6%	4.0%	1.3%	2.9%	-0.1%	5.2%	-1.7%	5.8%	-2.2%
Székhelyóvoda	2.2%	4.6%	4.8%	2.0%	5.1%	0.1%	8.5%	-3.2%	3.4%	-0.6%	2.2%	1.3%	3.6%	0.0%
Mackóvár	13.5%	-6.8%	14.8%	-8.0%	11.3%	-6.0%	8.7%	-3.4%	6.8%	-4.1%	7.4%	-3.9%	9.5%	-5.8%
Napvirág	1.2%	5.6%	7.4%	-0.5%	5.3%	0.0%	12.7%	-7.3%	2.2%	0.6%	1.2%	2.3%	1.4%	2.3%
Tündérkert	12.1%	-5.3%	7.8%	-1.0%	7.0%	-1.7%	6.4%	-1.1%	9.2%	-6.4%	8.1%	-4.6%	5.5%	-1.8%
Napsugár	25.0%	-18.2%	13.3%	-6.5%	15.7%	-10.5%	6.7%	-1.4%	closed					
Kincskereső	5.6%	1.2%	6.3%	0.5%	closed									
Szivárvány	6.1%	0.7%	closed											
District average	6.8%		6.9%		5.3%		5.3%		2.8%		3.5%		3.7%	

6. *Figure - Number of kindergartens according to the degree of deviation of the proportion of DC children from the district average*
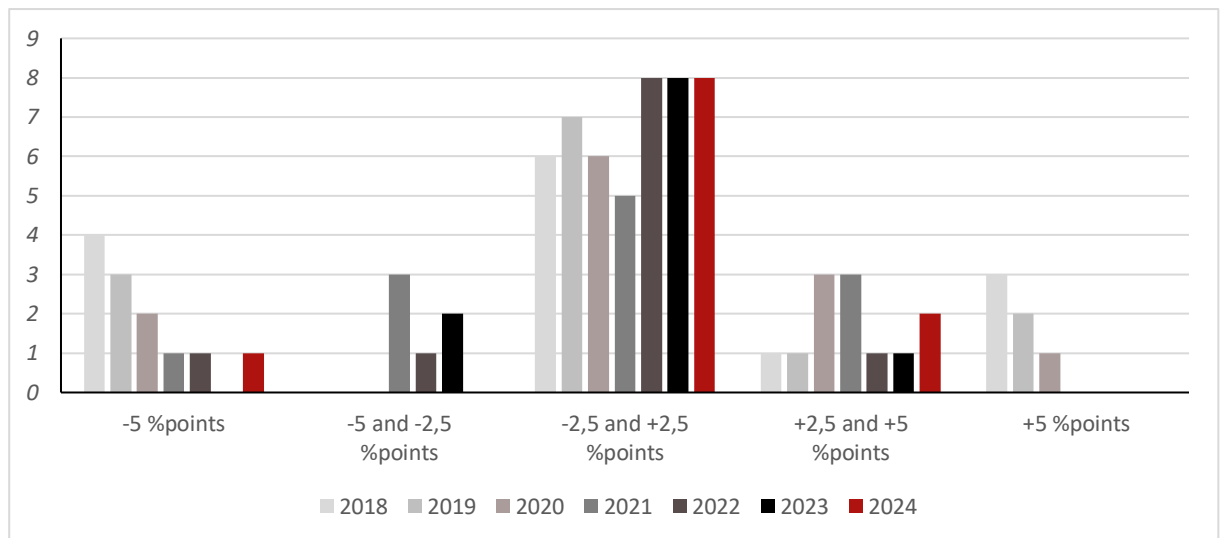
SUMMARY OF RESULTS AND RECOMMENDATIONS

The summary statistics presented in Table 11 show that, compared to the baseline year of 2018, or in cases where data only allows for comparisons with 2020 or 2021, by 2023 the average deviation from the district average for all indicators decreased. This suggests that the district's childcare facilities became more similar in terms of the status of the children attending them, indicating that the interventions were successful during the period under review as a whole. By 2024, however, this trend appears to have reversed for some important indicators. Specifically, the differences between kindergartens increased based on the proportion of newly enrolled Roma children and children with special educational needs (SEN), signalling an increased risk of educational segregation.

At the same time, the segregation index between institutions, calculated based on the proportion of children perceived as Roma by the institution staff, has risen above 2023 levels, although it has still decreased compared to 2020. While drawing trend-based conclusions from just one or two years (as we already pointed out in our concerns in the previous year's monitoring report, observing the first sign in 2023) may not be advisable, we think the results of this year warrant a deeper investigation and potentially interventions focused on the enrolment patterns of the most affected kindergartens. This could involve in-depth consultations with the leaders of the most affected kindergartens, but it may also include another redrawing of the kindergarten enrolment districts.

A positive aspect, however, is that the segregation index *within* kindergartens, across different groups, showed no cause for concern in either 2023 or 2024: whatever the patterns *across* kindergartens, we found no segregation practices *within* the district's kindergartens.

The kindergarten-to-school transition patterns monitored for the first time this year indicate that a significant number of parents in Józsefváros tend to choose or to be only able to enrol their children in nearby elementary schools, which often have lower performance. In contrast, children who do not continue their studies in the 8th district generally end up in schools with higher average results. Roma children from Józsefváros are even more likely to attend lower-performing primary schools located closer to their homes and kindergartens, which is below the Budapest average. We think this is an area where the municipality could intervene. Initially by providing information to kindergarten teachers; then by disseminating the results to parents; and, if there is political and financial capacity, by materially supporting lower-status parents who, despite the clear burden of longer daily school commutes, wish to enrol their children in better schools located farther away from their homes.

Finally, it should be noted that after initiating this year's research, a hypothesis arose suggesting that the ratio of children in kindergartens may be influenced by whether they previously attended a nursery and if so, which institutions. We plan to collect data on this in next year's monitoring process.

11. Table – Indicators according to the degree of deviation from the district average

indicator	year	average	std. dev.	average absolute dev.	min	max	+5 %point	+5 és +2,5 - %point	+2,5 és -2,5 %point	-2,5 és -5 %point	-5 %point
RCB	2018	0,015	0,1	1.124	-0.135	0.253	5	1	3	1	4
	2019	0,007	0,07	0.748	-0.105	0.115	5	0	3	2	3
	2020	0,007	0,07	0.658	-0.081	0.158	4	2	1	3	2
	2021	0,008	0,05	0.504	-0.064	0.099	4	2	1	4	1
	2022	0,005	0,04	0.363	-0.054	0.097	2	1	6	1	1
	2023	0.002	0.049	0.351	-0.041	0.138	2	0	6	3	0
	2024	-0.001	0.047	0.313	-0.062	0.113	2	0	6	2	1
SEN	2018	0,003	0,03	0.342	-0.031	0.06	1	2	9	2	0
	2019	0,002	0,03	0.338	-0.033	0.081	1	1	9	2	0
	2020	0,002	0,02	0.239	-0.027	0.036	0	2	8	2	0
	2021	0,001	0,02	0.182	-0.028	0.04	0	3	8	1	0
	2022	0	0,02	0.188	-0.031	0.035	0	2	8	1	0
	2023	-0.001	0.024	0.179	-0.037	0.038	0	3	7	1	0
	2024	0.001	0.02	0.136	-0.015	0.059	1	0	10	0	0
DC	2018	0,007	0,06	0.681	-0.068	0.182	4	0	6	1	3
	2019	0,005	0,05	0.476	-0.069	0.084	3	0	7	1	2
	2020	0,005	0,04	0.363	-0.053	0.105	2	0	6	3	1
	2021	0,005	0,04	0.32	-0.045	0.073	1	3	5	3	0
	2022	0,003	0,03	0.222	-0.028	0.064	1	1	8	1	0
	2023	0.002	0.023	0.19	-0.027	0.046	0	2	8	1	0
	2024	0	0.025	0.18	-0.037	0.058	1	0	8	2	0
Roma	2021	0.029	0.211	1.860	-0.327	0.443	6	1	0	0	5
	2022	0.018	0.130	1.052	-0.205	0.213	4	1	1	1	4
	2023	0.009	0.147	1.199	-0.239	0.313	4	1	1	2	3
	2024	-0.003	0.150	1.392	-0.233	0.231	4	2	1	0	4
LEH	2021	0	0.168	1.203	-0.384	0.266	5	0	1	2	4
	2023	-0.003	0.116	0.771	-0.236	0.133	4	2	2	0	3
	2024	0.005	0.096	0.723	-0.152	0.126	5	1	2	0	3
Foreigners	2021	-0.017	0.485	4.251	-0.400	1.314	3	0	0	0	9
	2022	-0.011	0.388	3.356	-0.452	0.856	4	0	0	0	7
	2023	0.038	0.273	2.243	-0.318	0.682	4	1	1	0	5
	2024	0.005	0.097	0.943	-0.114	0.154	5	0	0	1	5

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APPENDIX

12. *Table – Proportion of newly enrolled foreign children (those who do not speak Hungarian as their maternal togue), 2021-20242021-2024*

	2020		2021		2022		2023		2024	
	prop	dev	prop	dev	prop	dev	prop	dev	prop	dev
Katica	-	-	11.9%	1.2%	16.7%	-3.1%	18.3%	-7.5%	32.4%	-15.4%
Pitypang	0.0%	7.0%	0.0%	13.1%	0.0%	13.6%	0.0%	10.9%	9.1%	7.9%
Tá-Ti-Ka	7.4%	-0.4%	6.5%	6.6%	20.0%	-6.4%	12.5%	-1.6%	25.0%	-8.0%
Mesepalota	-	-	-	-	8.1%	5.5%	20.8%	-10.0%	10.0%	7.0%
Csodasziget	11.4%	-4.4%	32.4%	-19.4%	28.8%	-15.2%	7.1%	3.7%	13.3%	3.7%
Virágkoszorú	19.4%	-12.4%	33.3%	-20.3%	20.4%	-6.8%	11.4%	-0.5%	32.3%	-15.3%
Százszorszép	2.4%	4.6%	6.7%	6.4%	9.6%	4.0%	5.7%	5.2%	5.8%	11.2%
Székhelyóvoda (Napraforgó)	-	-	13.0%	0.0%	13.5%	0.1%	6.9%	4.0%	12.0%	5.0%
Mackóvár	4.2%	2.8%	3.6%	9.5%	7.7%	5.9%	4.5%	6.3%	5.6%	11.4%
Napvirág	-	-	-	-	7.1%	6.4%	21.7%	-10.9%	22.2%	-5.2%
Tündérkert	17.6%	-10.6%	8.3%	4.7%	2.6%	11.0%	20.0%	-9.1%	25.0%	-8.0%
Napsugár	0.0%	7.0%	0.0%	13.1%			closed			
Gyerek-Virág	14.3%	-7.3%	17.4%	-4.3%			closed			
Kincskereső					closed					
Szivárvány					closed					
District average	7.0%		13.1%		13.6%		10.9%		17.0%	

7. *Figure - Number of kindergartens according to the degree of deviation of the proportion of newly enrolled foreign children from the district average*
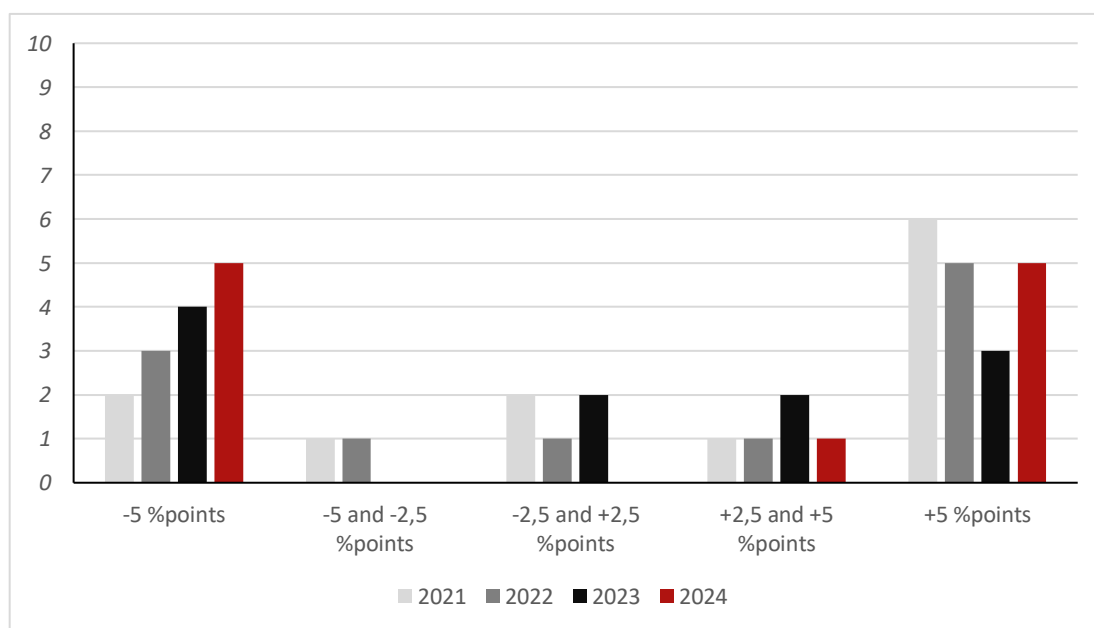
13. Table – Average competency results based on the choice of schools of kindergarten children in Józsefváros, 2023

	Math, 6th grade			Reading, 6th grade			number of children in 1st grade	number of children (kind. directors)	Roma	foreigners
	average score	dev from Bp average	dev from country average (%)	average score	dev from Bp average	dev from country average (%)				
Schools in the 8th district										
Deák Diák 1.	1416	94%	98%	1354	93%	96%	40	26	10	...
Deák Diák 2.	1183	79%	82%	1137	78%	81%	0			
Németh L.	1237	82%	85%	1182	81%	84%	41	10	...	0
Vajda P.	1382	92%	95%	1343	92%	96%	49	36	10	6
Losonci téri	1308	87%	90%	1276	87%	91%	40	44	11	...
Molnár F.	1483	99%	102%	1405	96%	100%	55	49	10	6
Bp.-i Fazekas	1702	113%	118%	1623	111%	115%	51	16	0	0
JEGYMI	-	-	-	-	-	-	12	4	...	0
Total	**1412**	**94%**	**97%**	**1354**	**93%**	**96%**	**288**	**185**	**47**	**18**
Other schools, elsewhere than the 8th district										
Schools, w/o Roma	1474	98%	102%	1439	98%	102%	1261	60	0	4
Schools w Roma	1455	97%	101%	1371	94%	98%	161	23	9	...
All schools	**1472**	**98%**	**102%**	**1431**	**98%**	**102%**	**1421**	**83**	**9**	**5**

Note: Deák Diák school has two branches, with classes starting from the 4th grade only at the second branch. Therefore, we present the average results by branch separately within the school. "All schools" refers to those non-Józsefváros schools where children from Józsefváros kindergartens continued their education. "Schools w/o Roma" refers to the schools in other districts where no Roma children continued their education, while the "Schools w Roma" group includes those schools where Roma children studied together with others. Thus, the total number of children attending the latter two categories of schools is the same as the number of children attending the schools in the first category, within the group of schools in other districts. The competency measurement results are presented as average values in all cases. The data from the competency tests are from the 2022/2023 school year, and the data regarding the number of children refer to those kindergarten graduates who left in the spring of 2023. Data for JEGYMI is not included, as competency tests are either not taken at all or only by very few children in special schools, and thus cannot be considered reliable. The "Number of children in 1st grade (total)" column shows the grade sizes based on the NCM database. The "Number of children (kind. directors)" column shows only the number of children whose school continuation is known, as in some kindergartens the directors did not have complete information on all children. In the last three columns of the table, due to data sensitivity, low numbers are indicated with "…".

14. Data collection form used in 2024

	Newly enrolled, 2024	Newly enrolled, 2023	Newly enrolled, 2022	Newly enrolled, 2021	Newly enrolled, 2020	Total (1+2+3+4)
Total number of children						
Out of this: Roma						
Out of this: foreigner†						

† Please count children whose mother tongue is Romani/Lovári/Beás as belonging to the Roma ethnicity.

	Class 1.	Class 2.	Class 3.	Class 4.	Class 5.	Class 6.	Class 7.	Total (1+2+3+4+5+6+7)
Total number of children								
Out of this: Roma								
Out of this: foreigner†								

	Total number of children	The number of absentee days between September 1 and 30, 2024 (the total number of absentee days for all children combined).
Total number of children		
Out of this: Roma		
Out of this: foreigner†		

		Total number of children	Out of this: Roma	Out of this: foreigner†
	8th district schools			
1	Deák Diák Ének-zenei Általános Iskola és Gimnázium			
2	Budapest VIII. Kerületi Németh László Általános Iskola			
3	Vajda Péter Ének-zenei Általános és Sportiskola			
4	Losonci Téri Általános Iskola			
5	Molnár Ferenc Magyar-Angol Két Tanítási Nyelvű Általános Iskola			
6	Budapesti Fazekas Mihály Gyakorló Általános Iskola és Gimnázium			
7	Budapesti Bárczi Gusztáv Óvoda, Általános Iskola és Készségfejlesztő Iskola			
8	Józsefvárosi Egységes Gyógypedagógiai Módszertani Intézmény és Általános Iskola			
	6th district schools			
9	Budapest VI. Kerület Bajza Utcai Általános Iskola			
10	Terézvárosi Magyar-Angol, Magyar-Német Két Tannyelvű Általános Iskola			
11	Budapest VI. Kerületi Erkel Ferenc Általános Iskola			
12	Boldog Adolf Kolping Katolikus Óvoda, Általános Iskola, Gimnázium, Sportgimnázium és Alapfokú Művészeti Iskola			
13	Tóth Aladár Zeneiskola Alapfokú Művészeti Iskola			
	7th district schools			
14	Alsóerdősori Bárdos Lajos Általános Iskola és Gimnázium			
15	Erzsébetvárosi Magyar-Angol Két Tanítási Nyelvű Általános Iskola és Művészeti Szakgimnázium			
	9th district schools			
16	Patrona Hungariae Általános Iskola, Gimnázium, Kollégium és Alapfokú Művészeti Iskola			
17	Bakáts Téri Ének-zenei Általános Iskola			
18	Budapest IX. Kerületi Molnár Ferenc Magyar-Angol Két Tanítási Nyelvű Általános Iskola			

19	Budapest IX. Kerületi József Attila Általános Iskola és Alapfokú Művészeti Iskola			
20	Ferencvárosi Sport Általános Iskola és Gimnázium			
21	Ferencvárosi Komplex Óvoda, Általános Iskola és Egységes Gyógypedagógiai Módszertani Intézmény			
Other				
22	Cannot answer. (The number of children whose school continuation is unknown).			
23	School abroad.			
[Other] Please provide the name of the school here, in separate rows.!				
24				
25				
26				
27				