



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s) **Silvia Németh**
Address(es) 45, Rózsa utca, 1077, Budapest, Hungary
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E-mail szilvia.nemeth@tarki-tudok.hu
Nationality Hungarian
Citizenship Slovak
Date of birth 22 August, 1973
Gender female

Work experience

Dates April 2008 onwards
Occupation or position held Education researcher, education specialist
Main activities and responsibilities Leading projects and researches on equity in education, on evaluating programmes aiming integration of Roma pupils into mainstream education, monitoring the process of desegregation
Name and address of employer TÁRKI-TUDOK Centre for Knowledge Management and Educational Research Inc. 1112 Budapest, Budaörsi út 45. Hungary
Type of business or sector Private

Dates March 2008 – October 2002
Occupation or position held Education specialist
Main activities and responsibilities Responsible for conducting empirical researches on Roma issues and special needs, writing country reports on discrimination in Hungarian Education for UNESCO, UNHCR, OSI EUMAP
Name and address of employer National Institute for Public Education (from 2007 called Hungarian Institute for Educational Research and Development) 1054 Budapest, Dorottya utca 8. Hungary
Type of business or sector Public (background research institute of Ministry of Education and Culture)

Education and training

Dates 2005. 12. 15 – 2005. 09. 01.
Title of qualification awarded Postgraduate non-degree course
Principal subjects/occupational skills covered
Name and type of organisation providing education and training Columbia University, New York City, USA

Dates 2004. 12. 31 -2000. 09. 15.
Title of qualification awarded PhD in Education (in progress)
Principal subjects/occupational skills covered Access to quality education for Roma, Education of children with special educational needs, Education of refugees and immigrants
Name and type of organisation providing education and training Eötvös Loránd University of Sciences , Faculty of Education, Doctoral School of Education, Budapest
Level in national or international classification ISCED 6

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| Dates | 2002. 07. 31-2001. 10. 01 |
| Title of qualification awarded | MPhil in Education |
| Principal subjects/occupational skills covered | Educational aspect of psychological development, equity in education |
| Name and type of organisation providing education and training | Cambridge University, Faculty of Education, Cambridge, U.K. |
| Level in national or international classification | ISCED 5 |
| Dates | 2000. 06. 30 – 1996. 09. 15. |
| Title of qualification awarded | MA in Sociology |
| Principal subjects/occupational skills covered | Ethnic and Minority Studies |
| Name and type of organisation providing education and training | Eötvös Loránd University of Sciences, Institute of Sociology, Ethnic and Minority Studies, Budapest, Hungary |
| Level in national or international classification | ISCED 5 |
| Dates | 1999. 06. 30 – 1996. 09. 15. |
| Title of qualification awarded | MA in Pedagogical Sciences |
| Principal subjects/occupational skills covered | Theory of teaching and learning, Educational psychology, Multiculturalism |
| Name and type of organisation providing education and training | Eötvös Loránd University of Sciences, Faculty of Education, Budapest, Hungary |
| Level in national or international classification | ISCED 5 |
| Dates | 1992. 09. 15 – 1996. 06. 30. |
| Title of qualification awarded | BA in Teaching English Language and History |
| Principal subjects/occupational skills covered | Methodology and practice of teaching English and History |
| Name and type of organisation providing education and training | Eötvös Loránd University of Sciences, Teacher's Training College, Budapest, Hungary |
| Level in national or international classification | ISCED 4 |

Personal skills and competences

Mother tongue(s) **Hungarian**

Other language(s)

Self-assessment

European level ()*

English

Slovak

| Understanding | | | | Speaking | | | | Writing | |
|---------------|-----------------|---------|-----------------|--------------------|------------------|-------------------|------------------|---------|------------------|
| Listening | | Reading | | Spoken interaction | | Spoken production | | | |
| C2 | Proficient user | C2 | Proficient user | C2 | Proficient user | C1 | Proficient user | C2 | Proficient user |
| C1 | Proficient user | C1 | Proficient user | B2 | Independent user | B2 | Independent user | B1 | Independent user |

(*) *Common European Framework of Reference for Languages*

Social skills and competences

- Team work: I have worked in national and international research teams, and I have been working as a trainer of educational specialists for more than five years
- Intercultural competences and team work: I have been working as a cluster-member (education specialist) in the "Cluster on Social Access and Inclusion" at the European Commission, DG Education and Culture

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| Organisational skills and competences | <ul style="list-style-type: none"> - Project-management: I have been responsible for managing monitoring and evaluation projects - Organising, leading and conducting empirical (quantitative and qualitative) researches - Organising and moderating stakeholder workshops in Roma education issues |
| Computer skills and competences | <ul style="list-style-type: none"> - Competent with most Microsoft Office Programmes and often use Statistical Programme of Social Sciences (SPSS) and Scientific Software Atlas.ti |
| Driving licence | Category B, since 1992 |
| Additional information | |
| Main projects (responsible for as a project-leader and/or researcher) | <p>2008-2007: Monitoring and evaluation of extracurricular afternoon schools for Roma and socially disadvantaged pupils. (Study on 56 schools)</p> <p>2006 – 2005: Monitoring project on National Integration Network. (Comparative study and policy recommendations based on field researches in 25 settlements - e.g. Pocsaj, Tiszabó, Tiszabura, Darány, Istvándi, Hejökersztúr, etc.)</p> <p>2005-2004: Possibility of solving conflicts at schools in multiethnic regions (Case studies made in Encs, Zalakomár, Miskolc, Budapest 7th district, Bogács, Erdőtelek)</p> <p>2005-2004: Integration of Roma students - from the perspective of local self-governments, quantitative research-survey (1000 questionnaires)</p> <p>2005-2003: External evaluation of the Hungarian project of Roma Education Initiative (qualitative and quantitative research in four settlements: Miskolc, Budapest, Pátka, Pécs)</p> <p>2004: Case study concerning the characteristics of relationships between parents and school in two primary schools (Miskolc – Pereces) OSI-ISSA, Case Study project.</p> <p>2003. Integration versus Segregation. Policy note on integration of Roma pupils into mainstream education. Based on 12 focus-group discussions.</p> |
| Main publications (published in English) | <p><i>Immigrant children with special educational needs – the Hungarian case</i> European Agency for Development in Special Needs Education, Brussels, 2009.</p> <p><i>Analysis on the Access to Quality Education by Asylum-seeking and Refugee Children in HUNGARY</i>, UNHCR, Geneve-Budapest, 2008.</p> <p><i>Equal Access to Quality Education for Roma. Hungarian monitoring report.</i> Open Society Institute, EU Monitoring and Advocacy Program, Education Support Program, Roma Participation Program. Budapest, 2007.</p> <p><i>Discrimination in Education, UNESCO Country-report, Hungary, 2006.</i> National Institute for Public Education.</p> <p><i>Hungarian REI-report.</i> (Open Society Institute – Ec-Pec Foundation). Budapest, 2005.</p> <p><i>Chance for integration. (Integration versus segregation).</i> Edited by Silvia Nemeth. National Institute for Public Education, 2004, Budapest.</p> <p>Characteristics of relationships between parents and school in two primary schools (Co-author: Attila Papp Z.) In Sarah Klaus, Hugh McLean (ed.): <i>Step by Step Program Case Studies: A Reflective Process. Looking back on our first 10 years: 1994-2004.</i>ISSA, Budapest-New York, 2004. 44-59.p</p> <p>„Quality public education against segregation” REI-project, results of the first monitoring study. Research report. Budapest, 2004. 44 p.</p> |