

COUNTRY SYSTEM MAPPING

Country Report: Hungary

European Agency for Special Needs and Inclusive Education



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INTRODUCTION

The goal of the Country System Mapping (CSM) activity is to identify, map and analyse the key features that impact the effective implementation of inclusive education policy in practice in all Agency member countries' education systems. In a departure from previous thematic activities undertaken by the European Agency for Special Needs and Inclusive Education (the Agency), CSM considers the **whole** education system from the perspective of implementing policy for inclusive education in practice. However, within this system-wide view, there is a focus on the specific priorities Representative Board members (RBs) have already identified in relation to monitoring and evaluation, cross-sector working and quality assurance.

The main output from the CSM work is a systematic mapping of information on each country's education system.

Information from the individual CSM Country Reports has been analysed in two ways:

- **Thematic Analysis** to highlight issues (challenges and opportunities) emerging from the reports to use as the starting point for the Agency's Thematic Country Cluster Activities (TCCA).

Challenges for inclusion are defined as things the country needs to work on to reach an inclusive education system. Strengths for inclusion are things that encourage and reinforce inclusive practice in the country and could potentially be shown as an example to other countries.

- **Mapping** to inform TCCA groupings, based on the system structures and processes countries have (or do not have) in common.

The agreed goal for the mapping element of the CSM analysis work was to highlight parameters, or comparative factors, that indicate which country systems are structured and/or working in different – or similar – ways.

The information from the CSM work will be used within the remainder of the [Multi-Annual Work Programme 2021–2027](#) (MAWP). As of autumn 2024, country cluster activities will be organised which are closely aligned to individual country approaches to key issues for inclusive education, as well as system structures and processes countries have in common.



Work within a shared vision for inclusive education systems

All Agency work is aligned with the [position on inclusive education systems](#). This agreed position states that the ultimate vision for inclusive education systems is to ensure that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers ([European Agency, 2022, p. 1](#))¹.

Agency work focuses on supporting the development of inclusive education systems in member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners. However, all aspects of Agency work clearly recognise that some groups of learners face obstacles and barriers that mean they should be considered **learners vulnerable to exclusion from inclusive education in mainstream schools in their local community, alongside their friends and peers**.

UNESCO identifies the possible obstacles and barriers to education learners may face as arising from:

... gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes ([UNESCO, 2020, p. 4](#))².

Many learners may face a combination of these factors and the intersectional (inter-connected) nature of learners' needs must be acknowledged. Every learner has their own unique experiences of discrimination and/or barriers to learning. Everything and anything that can marginalise learners and increase their chances of exclusion from mainstream inclusive education must be understood and recognised.

All Agency member countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically. However, all Agency work clearly recognises that countries have differences in their ways of thinking about, identifying and making provision for different groups of learners who may be considered vulnerable to exclusion from inclusive education.

All countries have undergone key conceptual changes in their thinking and policy priorities for developments as they move towards inclusive education as an approach that ensures high-quality education for all learners. Across countries, the first shift was made from the concept of special educational needs to special needs education. This shift represented a focus away from the learner (identified as having special educational needs) towards a focus on the provision they receive (special needs education for learners who experience difficulties at school). The term 'special needs education' has also widened the focus

¹ European Agency for Special Needs and Inclusive Education, 2022. *Agency Position on Inclusive Education Systems*. Odense, Denmark

² UNESCO, 2020. *Global Education Monitoring Report: Inclusion and education: all means all*. Paris: UNESCO



beyond learners with disabilities to include learners who appeared to be failing in school for a wide variety of reasons.

It is worth emphasising here that there have never been agreed definitions of the concepts of special educational needs or special needs education that can be consistently used across countries. The groups of learners considered as having special educational needs which require additional provision largely differ across countries.

The most recent shifts emphasise a move away from a concern with types of special needs or the categories a learner may or may not fall into, towards thinking of inclusion and inclusive education as an approach for all learners. They emphasise the barriers experienced by learners and focus overall on learners who may be vulnerable to exclusion from educational opportunities for different reasons.

Agency work focuses on supporting the development of inclusive education systems in its member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners, while recognising the need to specifically address learners who may be vulnerable to exclusion from inclusive education.

Overview of the Country System Mapping

The information collected in the CSM activity aims to provide evidence of and reflection on **where countries currently are** in their inclusive thinking, policy and provision for all learners, but in particular for those learners vulnerable to exclusion from inclusive education.

CSM work focuses on the **whole** education system and how certain structures, mechanisms and processes may impact on the implementation of policy for inclusive education in practice. It aims to get insights into how the needs of all learners – including individuals or groups of learners vulnerable to exclusion from inclusive education – are being considered. Many questions refer to learners vulnerable to exclusion from inclusive education. Countries have opportunities to clarify what 'learners vulnerable to exclusion from inclusive education' means for them and their systems.

However, it is acknowledged that it may not be possible for countries to provide information covering all learners and all learner groups.

The questions specifically focus on four priorities RBs have identified for wider future Agency work in relation to:

- Monitoring and evaluation
- Cross-sector working
- Quality assurance
- Effective policy implementation.

There are six main sections:

Section 1. Background to the inclusive education system

Section 2. Overview of the education system

Section 3. Legislative and policy framework



Section 4. System governance

Section 5. Quality assurance and accountability

Section 6. Stakeholder collaboration, co-operation and effective communication

In each of these sections, relevant information was collected covering International Standard Classification of Education (ISCED) levels 02 (pre-primary education) to 3 (upper-secondary education).

All questions were rephrased into statements for the purpose of this report.

System description

Sections 1 to 6 include specific questions that aim to provide a factual description of key aspects of the legislation and policy framework for inclusive education in the country. The system information aims to accurately describe the relevant policy frameworks in countries.

Different types of questions are used to collect information that describes important system features – structures, mechanisms and processes – relating to governance, monitoring, quality assurance and collaboration. The descriptive information includes sources of original material and, where possible, is supported with quotes and citations from relevant policy documents and published work.

The descriptive information will be analysed to highlight parameters, or comparative factors, that indicate how countries are structured and/or working. This mapping will be used to inform country cluster groupings based on system structures and processes that countries have in common.

The descriptive information will also be used to prepare thematic cluster activities with Agency member countries. These activities will elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.



SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM

This section provides key background information in relation to inclusive education in the country.

1.1 Overview of the historical development of inclusive education

In the last century, primary schools teaching learners with intellectual disabilities (and usually the other SEN learners also) operated as closed schools, but the qualifications obtained in these schools did not entitle learners to continue their studies.

As a result of the inclusive education trends appearing in international practice, the integration of children/learners with disabilities also became more prominent in Hungary in the 1980s. Act I of 1985 on Education closed the schools and a new institution – the special school – emerged to provide upper-secondary education to learners who could not be taught with other learners. The law made qualifications equivalent. The establishment of these schools was a significant step towards providing professional education to learners with disabilities. Act 93 has enabled the right to choose between special and integrated education for parents of children with SEN. There was an effect of increasing the receptivity of mainstream schools due to the reduction in the number of children.

A 2003 amendment of Act LXXIX of 1993 on Public Education extended the national categories of disability. The category of people entitled to special care was extended to include children with autism and children with learning difficulties due to other psychiatric developmental disorders, which result in severe and permanent learning impediments. The number of learners with SEN due to other psychological developmental disorders increased fivefold over a five-year period and significant differences were found in the counties' statistics. As such, the rules pertaining to diagnosis were amended and the population concerned was fully reviewed in 2007.

The significance of selection mechanisms and medical diagnosis aspects in inclusive education for children and learners with SEN is decreasing. There is a growing emphasis on the development opportunities adapted to different educational needs.

The classification of inclusive education is in line with European Union (EU) practices; the complex diagnosis and the acquisition of the inclusive educational content take place within the general school framework. Professionals (psychologists, special educators, conductive teachers, medical doctors) specialising in the given field assess children's special rehabilitation needs (complex diagnosis). The curriculum is delivered with the help of special equipment, infrastructure and professionals with specialised training over the entire period or part of the education provision.

Besides diagnostics and counselling, the pedagogical assistance institutions also provide therapy and family care. According to Act of CXXV of 2003 on Equal Opportunities, the parents of learners with SEN have the right to be involved in decision-making about where their children are placed.



There are now inclusive forms of schooling in most sectors of education. In the 2021/2022 academic year, 67% of the children and learners with disabilities participating in the public education system received education in an inclusive methodological framework. If we interpret children with severe and multiple disabilities as a separate group, then in 2021, 69% of the children and learners with disabilities participating in the public education system received education in an inclusive methodological framework.

Changing the role of the special institutions took place at the turn of the 21st century. The historically well-known institutions have lost more than half of their students in the past decades; an impact of the increasing rate of inclusive education. With the increasing rate of inclusive education, it became clear that it was of utmost importance to provide a wide range of services for the pupils with special educational needs at local schools, which resulted in the dissemination of knowledge accumulated in special institutions.

In Western countries, so-called special educational centres or resource centres have been set up; in Hungary the special institutions were transformed into resource centres in the early 2000s. These are the unified special educational, conductive educational methodological institutions (Egységes Gyógypedagógiai, Konduktív Pedagógiai Módszertani Intézmény-EGYMI). Earlier, these institutions had only special institutional profile, but nowadays they provide both special educational and integrational services. EGYMIs with a wide range of services aim at helping the mainstream schools to include pupils with special needs. On one hand, the primary target group of their services are pupils with SEN (specific development, equipment rental), but on the other hand they also support the mainstream teachers and communities (inclusive attitudes, special methodologies, techniques, differentiation, retraining, etc.)

Another support institution is the Pedagogical Assistance Service (Pedagógiai Szakszolgálat) with the following duties:

- special education consulting, early development, education and care, (early intervention and prevention);
- expert activity (professional diagnostics diagnostical committee);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive educational service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented children/students.

Moreover, the entire specialised pedagogical service system, including special educational needs (SEN) diagnostic committee activities, was reformed in 2013, and after it the diagnostic committee activities were revised in 2020.



The main priorities of education and inclusive education are determined by the following strategies in the 2021–2027 development period:

- National Disability Programme 2015–2025
- Human Resources Development Operational Programme 2021–2027
- Public Education Development Strategy 2021–2030
- National Strategy for Social Inclusion 2030.

The objectives of these strategies are:

- Developing the SEN welfare system that provides the ability to recognise individual needs and characteristics and those additional services.
- Strengthening inclusive education in the mainstream institutions.
- Strengthening the role of the 'unified special educational, conductive educational methodological institutions' (EGYMI) in inclusive education (developing the so-called 'mobile special educator systems' of the EGYMI).
- Improving the severe and multiple disabled children' supports.
- Developing the pedagogical assistance services.
- Improving the quality-based early childhood education and care.
- Career-building, further education, career counselling system, dissemination and practice of individual transfer programmes.
- Improve special travelling services.
- Improve the hospital pedagogy.

The main objective of the Public Education Development Strategy 2021–2030 is to promote access to inclusive, quality mainstream education for all, enhancing the quality, efficiency and effectiveness of the education system and of qualification levels. The Strategy applies a comprehensive approach that manages to reduce the proportion of dropping out according to European structural indicators by the end of the decade. Measures involved in the Strategy serve preventing and tackling early-school leaving, improving students' skills and competences, improving the rate of school success fostering smooth labour market transition and employability. The Strategy has a focus on students at risk of drop-out, especially socially disadvantaged and multiple disadvantaged – including Roma – students.

According to the last central statistical data collection (1 October 2021), 80% of the educational institutions are involved in education of SEN learners (74% are in inclusive education).

Inclusive education appears in the main public educational regulations, and the (so-called) Guidelines (for education of SEN learners).



1.2 Legislation and policy definitions linked to key concepts within inclusive education systems

Inclusive education

According to the Act on National Public Education, the kindergarten education of children with SEN, and the school education of students with SEN, shall be conducted in a special educational institution, kindergarten group or school class, or partly or fully together with peers and students in the same kindergarten group or school class.

Different rules of public education use the 'inclusive' education expression, but do not define it.

'Inclusive education' is defined in the guidelines:

[Guideline for kindergarten education of children with special educational needs](#)

[Guideline for school education of learners with special educational needs](#)

Special needs education

According to Act CXC of 2011 on National Public Education, the kindergarten education of children with SEN, and the school education of student with SEN shall be conducted:

- in a special educational institution, kindergarten-group or school class;
- or partly or fully together with peers and students in the same kindergarten group or school class.

According to [Act CXC of 2011 on National Public Education](#), children/students with special educational needs means:

children/students requiring special treatment who – based on the expert opinion of the committee of experts – have physical disability, have sensory (visual, hearing), mental deficiency or speech disorder, or have multiple disabilities in case of the simultaneous occurrence of several deficiencies, or have autism spectrum disorder or any other psychic disorder (serious disorder concerning learning or the control of attention or behaviour).

Definitions:

Physical disability: significant and permanent disability due to congenital or acquired impairment and/or dysfunction of the locomotor system, which affects kinaesthetic experience learning and socialisation. A learner's special educational needs are determined by the time of occurrence and the form, extent and area of the impairment.

Visual disability (blind, sight impairment, low vision): an impairment of the eye(s), the optic nerve or the pallial visual area, which affects cognitive functions, adaptability and personality. For special education purposes, learners whose visual acuity is between 0 and 0.33 – even with two eyes and if corrected (by glasses) – compared to full vision (visual acuity: 1) are visually impaired. In particular:

- learners who have no visual acuity (visual acuity: 0) are blind;



- learners with severe sight impairment are those who can sense light and see larger objects (visual acuity: sense of light to 0.1);
- the visual acuity of people with low vision ranges between 0.1 and 0.33.

Hearing disability (deaf, hard of hearing): speech and language development and, as a result, personality are affected by lack or loss of hearing. In particular:

- deaf: severe loss of hearing (loss measured in the range of speech is 90 decibels);
- hard of hearing: the average hearing levels measured in the range of speech are 30–45 decibels for people with mild hearing loss, 45–65 decibels for people with moderate hearing loss and 65–90 decibels for people with severe hearing loss.

Intellectual disability: the Act on Public Education distinguishes groups according to the severity of intellectual disability and learners' development needs: learners with mild intellectual disabilities, learners with moderate intellectual disabilities, and children of school age with (severe and very severe) intellectual disabilities.

Speech impairment: a significant speech disorder due to congenital or acquired dysfunction of the nervous system, or to environmental effects, resulting in temporary or permanent disorders in language, communication and learning skills, and in establishing social relations. It may present in:

- disorders relating to the correct pronunciation of sounds of speech;
- disorders relating to speech perception and cognition;
- impairment of speech rhythm;
- delayed graphomotor and visuomotor co-ordination;
- the loss of skills involving general deficiency in speech;
- dysphonia of various types and abnormal changes in intonation can also be considered speech disorders.

Autism spectrum disorder: the impairment of social, communication and special cognitive skills, resulting in specific behavioural symptoms. It is mostly characterised by cognitive deficits in social abilities and in the field of flexible ways of thinking and creativity, impaired communication compared to the level of speech and an unbalanced intelligence and ability profile.

Multiple disabilities: co-existence of several disabilities.

Severe and multiple disabilities: impairment of body structures causes a severe disorder in at least two specifically human functions, such as communication, speech, motion, intelligence and sensing-perception. Psychophysical performance differs extremely from the average, significantly restricting activities and social participation. As a rule, the underlying cause of severe and multiple disabilities is a complex impairment occurring early on in life. Disabilities might appear in a variety of combinations and severities and/or at different times.

Other psychological development disorders (severe and permanent disorder of the cognitive functions or the development of behaviour): for example, dyslexia, dysgraphia, dyscalculia, severe attention or behavioural problems, etc.



Learners vulnerable to exclusion from inclusive education

[Act CXC of 2011 on National Public Education](#) (Par. 4) defines vulnerable student groups as 'children/students requiring special attention':

- children/students requiring special treatment:
 - children/students with special educational needs;
 - children/students with difficulties in integration, learning or behaviour;
 - particularly gifted or talented children/students.
- children/students with social disadvantages or multiple disadvantages according to the Act on Child Protection and Guardianship Administration

According to [Act CXC of 2011 on National Public Education](#), 'children/students with special educational needs' means:

children/students requiring special treatment who – based on the expert opinion of the committee of experts – have physical disability, have sensory (visual, hearing), mental deficiency or speech disorder, or have multiple disabilities in case of the simultaneous occurrence of several deficiencies, or have autism spectrum disorder or any other psychic disorder (serious disorder concerning learning or the control of attention or behaviour).

According to [Act CXC of 2011 on National Public Education](#), 'children/students with difficulties in integration, learning or behaviour' means:

children/students who require special attendance and significantly underperform compared to their age on the basis of the expert opinion of the committee of experts, or face social relationship problems or suffer from deficiencies in learning or the control of their behaviour, or their integration into the community or personal development is impeded or shows special tendencies but do not qualify as students with special educational needs.

Children/students undergoing long-term medical treatment: a child or pupil whose health care is expected to exceed 36 days of education in the actual school year, based on the opinion of a specialist participating in general outpatient care or general inpatient care, and therefore they are unable to participate in their compulsory education by attending school.

Student at risk of dropping out: a student whose average academic performance in the actual school year shows a deterioration of at least 1.1 compared to the average performance of the average in the previous school year, and for whom the application of complex, system-wide pedagogical measures becomes necessary.

The criteria for disadvantage and cumulative disadvantage are regulated by Act XXXI of 1997 on Child Protection and Guardianship Administration. It is a complex system of criteria based on the socio-economic situation of the child and family.



Learners with special educational needs

According to [Act CXC of 2011 on National Public Education](#), 'children/students with special educational needs' means:

children/students requiring special treatment who – based on the expert opinion of the committee of experts – have physical disability, have sensory (visual, hearing), mental deficiency or speech disorder, or have multiple disabilities in case of the simultaneous occurrence of several deficiencies, or have autism spectrum disorder or any other psychic disorder (serious disorder concerning learning or the control of attention or behaviour).

1.3 Individuals or groups of learners vulnerable to exclusion from inclusive education focused on in the report

According to [Act CXC of 2011 on National Public Education](#), 'children/students requiring special attention' means:

- children/students requiring special treatment:
 - children/students with special educational needs
 - children/students with difficulties in integration, learning or behaviour
 - particularly gifted or talented children/students;
- children/students with social disadvantages or multiple disadvantages according to the 1997 Act XXXI on Child Protection and Guardianship Administration;
- children/students undergoing long-term medical treatment.

According to [Act CXC of 2011 on National Public Education](#), 'children/students with special educational needs' means:

children/students requiring special treatment who – based on the expert opinion of the committee of experts – have physical disability, have sensory (visual, hearing), mental deficiency or speech disorder, or have multiple disabilities in case of the simultaneous occurrence of several deficiencies, or have autism spectrum disorder or any other psychic disorder (serious disorder concerning learning or the control of attention or behaviour).

According to [Act CXC of 2011 on National Public Education](#), 'children/students with difficulties in integration, learning or behaviour' means:

children/students who require special attendance and significantly underperform compared to their age on the basis of the expert opinion of the committee of experts, or face social relationship problems or suffer from deficiencies in learning or the control of their behaviour, or their integration into the community or personal development is impeded or shows special tendencies but do not qualify as students with special educational needs.



According to [Act CXC of 2011 on National Public Education](#): 'children/students undergoing long-term medical treatment' means a child or pupil whose health care is expected to exceed 36 days of education in the actual school year, based on the opinion of a specialist participating in general outpatient care or general inpatient care, and therefore they are unable to participate in their compulsory education by attending school.

The criteria for disadvantage and multiple disadvantage are regulated by Act XXXI of 1997 on Child Protection and Guardianship Administration. It is a complex system of criteria based on the socio-economic situation of the child and family.

De-institutionalisation was a constant topic in previous years, a process which is still underway in Hungary. According to data from the KSH, there is a slow decrease yet in 2020 630 children aged 0–17 were living in care homes (rehabilitation homes, rehabilitation institutions, accommodational homes) for the disabled. Sources: KSH 1202 OSAP (Permanent and temporary accommodation services), KSH 1209 OSAP (Regional child protection services)

There is still no change in the situation of children with multiple disabilities in care. Five thousand of them aged 0–17 were living in care in the previous years, which amounts to 23% of all children in care. In 2021, 36.8% of these children lived in children's homes and 5.7% in care homes. Source: KSH 1209 OSAP (Regional child protection services)

There is a significant lack of foster care parents for children with multiple disabilities, thus almost all of them are placed in institutions.

Section 7. Para. (2) of the Child Protection Act prescribes that all children in care under 12 shall be placed in foster care. This is still yet to be achieved, and statistical data shows that children with special educational needs can be exempted from this rule. 30% of children with special educational needs under the age of 12 were placed in care homes or children's homes, whereas only 10% of other children were placed in such institutions. Source: KSH 1209 OSAP (Regional child protection services)

Children in child protection care are considered to be among the most vulnerable groups, especially if they also have special educational needs.

The increase in the proportion of children with disabilities in foster care depends to a large extent on knowledge about disabilities and the fears and prejudices that may arise from a lack of knowledge. Therefore, it is necessary to promote the provision of mental health and psychological support for foster carers of children with disabilities in childcare, in order to address the complex problems that arise in the care and upbringing of children. All these objectives are part of the National Disability Programme. Source: *Parliamentary Resolution 15/2015 (IV. 7.) on the National Disability Programme (2015–2025)*.

According to [Act CXC of 2011 on National Public Education](#), students at risk of dropping out means: a student whose average academic performance in the actual school year shows a deterioration of at least 1.1 compared to the average performance of the average in the previous school year, and for whom the application of complex, system-wide pedagogical measures becomes necessary. An early warning and pedagogical support system to prevent drop-out (EWS) is operating in public education. The system monitors signals for early school leaving such as absenteeism, grade repetition, under-achievement,



home-schooling, social factors, etc. The aim of the warning system is to have a comprehensive view of the student's needs and ensure that students at risk receive the tailored support they need.

1.4 Development of thinking around learners vulnerable to exclusion from inclusive education

Under Act CXC of 2011 on Public Education, **kindergarten, primary and secondary school education** (in secondary grammar schools, secondary vocational schools and vocational schools) shall be **free of charge**, including the use of pedagogical professional services supplementing teaching and pedagogical assistance services supplementing provisions for children and students of special educational needs (SEN), as well as student hostel care and the acquisition of the matura or vocational qualification.

The Hungarian public education system applies the definition of disadvantaged and multiple disadvantaged situation of children, introduced by the Act on Child Protection (section 67/A subsection (1) of Act No. XXXI of 1997 on Child Protection and Custody Administration). Public education uses proxy data to improve access of socially disadvantaged children, including Roma children, to quality, mainstream education. Behind the definition of 'socially disadvantaged or multiple disadvantaged', there are indicators such as low income in the child's family (the family entitled to regular child protection benefit), low qualification level of parents, poor housing conditions of the family, deprived labour market conditions of parents – these indicators also correlate with the socio-economic situation of Roma communities.

A decision in 2021 resulted in the increase of home care allowance for parents of children with disabilities (GYOD), reaching parity with the minimum wage. A slight step forward regarding the caregivers for children with disabilities was the increase in their benefits. Home care allowance for parents of permanently ill children or children with disabilities (GYOD) is paid regardless of the age of the child. Its amount is HUF 200,000 gross per month in 2022, or HUF 300,000 gross per month for two children.

However, special education assistants still receive the minimum wage for vocational workers, regardless of their experience. (In the Annual Budget of Hungary 2020, funding for local governments' social and child welfare initiatives increased by 6.3%, to 174.0 billion HUF.)

[Child Rights Report 2021](#)

A child eligible for **child protection benefit is entitled to free catering (three meals a day) in preschools and schools** and other allowances, such as tuition support.

A child in kindergarten or full-time school education (18 graders) eligible for regular child protection benefit can be provided free catering, while a reduced rate of 50% can be provided to a child or student not falling within the previous categories but eligible for regular child protection benefit, a child living in a family with three or more children, or to a chronically ill or disabled child or student.



In 2021/2022, 75.1% of children in pre-schools had free meals. 51.4% of children in elementary and secondary schools received free catering or catering at reduced prices. Source: Statistics of Public Education; KIR-STAT 2021. Ministry of Human Capacities

From 2021, all students in full-time primary and secondary education receive **free textbooks**: this is around 1.2m students in the school year 2020/2021 (in the 2015/2016 school year, 696,580 students received free textbooks). Source: Statistics of Public Education; KIR-STAT 2021. Ministry of Human Capacities

Comprehensive interventions to improve education outcomes and increase the participation of vulnerable student groups – including socially disadvantaged students, children and students with SEN – are part of the Public Education Strategy 2021–2030 introduced by the Hungarian Government in 2020. These interventions contribute to the medium and long-term reduction in the rate of early school-leaving and to offer pedagogical assistance for schools to promote a more inclusive, supportive school culture and especially for schools with low educational performance. Socio-economic background is a strong predictor of pupil performance and there are significant differences between regions and schools. In PISA2018, advantaged pupils scored on average 113 points higher than their disadvantaged peers in reading, the second widest gap in the EU. The main interventions are:

Since September 2015, compulsory kindergarten age was extended from 5 to 3 to improve school success, especially of socially disadvantaged children. Previously, only the last year of kindergarten was obligatory. Lowering the age of compulsory participation in kindergarten from age 5 to 3 as of 2015/2016 was considered likely to improve children's later performance at school. The provision of free meals to socially disadvantaged children was extended as well.

The proportion of children attending pre-school has increased in each age group:

- 3 year olds: from 80.3% in 2014/2015 to 84% in 2020/2021
- 4 year olds: from 94.7% in 2014/2015 to 96% in 2020/2021
- 5 year olds: from 95.1% in 2014/2015 to 98% in 2020/2021.

Source: Statistics of Public Education; KIR-STAT 2021. Ministry of Human Capacities, [Population of Hungary by sex and age 1870–2070](#)

Expenditure on pre-primary education (ISCED 02) as a percentage of GDP is 0.7%, slightly above the OECD average 0.6% and similar to the EU22 average (OECD Education at a Glance, 2021).

As of November 2016, the Strategy against Early School Leaving (ESL) introduced the early warning and pedagogical support system to prevent drop-outs from schools. The system is operating to support necessary interventions at both student and school level. Specific interventions are essential for those students who would drop out of the educational system without such interventions. At student level, the warning system monitors signals for ESL such as absenteeism, grade repetition, under-achievement, **social factors**, etc. The aim of the warning system is to have a comprehensive view of the student's needs and ensure that students at risk of drop-out receive the tailored support they need.



Social assistance in kindergartens and schools is a new, mandatory activity in educational and training institutions through the child welfare system since 2019 (or since 1 September 2018). According to *Paragraph (6) of Article 25 of the Public Education Act*, the social worker in kindergartens and schools, acting in the course of social services provided in educational and training institutions, deals directly with the child or pupil and takes care of the supervision of the child or pupil during the implementation of individual social services.

The aim of social assistance in kindergartens and schools, using the methods and tools of social work, is to support the successful progress of pre-school and school-age children and pupils, to promote their health, to prevent their vulnerability, and to help eliminate the vulnerability that has arisen. It also aims to develop close co-operation between social and educational actors.

The social worker does a specific type of social work. Their specific activities are determined by the needs of the educational establishment (they do not provide teaching or training, nor do they give advice on pedagogical or psychological issues).

The disability advisor network was set up from EU funds in 2021. The advisor works in the family and child welfare centre. The disability advisor is supposed to provide active help regarding challenges and problems which result from disability and sets up peer help groups and assists in skills training.

The tasks of disability advisors exceed providing information. Organising and running peer groups and providing skills training are just as important. The provision of the Child Protection Act prescribing disability advisors was introduced by Act CXLVII of 2020 Section 16, which came into force on 1 January 2022. It is important that the disability advisor has special knowledge from the field of disability studies so they can provide active support in, e.g. applying for financial support, care or parking permits. After closing the project in 2021, access to disability advisors remains important to help persons with disabilities and their families have access to services, information and care and to help them acquire better quality of life.

In order to improve access to inclusive quality education of socially disadvantaged children and students, a pedagogical support framework was developed: the Integrated Pedagogical System (IPS) is a methodology-focused pedagogical framework that is intended to enforce the equality of socially disadvantaged children. IPS supports pre-schools and schools in the implementation of integrated education with modern teaching methods.

A pedagogical system supporting school dropout prevention schools was also developed (2021) and implemented by schools with mentoring and assistance in order to improve the performance of, especially, socially disadvantaged students and prevent drop-out. (Gov. decree 229/2012; Ministerial Decree 20/2012)

An additional salary allowance for teachers who are applying inclusive teaching methods with socially disadvantaged children and students is available. (Gov. Decree 326/2013)

'Arany János' Programmes targeting socially disadvantaged and multiple disadvantaged students, including Roma students, are operating in secondary school education. Arany János Programmes aim to support the progress of vulnerable groups of pupils in



secondary education, prevent drop-out and to nurture their talents through a complex system of educational, social, health and cultural tools. Approximately 2,500 socially disadvantaged students are involved per school year, and drop-out rates are below the national average. Around 30% of students in programmes are Roma students.

Catchment areas to determine local and proximity schools exist in Hungary and are contributing to prevent and avoid segregation. State School Maintainer Centres have the rights and obligation to modify their school admission districts **taking account the ratio of socially disadvantaged students** living in the area of school district (for that purpose, a modification of the Act on Public Education Section 50 came into force from January 2020). Re-definition of catchment areas can potentially change school composition by making them more socially diverse.

The yearly **National Assessment of Basic Competences**, a national, centrally organised testing system **for mathematic and reading competences, and students' performance in foreign languages** is designed to test every pupil in every school at grades 6, 8 and 10. The assessment is organised by the Educational Authority, which prepares the tests and questionnaires, processes and publishes the results. **The assessment is supplemented by a family background index on the socio-economic background of students.** In addition, since 2010 it is possible to monitor the progress of individual pupils and in this way examine the impact of the school in compensating for social disadvantages. Systemic assistance is being provided for low-performing schools on an on-going basis by Education Authority.

In order to improve inclusive quality education, School Maintainer Centres shall draft their **Equality Action Plan on Public Education**. As of April 2018, supervision of the educational equality action plans at least in every 3 years is obligatory, which is a stronger guarantee for supervision than previously. The measure serves the improvement of inclusive education, and helps the planning, monitoring and evaluating of tasks to be carried out by the schools, school operators and stakeholders. Methodological assistance for supervision of equality action plans – data collection, analysis, planning, etc. – is provided by a project supported by EU funds with the aims of a comprehensive school development especially in low-performing schools and desegregation.

Provision for children and students with special educational needs

In Hungary, every county has a **pedagogical assistance service**, which has a sub-institution and units in every district. These are under unified leadership and professional protocols. The pedagogical assistance services work with learners. Their duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (committee of experts);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive education service;
- adapted physical education;



- school and pre-school psychology service;
- promotion of particularly talented learners.

Unified special educational, conductive education **methodological institution** (USEMI):

With regard to special needs provision, USEMIs are very important among multi-purpose institutions. They may be established to assist in educating learners with special educational needs (SEN), together with other learners. Within the framework of the institution, units exclusively perform kindergarten, primary school, school or secondary school activities and conduct developmental education for learners with SEN. There is also a mobile network of special and conductive educators. USEMIs may also fulfil family support services and school health-care services tasks, lend special and conductive education tools and aids, and operate a hall of residence.

‘Mobile special educators’ or ‘mobile conductive educators’ are employed by a mobile network of special or conductive educators and regularly perform their duties outside their employer’s location, as specified in Act 2011/CXC on National Public Education. The mobile network of special and conductive educators offers experts with appropriate professional qualifications required to educate learners with SEN. The network supplies these experts to educational institutions that do not have such experts, so that the institution can provide kindergarten or school education for learners with SEN together in the same group or class as their peers, part- or full-time in mainstream institution.

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get **subsidies from the central state budget** to operate educational institutions. This subsidy is the: ‘average wage-based subsidy’. The amount of the subsidy depends on the number of children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be **considered as two**;
- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be **considered as three** children/students.

As a result of the inclusive education trends appearing in international practice, the **integration of children/learners with disabilities also became more prominent** in Hungary. In the 2021/2022 academic year, 67% of children and learners with disabilities participating in the public education system received education in an inclusive methodological framework. If we interpret children with severe and multiple disabilities as a separate group, then in 2021, 69% of children and learners with disabilities participating in the public education system received education in an inclusive methodological framework.

According to the last central statistical data collection on 1 October 2021, 80% of schools are involved in the education of SEN learners (74% in inclusive education).



1.5 Future education system developments that may impact positively or negatively on inclusive education

Overall national education strategy and key objectives

The challenges at present include:

- decreasing the proportion of early leavers from education;
- improving basic competences and increasing the role of schools in dealing with disadvantages in the field of public education;
- reducing the educational performance gap between the institutions;
- improving the efficiency of basic and secondary-level education and consolidating a more efficient and more productive institutional management system in general education;
- creating opportunities for efficient career guidance;
- improving the quality of vocational education and making it more attractive;
- providing the conditions for the extension of dual training and taking economic demands into consideration to a greater extent during the content development of VET and in practical training;
- establishing a more efficient VET institutional system;
- improving the number of students obtaining a tertiary-level degree and the participation of disadvantaged students in tertiary education;
- increasing adult participation in lifelong learning;
- promoting the digital switch-over in the entire educational and training system.

The Government adopted the public education strategy for the EU programming period 2021–2030 in August 2020; its main objective is to achieve an equitable, modern public education system.

Five specific objectives include 14 intervention directions.

Overall goal

Equitable, modern national public education.

Specific objectives – interventional directions assigned to specific objectives

- Ensuring the internal balance of education:
 - The harmonised intellectual, mental and physical development of learners
 - Development of early childhood institutional education and care.
- Development of human resources involved in public education as a state-provided public service:
 - Increasing the preparedness of and appreciation for teachers



- Increasing the role of personal directly assisting teaching
- Developing and supporting institution heads.
- Equitable public education that takes individual unique features into consideration:
 - Reducing the ratio of underperformers and early school leavers – promoting equity, integration and catching up
 - Inclusive education, development of children/learners with special educational needs
 - Enhancement of talent support.
- Public education responsive to the challenges of the 21st century:
 - Development of digital competences and services
 - Development of foreign language skills
 - Content development
 - Modern public education infrastructure.
- Educational support of the Hungarian diaspora and the minorities in Hungary:
 - Set up of the educational area of the Carpathian Basin
 - Supporting the education of minorities living in Hungary.

Link with the new targets set by the Member States of the EU, the Council

Decreasing the proportion of early school-leavers:

The number of early school-leavers (percentage of the population aged 18–24 who have not finished at least lower secondary education and also have not participated in further education or training in the last 4 years) is between 11.6% and 12.5% in Hungary since 2015 (11.6% in 2015, 12.54% in 2016, 12.5% in 2017, 12.5% in 2018; 11.8% in 2019, 12.1% in 2020, 12% in 2021). The new target for 2030 is below 9%. The new strategy builds on the achievements of the previous programming period. The compulsory school age changed to the age of 3 instead of 5 from September 2015, in order to support school success, particularly for socially disadvantaged children. The Public Education Act was modified in January 2015, the notion of students at the risk of dropping out was established and an early warning tracking system was stipulated to set up and operate. On the basis of the data extracted from the early warning system, the % proportion of students at risk of drop-out was 10.85 in 2017, 8.86 in 2018, and 7.46 in June 2019, 6.8 in 2020, and 6.29 in 2021. Source: ESL early warning system, Educational Authority

The training of educational personnel and the support of disadvantaged students in secondary schools, the János Arany and the so-called Tanoda Programme is on-going. Among others, at system level, developments in order to support access to quality mainstream education comprise situation analysis pertaining to the organisation of local education as well as supporting education, and the preparation of a complex action plan facilitating desegregation. In the course of the implementation of desegregation



measures, increased emphasis is placed on the comprehensive planning of education organisational processes, and a more complex analysis of education indicators.

Further development of early childhood institutional education and care

The EU target for 2030 is that the proportion of children between the age of 3 and compulsory school age participating in early childhood education and care shall be 96%. The previous target aimed at children above 4 and it was 95%; Hungary had already achieved this back in 2017 with 95.6%.

Compulsory education starts at the age of 3 in Hungary.

Key developmental directions relating to early childhood institutional education and care:

- ensuring involvement in early childhood education and care to the greatest extent possible;
- education for children which helps their talent to flourish;
- professional and infrastructural support to kindergartens in providing education and care that helps bring out the personalities of children, as well as with their activities aimed at preparation for school and the transition between kindergarten and school;
- developing the system of kindergartens and schools offering student teaching opportunities, and reinforcement of their responsibilities.

Measures aimed at improving basic competences and handling disadvantaged students include:

The performance of Hungarian 15-year-olds in the PISA survey reduced slightly between 2009, 2012 and 2015 compared to the previous assessments. In 2018, the results of Hungarian students improved in all three measurement areas. Hungary's results are close to the OECD average. Differences caused by family background play less and less role in the performance of Hungarian students, the level of school absenteeism has decreased, and 68% of Hungarian students have declared that they were satisfied with their lives. Of the 79 participating countries, Hungary reached the 29th–38th place in the area of literacy (2015: 35–47th), 31–37th in mathematics (2015: 35–39th) and in the field of science the 29–34th (2015: 34–39th) place. Among neighbouring countries, according to their social and financial situation, Austria and Slovenia achieved higher results.

The PISA survey once again pointed out that there are great differences between the excellent and poor performances of students - this has been the state for the past decade in the Hungarian educational system. At the same time, the proportion of underachievers has decreased compared to 2015: 25.3% instead of 27.5% in reading literacy (OECD average: 22.7%), 24.1% instead of 26% in the field of science (OECD average: 22%) and 25.6% instead of 28% in the field of mathematics (OECD average: 24%). The share of underachievers in all three fields together is 15.5%; the OECD average is 13.3%.

The EU target is that underachievers in reading literacy, mathematics and sciences be less than 15% at age 15 for 2030.

The Public Education strategy aims to lower the number of underachievers, improve schools that underperform and enhance tailor-made supportive education.



Development of digital competences and services:

- The significance of digital competences
- Digital infrastructure
- The digital preparedness of teachers.

Content development:

- Textbook development
- Digital content development
- Development of the public education LMS system.

Vocational education and training:

A new concept was developed to reform the whole vocational education. The related regulation is effective from 1 January 2020. The Vocational Education Act LXXX 2019 brings overall changes in the field. New entrants into vocational education – in the school year launched on 1 September 2020 – started their studies on the basis of these new regulations.

The three pillars of VET development are:

- Career opportunity
 - Simple, transparent, flexible career system
 - Direct path to the higher education on the basis of the final (gce) examination results
 - Grant system.
- Attractive environment
 - Infrastructure, development programmes (buildings, tools)
 - High-quality, well-equipped apprenticeship classroom to enhance field-oriented vocational education
 - Digital content.
- Teachers and instructors with up-to-date knowledge
 - Accredited trainings at companies for instructors
 - Involvement of engineers, experts of fields in the school programme
 - Flexible trainings for engineer teachers and instructors of the given field
 - Development of the methodology for small groups of students to catch up, mentor programme
 - Qa system tailored for the needs of the vocational education, educator career system
 - Digital assistants.

The target of the EU is that the share of recent graduates from VET benefitting from exposure to work-based learning during their vocational education and training should be



at least 60% by 2025. Due to the dual training system in Hungary, the target seems to be achievable on the basis of previous calculations.

In addition to the above, the main priorities of education and inclusive education is determined by the following strategies in the 2020–2027 development period:

- National Disability Programme 2015–2025
- Human Resources Development Operational Programme 2021–2027
- Public Education Development Strategy 2021–2030
- National Strategy for Social Inclusion 2030.

The objectives of these strategies are:

- Developing the SEN welfare system that provides the ability to recognise individual needs and characteristics and those additional services.
- Strengthening inclusive education in mainstream institutions.
- Strengthening the role of the 'unified special educational, conductive pedagogical educational methodological institutions' (EGYMI) in inclusive education (developing the so-called 'mobile special educator systems' of the EGYMI).
- Improving the severe and multiple disabled children's supports.
- Developing the pedagogical assistance services.
- Improving the quality-based early childhood education and care.
- Career-building, further education, career counselling system, dissemination and practice of individual transfer programmes.
- Improving special travelling services.
- Improving hospital pedagogy.



SECTION 2. THE EDUCATION SYSTEM

This section provides information on the structures and features of the whole education system that influence the development and implementation of inclusive education in the country.

2.1 Overview of the education system

Public education institutions may be established and operated by the state, nationality self-governments and churches registered in Hungary, as well as other organisations or persons, on condition that they have obtained the right for conducting such activity as laid down by statutory provisions. Kindergartens may also be established and operated by local governments.

Compulsory education starts with kindergarten (óvoda) offering education and care for children aged 3–6.

Primary and lower secondary education is mostly organised as a single-structure system in 8-grade primary schools (általános iskola). Upper secondary education, typically for pupils aged 15–18 covering grades 9–12 is provided by general secondary schools (gimnázium). However, general secondary schools (grammar school, gimnázium) are also allowed to offer longer programmes starting earlier (from grade 5 or 7). Other secondary schools are: vocational secondary schools (szakgimnázium), vocational schools (szakképző Iskola and technikum), vocational school for special education (szakiskola) and special skills development school (secondary school for pupils with moderate intellectual disabilities).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4 C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get an upper secondary general school examination certificate after finishing their vocational programme. The special skills development schools provide general and practical skills education.

Educational institutions:

- kindergarten (in Hungarian: óvoda), typical age range 3–6/ISCED 02
- primary school (általános iskola), grades 1–4 (alsó tagozat), typical age range 6–10/ISCED 1
- primary school (általános iskola), grades 5–8 (felső tagozat), typical age range 11–14/ISCED 2
- general secondary school (grammar school, gimnázium), mostly grades 5–12 (8-osztályos), typical age range 11–18(19)/ISCED 2–3



- general secondary school (grammar school, gimnázium), mostly grades 7–12 (6-osztályos), typical age range 13–18(19)/ISCED 2–3
- general secondary school (grammar school, gimnázium), mostly grades 9–12 (4-osztályos), typical age range 15–18(19)/ISCED 3
- vocational secondary school (szakgimnázium), typical age range 15–18(19)/ISCED 3
- vocational school (szakképző Iskola and technikum), typical age range 15–18(20)/ISCED 3
- vocational school for pupils with SEN (szakiskola), typical age range 15–18/ISCED 3
- special skills development school (képességfejlesztő iskola), typical age range 15–18/ISCED 3
- primary art school (alapfokú művészeti iskola)/ISCED 1–2
- supplementary language school of those belonging to a nationality (kiegészítő nemzetiségi nyelvoktató iskola).

Combinations of the above-mentioned institutions also exist.

Educational support institutions or mechanism

Pedagogical assistance services

Every county has a pedagogical assistance service, which has a sub-institution and units in every district. These are under unified leadership and professional protocols. The pedagogical assistance services work with learners. Their duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (committee of experts);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive education service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented learners.

Institutions providing pedagogical professional services

The pedagogical professional services work with teachers. Their duties include:

- pedagogical evaluation;
- professional counselling and special subject-related tasks;
- provision of educational information;
- public education administration services;



- supporting and organising teacher training, in-service training and self-education;
- organising and harmonising study, sports and talent promotion competitions;
- information and counselling service for learners;
- early warning and pedagogical support system for preventing drop-out.

Unified special educational, conductive education methodological institution (USEMI)

With regard to special needs provision, USEMIs are very important among multi-purpose institutions. They may be established to assist in educating learners with special educational needs (SEN), together with other learners. Within the framework of the institution, units exclusively perform kindergarten, primary school, school or secondary school activities and conduct developmental education for learners with SEN. There is also a mobile network of special and conductive educators. USEMIs may also fulfil family support services and school health-care services tasks, lend special and conductive education tools and aids, and operate a hall of residence.

‘Mobile special educators’ or ‘mobile conductive educators’ are employed by a mobile network of special or conductive educators and regularly perform their duties outside their employer’s location, as specified in Act CXC of 2011 on National Public Education. The mobile network of special and conductive educators offers experts with appropriate professional qualifications required to educate learners with SEN. The network supplies these experts to educational institutions that do not have such experts, so that the institution can provide kindergarten or school education for learners with SEN together in the same group or class as their peers, part- or full-time in a mainstream institution.

Table 1. Statistics of inclusive educational institutions providing special needs education in public education

Type of educational institution	ISCED levels	Total number of educational institutions	Institutions maintained by the state	Institutions maintained by churches	Institutions maintained by others (NGOs, other organisations)
Kindergarten (óvoda)	0	1,804	1,564	188	52
Primary schools (általános iskola)	1, 2	2,154	1,696	375	83



Type of educational institution	ISCED levels	Total number of educational institutions	Institutions maintained by the state	Institutions maintained by churches	Institutions maintained by others (NGOs, other organisations)
Vocational training schools (vocational secondary schools in phasing-out system) (szakképző iskola (kifutó szakközépiskola))	3, 4	17	4	10	3
Technicums, upper secondary vocational schools (Technikum, szakgimnázium)	3, 4	106	49	43	14
Secondary general school (gimnázium)	2, 3	457	253	143	61

Table 2. Statistics of separate educational institutions providing special needs education in public education

Type of educational institution	ISCED levels	Total number of educational institutions	Institutions maintained by the state	Institutions maintained by churches	Institutions maintained by others (NGOs, other organisations)
Kindergarten (óvoda)	0	108	99	4	5
Primary schools (általános iskola)	1, 2	239	216	12	11
Special skills development schools (képességfejlesztő iskola)	2, 3	78	71	3	4



Type of educational institution	ISCED levels	Total number of educational institutions	Institutions maintained by the state	Institutions maintained by churches	Institutions maintained by others (NGOs, other organisations)
Vocational schools (szakiskola)	2, 3	90	71	9	10
Vocational training schools (vocational secondary schools in phasing-out system) (szakképző iskola (kifutó szakközépiskola))	3, 4	1	1	0	0
Technicums, upper secondary vocational schools (Technikum, szakgimnázium)	3, 4	0	0	0	0
Secondary general school (gimnázium)	2, 3	2	2	0	0

Source: Public education statistics, Education Authority, 2021

Notes: In the 2020/2021 school year, the institutions for initial education and the vocational educational institutions were separated in a phasing-out system. The Ministry of Innovation and Technology is responsible (mostly) for school-based vocational education.

This tables **do not** contain the data of the Ministry of Innovation and Technology's vocational institutions.

2.2 Specific features that are present within the education system

Early tracking of learners into a particular educational pathway (i.e. streaming learners by abilities into different types of provision or school; this includes placing children into separate schools)

As performance gaps appear at early ages, lowering the age of compulsory participation in kindergarten from age 3 to 6 from 2015/2016 has been a positive step that is likely to improve children's later performance at school.

[Education and Training Monitor 2019: Hungary](#)



[Act CXC of 2011 on National Public Education](#)

Performance-based streaming – selection – of students can start at the age of 10 (6-grade and 8-grade general secondary schools parallel a single structure, see Table in 2.1.), leading to the separation of lower-achieving pupils from their high-achieving peers, and this is likely to be a factor in the high share of low performers in Hungary (Education and Training Monitor, European Commission, 2020, 2021).

The pedagogical professional services (including, for example, the early intervention and prevention) are accessible and free of charge for all children.

The professional diagnostical committee (committee of experts) of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of their complex psychological, pedagogical-special educational and medical examination. It shall make suggestions, based on the results of the examinations, as to the education of children/students with special educational needs within the framework of special treatment, as well as the method, form and place of education.

The professional diagnostical committee informs the parent of suitable institutions (also including inclusive education) to enable their child with special educational needs to take part in education. The public education institution is chosen by the parent from the institutions recommended by the professional diagnostical committee.

The curriculum is delivered with the help of special equipment, infrastructure and professionals with specialised training over the entire period or part of the education provision. The [Guideline for kindergarten education of children with special educational needs](#) and the [Guideline for school education of learners with special educational needs](#) include the information, classification rules and detailed methodological aids for teachers, disability by disability, and include the possible deviations from the National Core Curriculum. Besides diagnostics and counselling, the county pedagogical assistance service institution also provides therapy and family care.

In educational institutions catering for learners' special educational needs, compulsory habilitation and rehabilitation class activities (individual development) shall be organised for learners with special needs. The student shall take part in as many habilitation and rehabilitation class activities for health and pedagogical purposes as necessary in order to reduce the disadvantage stemming from their special needs.

On the operation of educational institutions and on the use of names of public educational institutions, Article 138 (2) defines the number of hours of school rehabilitation for nine persons.

Since the school maintainer also requests and considers the number of hours proposed in the expert opinions when calculating the timeframe, the special needs teacher has little leeway for grouping. The calculation of the number of hours per nine pupils is also responsible, for example, for the fact that there are institutions where the special needs teacher may have up to 65 pupils. This provision does not serve the priority task set out in Article 2 of Act CXC of 2011, namely: The right to free and compulsory primary education and free and accessible secondary education for all, as enshrined in the Fundamental Law, until graduation from secondary school, in the case of vocational secondary schools and vocational schools, as defined in Article 3(1)(a) and (b) of the Act, and in the case of skills



development schools, until the completion of the last year of practical training, is a public service task of the state. Participation in school-based education is free of charge for pupils with multiple disadvantages and pupils with special educational needs.

The educational institution shall prepare an individual development plan for the child/student with special educational needs with the special educator, and shall record the results of the development at least once a year. The parents shall be informed of the content of the individual development plan and the results achieved.

According to 'Act CXC of 2011 on National Public Education', if the individual capabilities and the development of the student with special educational needs so require, the principal shall exempt them on the basis of the opinion of the expert committee:

- from numerical evaluation and assessment and require written evaluation and assessment instead;
- from evaluation and assessment of certain subjects or parts of subjects, with the exception of practical training.

In the secondary school leaving examination, students can choose another subject instead of the subjects as defined above, in accordance with the examination rules.

According to the 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions':

- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the time allotted for answering the written questions for the examinee with special educational needs shall be increased by a maximum of thirty minutes;
 - it shall be allowed for the examinee with special educational needs to use the tools generally used during their studies;
 - examinees with special educational needs may sit an oral examination instead of a written examination.
- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the preparation time allotted for the examinee with special educational needs shall be increased by a maximum of ten minutes;
 - examinees with special educational needs may pass an oral examination in writing.

The principal can permit individual progress education and training for the learner with SEN (based on the professional opinion of the diagnostic committee). The permit must specify that by the end of grade the student must absolve the study requirements for the subjects. Individual progression – from all or some subjects – can last until different grades, but no later than the end of the fourth grade.

Act CXC of 2011 on National Public Education:



[Decree No 20/2012 \(VIII. 31.\) EMMI on the operation of educational institutions and on the use of names of public educational institutions](#)

[Decree No 15/2013 \(II. 26.\) EMMI on Pedagogical Assistance Service Institutions](#)

[Guideline for kindergarten education of children with special educational needs](#)

[Guideline for school education of learners with special educational needs](#)

‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)

Not applicable in the Hungarian education system.

According to ‘Act CXC of 2011 on National Public Education’, in basic schools, education shall be organised during the morning and afternoon teaching period in such a manner that activities shall last at least until 16.00, furthermore until 17.00 (or until such time students may rightfully stay within the institution) supervision shall be procured. In accordance with the provisions of this Act, a basic school may also operate as a full-time day school.

Grade retention (i.e. holding learners back to repeat school years, instead of providing flexible support that enables learners to progress with their peers)

Students who complete a school year with mark 1 (marks are from 1 to 5) from a subject, or in grade 1 in primary school with ‘not satisfactory result’:

- In grade 1 in primary school the student can repeat the year (once) upon parental request.
- The principal can permit individual progress education and training for the learner with SEN (based on the professional opinion of the diagnostical committee). The permit must specify by the end of which grade the student must achieve the study requirements for the subjects. Individual progression – from all or some subjects – can last until different grades, but no later than the end of the fourth grade.

Act CXC of 2011 on National Public Education

[Decree No 20/2012 \(VIII. 31.\) EMMI on the operation of educational institutions and on the use of names of public educational institutions](#)

Multiple languages of instruction

In 2021, there were 286 bilingual kindergartens, primary and secondary schools in the country. These institutions are mostly located in well-developed regions delivering high-quality (language) education. For children/learners with a disadvantaged background, access to these institutions is challenging.

National minority self-governments (German, Romanian, Serbian, Croatian, Slovakian, Slovenian, Greek, etc.) maintain kindergartens and schools (91 institutions in 2021) covering the education of 1.1% of all enrolled children/learners in the country. Members of the given national minorities and also from the majority attend these institutions.



Specific policies on access to compulsory education in local schools (i.e. school selection policies)

Act CXC of 2011 on National Public Education guarantees free choice of school for all students. Parents are free to choose a kindergarten, school or college in accordance with the child's abilities, skills and interests, based on their own religious, ideological beliefs and nationality. The primary school is obliged to admit or take over school-age students if their residence, or in its absence their temporary residence, is in its area. Should there be several primary schools in a locality, school areas shall be defined so that there is an even distribution of socially disadvantaged students among the different schools.

However, every general secondary school may determine entry requirements and may organise entrance examinations.

After consulting the teaching staff, the head teacher is entitled to decide on placing students into classes or groups.

Children/learners living in the so-called school district have priority in the admission process.

Annual revision of school district borders is an important desegregation tool. Educational district centres (tankerületi központok) have received rights to determine or modify the school admission borders – taking into account the ratio of socially disadvantaged students living in the area of the school district – in order to combat segregation. The anti-segregation working groups operated by the Educational District Centres are responsible for drafting and suggesting anti-segregation activity plans.

If the learners have special needs: The professional diagnostical committee (committee of experts) of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of their complex psychological, pedagogical-special educational and medical examination. It shall make suggestions, based on the results of the examinations, as to the education of children/students with special educational needs within the framework of special treatment, as well as the method, form and place of education.

The professional diagnostical committee informs the parent of suitable institutions (also including inclusive education) to enable their child with special educational needs to take part in education. The public education institution is chosen by the parent from the institutions recommended by the professional diagnostical committee.

Act CXC of 2011 on National Public Education

[Decree No 15/2013 \(II. 26.\) EMMI on Pedagogical Assistance Service Institutions](#)

Other(s)

Egyéni munkarend (individual work plan)

Regulations on home schooling have recently changed. From the 2020/2021 school year, the so-called magántanulói státusz (private learner) will be replaced by egyéni munkarend (individual work plan). One of the reasons for the change is preventing the practice of education institutions pushing 'problematic' children/learners towards segregated pathways. The right to allow exemption from compulsory school attendance will be delegated from the institution to the Educational Authority from 2020/2021.



2.3 Public and private authorities responsible for different types of provision

The highest-level authority responsible for all public education institutions is the **Ministry of Human Capacities**. For vocational education and training institutions it is the **Ministry of Innovation and Technology**.

Education Authority: The Educational Authority efficiently integrates areas of education in Hungary. It is simultaneously present in the life of public and higher educational institutions; in the continuing education of students, in higher education, in the administration of language examinations or teacher trainings, and in the development of public education textbooks. It maintains registers for higher and for public education institutions and colleges, which register their 'citizens': pupils, students and teachers. The Authority manages their education-related official documents – student and teacher cards are issued here. The Educational Authority is responsible for the co-ordination of the admission process to secondary and higher education; it registers students and their data, provides support and guidance to applicants. The central website provides up-to-date information on education, the customer centre offers information and consultation in person.

Klebelsberg Centre, a governmental intermediary body established in 2013 (re-organised in 2016) is responsible for co-ordinating the work of the state-owned schools' maintainers (the 60 regional school districts) as a middle-level authority.

Further maintainers might also have the right to run certain kinds of checks/inspections.

The supervision of lawfulness of all maintainers is conducted by the **Government Offices** (Kormányhivatalok).

Pedagogical assistance service institutions

In every county (and in the capital), there is one pedagogical assistance service, which has a sub-institution and units in every district. These are under unified leadership and professional protocols. The pedagogical assistance services' duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (professional diagnostical committee);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive educational service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented children/learners.

The pedagogical assistance services work with children and learners directly.



Institution providing pedagogical professional services

Pedagogical professional services' duties include:

- pedagogical evaluation;
- professional counselling and special subject-related tasks;
- provision of educational information;
- public education administration services;
- supporting and organisation of teacher training, in-service training and self-education;
- organisation and harmonisation of study, sports and talent promotion competitions;
- information and counselling service related to learners;
- early warning and pedagogical support system for preventing drop-out.

The pedagogical professional services work with teachers.

2.4 Levels of autonomy open to educational institutions – schools, local authorities, school maintainers, etc. – within the system

Institutional autonomy in public education

The school head is responsible for the professional and lawful operation of the institution, the preparation of the pedagogical programme and other documents regulating operation, the implementation of prescribed activities and data supply, supporting the decision-making of the teaching staff and ensuring the implementation of their decisions, and for sufficient co-operation with the school board, the employee representative organisations, student unions and parent organisations. The school head is responsible for creating a safe and healthy environment for the institution.

Pursuant to the provisions, the school heads of public institutions have lost their financial management competences (it was taken over by the school maintenance centres). The head does not have any employer's rights, but they have the right to make proposals. The district authority determines the number of teachers and it also arranges for the substitution of teachers. The head of the institution organises the working time of teachers.

The operation of schools (or other educational institutions, e.g. kindergartens, dormitories, etc.) is regulated by documents obligatory to draft. The most important regulatory documents guiding day-to-day operation are the Organisational and Operational Regulations and the House Rules. The documents regulating the operation have to be made public. The main document of the professional performance of the institution is, in the case of kindergartens, the educational programme and, in the case of schools, the pedagogical programme, which contains the local curriculum. The responsibility of preparing the documents obligatory to draft lies with the school head.



2.5 General mechanisms for funding schools

Public education institutions may be established and maintained by:

- the state
- nationality self-governments
- churches registered in Hungary
- other (private) organisations or persons on condition that they have obtained the right for conducting such activity as laid down by statutory provisions.

Kindergartens may also be established and operated by local governments.

The operation of the public education system is ensured by the state budget and financial resources contributed by the operator. The operator ensures coverage for the extra services and number of learners they authorise.

The budgetary allocation earmarked for providing core educational activities is determined in the Annual Budget Act. The budget ensures funding for the provision of other public education activities.

The amount of budgetary funding covers the remuneration and salary – including taxes and contributions – paid to teachers and employees directly involved in the provision of educational activities required for operating the educational institution (including inclusive education), the pedagogical assistance service and the pedagogical professional service.

Funding from the central budget via the maintainer

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get subsidies from the central state budget to operate educational institutions. This subsidy is the: ‘average wage-based subsidy’. Amount of the subsidy depends on the number of the children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be considered as two;
- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be considered as three children/students.

According to the Budget Act, there is a uniform average wage-based subsidy to all non-state schools; additionally, it grants a contribution (rated by the number of students) to operating expenditures for the schools of nationality local governments and major churches. Besides this, the state can contract a (so-called) ‘public educational agreement’ with the maintainer, and according to the agreement the maintainer can share extra subsidy also.

The catering and schoolbook grant (for the preferential or free service of entitled children and students) applies to each school.



Most of the funding from the national budget is transferred to maintainers, which define the budget of their own institution as part of their own budget. The budget which is required for the operation is provided by the state budget and the maintainer. Occasionally, it is complemented by the fees of services provided to learners, as well as the institutions' own incomes.

[Eurydice](#)

Funding from the central budget via the Klebelsberg Centre and the regional school districts

The state-maintainers are the regional school districts.

Klebelsberg Centre is a governmental intermediary body established in 2013 (re-organised in 2016). It is responsible for co-ordinating the work of the state-owned schools' maintainers (the 60 regional school districts) as a middle-level authority.

The state-maintained institutions' budgets are part of the central state budget (shared among the 'educational districts'). Klebelsberg Centre co-ordinates the financial planning of the regional school districts and shares the budget among them.

The catering and schoolbook grant (for the preferential or free service of entitled children and students) applies to each school.

The financing condition of the state-maintained institutions and the institutions which are maintained by other organisations are compared (and if it is necessary revised) every year, to ensure equal opportunities.

Funding of VET schools

In 2015, the maintenance of VET schools was taken over by the [National Office for Vocational Education and Training and Adult Learning](#), an institution of the Ministry of Innovation and Technology. It fulfils its tasks through 44 VET centres.

[Eurydice](#)

Funding of church owned institutions

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get subsidies from the central state budget to operate educational institutions. This subsidy is the: 'average wage-based subsidy'. Amount of the subsidy depends on the number of children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be considered as two;
- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be considered as three children/students.

According to the Budget Act, there is a uniform average wage-based subsidy to all non-state schools; additionally, it grants a contribution (rated by the number of students) to operating expenditures for the schools of nationality local governments and major



churches. Besides this, the state can contract (so-called) ‘public educational agreement’ with the maintainer, and according to the agreement, the maintainer can also share extra subsidy.

The catering and schoolbook grant (for the preferential or free service of entitled children and students) applies to each school.

Moreover, some major churches get further support to teach divinity and moral education and for the relevant textbooks.

Funding of private institutions

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get subsidies from the central state budget to operate educational institutions. This subsidy is the: ‘average wage-based subsidy’. Amount of the subsidy depends on the number of children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be considered as two;
- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be considered as three children/students.

According to the Budget Act, there is a uniform average wage-based subsidy to all non-state schools; additionally, it grants a contribution (rated by the number of students) to operating expenditures for the schools of nationality local governments and major churches. Besides this, the state can contract (so-called) ‘public educational agreement’ with the maintainer, and according to the agreement the maintainer can also share extra subsidy .

The catering and schoolbook grant (for the preferential or free service of entitled children and students) applies to each school.

2.6 Specific mechanisms for funding the inclusion of learners vulnerable to exclusion from inclusive education

Regular Child Protection Allowance (Rendszeres gyermekvédelmi kedvezmény)

Regular child protection allowance is one of the Family benefits. It entitles children from disadvantaged families to free school meals and a bi-annual voucher, and in some cases cash benefits.

[The OECD Tax Benefit Model for Hungary](#)

Higher child benefit

Families receive a higher amount of child benefit for a chronically ill or severely disabled child than the general child benefit.



Free textbooks in schools

All children/learners from the 2020/2021 school year will be entitled to free textbooks. Formerly, only children with SEN had this support.

Free attendance at primary art schools for children with SEN

Attendance at primary art schools is free of charge for (multiply) disadvantaged children and children with certain disabilities.

Entitlements from local governments

In addition to the state, local governments may determine entitlement to regular child protection allowance on a social basis. Families with very low income and severely ill children receive these grants. The local government of the residence shall decide the form of the allowance (pecuniary, in kind).

As regards child catering, support can similarly be received by social criteria. Students receiving regular child protection allowance and learning in full-time school education, and children in families with three or more children, permanently ill or disabled students all rank among those entitled to this support. For the same group of children, free catering is also provided during school holidays.

[Eurydice](#)

Free-of charge education

According to the Fundamental Law of Hungary and Act CXC of 2011 on Public Education, early childhood education, primary education and secondary education until obtaining the second qualification is a free basic public service. In those public educational institutions which are maintained and operated by the state and the local governments (as well as by nationality self-governments), education is free of charge for every child and student in:

- kindergarten education;
- compulsory primary education;
- secondary education, until the obtaining of the secondary school-leaving certificate as well as the training for the first (and under certain conditions for the second) vocational qualification;
- use of pedagogical assistance services;
- the provision of hall of residence.

Funding of educational institutions

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get subsidies from the central state budget to operate educational institutions. This subsidy is the: 'average wage-based subsidy'. Amount of the subsidy depends on the number of children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be considered as two;



- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be considered as three children/students.

The financing condition of the state-maintained institutions and the institutions which are maintained by other organisations are compared (and if it is necessary revised) every year, to ensure equal opportunities.

Longer childcare leave

A mother shall receive childcare leave until the child is 3 years old. The father (after their child is 1 year old) shall also receive a childcare allowance during that period. The parents of a child with a long-term illness or severe disability may receive this allowance until the child is 10 years old.

Travel discounts

Children/learners with disabilities and their families get travel discounts or receive reimbursement of travel expenses.

[Act CXC of 2011 on National Public Education](#)

[Act LXXXIV of 1998 on Family Support](#)

[Act LXXXIII of 1997 on Compulsory Health Insurance](#)

[Government Decree 85/2007. \(IV. 25.\) on Public Travel Discounts](#)



SECTION 3. LEGISLATIVE AND POLICY FRAMEWORK

This section provides information on the overall framework of legislation and policy governing the whole of the education system in the country.

3.1 Is there a single legislation and policy framework covering all learners in all educational settings?

Yes.

3.1a Description of the single legislation and policy framework

According to the Fundamental Law of Hungary, every Hungarian citizen shall have the right to education.

Hungary shall ensure this right by extending and generalising public education, by providing free and compulsory primary education, free and generally accessible secondary education, and higher education accessible to everyone according to their abilities, and by providing financial support as provided for by an Act to those receiving education.

According to the Act on National Public Education, the Hungarian state has a duty to ensure the right to free and generally accessible education.

The general rules are same for all children and learners, with or without disability. Every child is obliged to participate in institutional education in Hungary:

- Children shall participate in kindergarten activities for no less than four hours a day, from the starting date of the kindergarten year in the year in which they turn 3 until 31 August.
- Children are said to be of school age in the calendar year when they turn 6 years of age by 31 August (or in some special cases, i.e. SEN, till age 8).
- Compulsory school age lasts until the end of school year when a learner turns 16. The compulsory school age of learners with special educational needs may be extended until the end of the academic year when they turn 23, if necessary.

Public education institutions may be established and operated by the state, nationality self-governments and churches registered in Hungary, as well as other organisations or persons, on condition that they have obtained the right to conduct such activity as laid down by statutory provisions. Kindergartens may also be established and operated by local governments.

A prioritised duty of public education is to provide for early childhood development before school, and to account for the special needs of children/learners with special educational needs or students with difficulties in integration, learning or behaviour; to support their most successful development adjusted to their individual needs, as well as to establish possibilities for their fullest social integration.



3.1b Overview of the general education legislation and policy framework guiding the whole system

Not applicable.

3.1c Overview of the specific education legislation and policy framework impacting on the inclusion of learners who are vulnerable to exclusion from inclusive education

The priority aim declared in the Act on National Public Education of 2011 and in the Act on Vocational Education and Training of 2019 is to prevent social exclusion and provide talent fostering, with emphasised attention on supporting children/pupils with difficulties in integration, learning or behaviour.

According to law, the primary task of public education and VET is to take into account the special needs of SEN children/pupils, children/students with difficulties in integration, learning or behaviour, and adults with disabilities attending VET; to facilitate their most successful development to their individual abilities, and to create the full potential of social integration.

In Hungarian kindergarten and school education, the following groups of children and pupils receive special attention based on the Act on National Public Education.

Children and pupils in need of special support, includes:

- children/students requiring special treatment:
 - children/students with special educational needs
 - children/students with difficulties in integration, learning or behaviour
 - particularly gifted or talented children/students;
- children/students with disadvantages or multiple disadvantages according to the Act on Child Protection and Guardianship Administration;
- children/students undergoing long-term medical treatment.

Support measures for children/pupils in need of special support

The acts on National Public Education and VET serve the provision of SEN children by providing extra services, and with regulations offering positive discrimination.

The following public education institutions and professionals working in public education have a prominent role in providing services for children/pupils in need of special support:

- institutions of the pedagogical assistance service undertaking the following tasks:
 - special education consulting, early development, education and care, (early intervention and prevention)
 - expert activity (professional diagnostics diagnostical committee)
 - educational guidance
 - speech therapy
 - further study and career counselling
 - conductive educational service



- adapted physical education
- school and pre-school psychology service
- promotion of particularly talented children/students;
- unified special educational, conductive pedagogical educational methodological institutions and them mobile special educator systems;
- inclusive schools and kindergartens;
- special educators (for learners with SEN);
- developmental educators (for learners with difficulties in integration, learning or behaviour);
- pedagogical professional services.

In every county (and in the capital), there is one pedagogical assistance service, which has a sub-institution and units in every district. County-level tasks of the pedagogical assistance service include some of the expert activities (SEN diagnostics), as well as further study and career counselling. The activities are performed by the head office. District level tasks performed by the subordinate offices are:

- special education consulting, early development, education and care, (early intervention and prevention);
- expert activity (non-SEN diagnostics);
- educational guidance;
- speech therapy;
- conductive educational service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented children/students.

Children/pupils in need of special attention are identified by the expert committees operated by the pedagogical assistance services. Within the frame of the above activity, based on the complex psychological, pedagogical-special educational examination, an expert opinion is prepared by the expert committee of the institution, among others to assess whether the developmental state required for entering the school system is reached. They assess or exclude difficulties in integration, learning or behaviour, or special educational needs or needs of early intervention and prevention.

The expert committee in its expert opinion makes a proposal for the provision of the SEN child/pupil, the method, form and place of provision, the types of the pedagogical assistance services related to the provision, the required expert and their tasks. The parent is informed of the institutions that allow SEN children to participate in early intervention and prevention, kindergarten education and individual development of severe and multiple disabled pupils.



According to the Act on National Public Education, the kindergarten education of children with SEN, and the school education of students with SEN shall be conducted:

- in a special educational institution, kindergarten group or school class or
- partly or fully together with peers and students in the same kindergarten group or school class.

Based on the recommendation of the expert committee, SEN children/pupils can fulfil their study obligations in a separated or inclusive institution. The public education institution can be selected by the parent from the recommended institutions.

In order to provide full pedagogical assistance services for children/pupils, and to monitor their development, the Educational Authority operates a national IT monitoring system to follow up the service events of recipients (Integrated Monitoring System).

The expert committee of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of their complex psychological, pedagogical-special educational and medical examination. It shall make suggestions, based on the results of the examinations, as to the education of children/students with special educational needs or students with difficulties in integration, learning or behaviour within the framework of special treatment, as well as the method, form and place of education. If the child/student has 'difficulties in integration, learning or behaviour' or 'special educational needs', the professional diagnostical committee shall conduct a review procedure *ex officio* one academic year later. The expert opinion must be reviewed *ex officio* in every second academic year after the first *ex officio* review until the academic year in which the student reaches the age of 10, respectively in every three years thereafter and until the academic year in which the student reaches the age of 16. The parent may initiate the review procedure at any time.

The [Guideline for kindergarten education of children with special educational needs](#) and the [Guideline for school education of learners with special educational needs](#) include the information, classification rules and detailed methodological aids for teachers, disability by disability, and include the possible deviations from the National Core Curriculum.

By approving the National Talent Programme, the parliament highlighted the opportunity for long-term and continuous help for talented youth for 20 years, between 2008 and 2028. The main goal of the National Talent Programme is to develop talent in Hungary and in Hungarian diaspora areas. Achieving the aim of the National Talent Programme is aided by open procedures.

Supported programmes for disadvantaged and multiple disadvantaged children/pupils

In public and vocational education institutions and outside them, disadvantaged or multiple disadvantaged children/pupils are supported through the following targeted programmes. Compulsory kindergarten education from the age of 3, introduced from 1 September 2015, plays a significant role in compensating for disadvantages.

Methods and pedagogical programmes applied in institutions:

- Integrational Pedagogical System
- Complex Instructions Programme



- Complex Core Programme
- Arany János Programmes
- 'Útravaló' (For the Road) Scholarship Programmes.

Support measures of social institutions:

- Sure Start Children Centres
- 'Tanoda' programmes (extra-curricular learning centres)
- Preventing early school leaving of Roma girls.

Helping to prevent social exclusion, supporting people with learning difficulties and social disadvantages is not limited within the confines of the public education system. At tertiary level, the benefits determined in public education continue to be provided to students with learning difficulties. Colleges and universities support people in need with scholarships. Support for those who participate in adult education and training is provided through central institutions funded by central support.

There are many positive examples of the use of innovative pedagogical approaches in schools run by the Klebelsberg Centre (KK). The aim of the KK is to collect and disseminate these successful teaching and learning practices in as many schools as possible. The collected examples of good practice will be put into a knowledge-sharing system. The KK has selected – through a call for proposals – 299 institutions with exemplary pedagogical models that act as *methodological centres* and provide regular support to other schools in the adoption and use of successful practices. The Mentoring Institutes provide monthly classroom visits and workshops to achieve this objective. With active support available to public schools, a professional dialogue will be initiated that will strengthen the effectiveness of pedagogical work in the long term. The KK has launched a call for applications for Mentoring Institutes to increase professional effectiveness. There are 299 Mentoring Institutes with a total of 352 methodological models to choose from for schools across the country that wish to benefit from this service. Some institutions have one model, others have several, and some have teachers presenting several models. In addition to providing an opportunity for professional renewal and development, the visits and workshops organised by the mentoring institutions can count towards the 120 hours of continuing training required every seven years.

[Klebelsberg Centre](#)

3.2 Is there a single curriculum framework covering all learners in all educational settings?

Yes.

3.2a Description of the single curriculum framework

The content of teaching and learning in schools has been governed by a three-tier curriculum regulation since 2000. The top-level National Core Curriculum is a strategic document compulsory for all educational institutions and stakeholders. It provides the ideological-theoretical-philosophical grounds for the subjects. Besides, it contains the



phases of school education in terms of content and the development tasks that must be fulfilled during the various educational phases. It aims at all children/learners.

At the middle level of the system are the framework curricula issued by the minister responsible for education. Different framework curricula must be applied just in some of the special schools (where students with intellectual disabilities are educated), but these different framework curricula are also based on the National Core Curriculum.

The pedagogical programme of schools containing the local curriculum (based on the framework curricula) and the educational-teaching programme constitutes the third, local level of regulation. School-level content regulation documents are adopted by the teaching staff and are subsequently approved by the school maintainers following consultation with experts.

Pursuant to the Act on National Public Education, kindergartens must develop a local educational programme in line with the stipulations of the law and the national core programme of pre-primary education.

Specific guidelines apply for the additional, further principles of the education of children with special educational needs, ethnic minorities and learners undergoing long-term medical treatment.

3.2b Overview of the general curriculum framework

Not applicable.

3.2c Overview of specific curriculum framework(s) for different groups of learners who are vulnerable to exclusion from inclusive education

The National Core Curriculum is a curriculum framework that represents the highest level of content regulation in Hungarian public education. It was first drafted in 1989, and since then it has undertaken major changes both content-wise and with regard to the approaches it has been using.

The National Core Curriculum provides the ideological-theoretical-philosophical grounds for the subjects. Moreover, it contains the phases of school education in terms of content and the development tasks that must be fulfilled during the various educational phases. It aims at all children/learners. The framework curricula – which are based on the National Core Curriculum – are issued by the minister responsible for education. The pedagogical programme of schools containing the local curriculum (based on the framework curricula) and the educational–teaching programme constitutes the third, local level of regulation.

Different framework curricula must be applied just in some of the special schools (where students with intellectual disabilities are educated), but these different framework curricula are also based on the National Core Curriculum.

Specific legislations guidelines apply for the additional, further principles of kindergarten education for children with special educational needs, and ethnic minorities and learners undergoing long-term medical treatment. These guidelines include information and detailed methodological aids for teachers about the target group, and include the possible deviations from the National Core Curriculum.



3.3 Is there a single legislation and policy framework for all teacher education and professional development?

Yes.

3.3a Description of the single legislation and policy framework for teacher education and professional development

According to the 'Government Decree No 277/1997. (XII. 22.) on teachers' further training' all of the teachers (in practice) – also including special educators– must achieve at least 120 credits (120 hours, lessons) in the teacher further training system during every seven year period. To implement the 'Government Decree No 277/1997. (XII. 22.) on teachers' further training', every institution has to make and accomplish a five-year local (institution-level) further training plan.

The teacher further training's aim: the renewal and development of knowledge and skills necessary for education and teaching.

According to 'Act CXC of 2011 on National Public Education' and 'Government Decree No 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII. of 1992 on the legal status of public servants in schools and all public education institutions' in the teacher career path system, the teacher can achieve the following grades:

- Intern
- Teacher I
- Teacher II
- Master Teacher
- Researcher Teacher.

When entering a higher grade, the candidate has to participate in an evaluation process by the professional teams. Organising the evaluating process is the duty of the Educational Authority.

To become a school leader, candidates must undergo a specialist examination for school leaders (Hungarian Parliament, '[Act CXC of 2011 on National Public Education](#)' 2011). This 'qualification for heads of institutions within the framework of teacher's specialist examination' is a (two-year) special teachers' further training, which includes basic legal, financial and management studies.

One of the support institution systems is the pedagogical professional service system. It is independent from the schools. The pedagogical professional service institutions' duties are:

- pedagogical evaluation
- professional counselling and special subject-related tasks
- provision of educational information
- public education administration services



- supporting and organisation of teacher training, in-service training, and self-education
- organisation and harmonisation of study, sports, and talent promotion competitions
- information and counselling service related to students
- early warning and pedagogical support system for preventing drop-out.

The pedagogical professional services work with teachers. [Decree No 48/2012 \(XII. 12.\)](#) EMMI on Pedagogical Professional Services', 2012

Act CXC of 2011 on National Public Education

Government Decree No 277/1997. (XII. 22.)

Government Decree No 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII. of 1992 on the legal status of public servants in schools and all public education institutions

[Decree No 48/2012 \(XII. 12.\)](#) EMMI on Pedagogical Professional Services

3.3b Overview of the general legislation and policy framework for teacher education and professional development

Not applicable.

3.3c Overview of specific legislation and policy framework for teacher education and professional development and what and who this specific framework focuses on

Teacher education for inclusive education

In Hungary, the system of teacher training includes six teacher qualifications:

- kindergarten teacher
- primary school teacher
- subject teacher (i.e. history, mathematics etc.)
- special educator
- conductor (conductive educator)
- new infant and toddler educator (for nursery schools).

There has been special education training in Hungary since 1900. There have been a number of changes and developments since then. In September 2006, bachelor's and master's degree programmes in special education studies were introduced. Besides bachelor's and master's degree programmes, qualifications in special education can now be obtained through specialist postgraduate training courses.

Currently, programmes in special educator training are organised into eight fields:

- Intellectual and multiple disabilities
- Hearing impairment



- Visual impairment
- Speech and language therapy
- Behavioural disorders
- Physical disabilities
- Learning disabilities and difficulties
- Autism spectrum disorder.

The need of experts and expert training in the care and education of people with autism posed a great challenge. However, this was resolved by drawing up the programme completion and exit requirements for the postgraduate specialist training course entitled 'Autism spectrum disorder pedagogy', launched in 2009. Since the autumn of the 2012/13 academic year, full-time bachelor's degree students can, for the first time in Europe, pursue an autism spectrum disorder pedagogy specialisation course.

Before the Bologna Process (implemented in Hungary in 2006), only one university trained special educators and one trained conductive educators, but since then the numbers have been increasing. As of September 2020, nine universities train special educators and, in addition to special educator training, the Pető András Faculty at Semmelweis University offers conductive education training. Conductive educators specialise in physical disabilities caused by central nervous system injury at either kindergarten or school age.

In-service training includes inclusive education skills, but it is usually optional. For other professionals, there are vocational workshops.

Besides this, the special educational training has MA training and PhD also.

3.4 Is there a single legislation and policy framework to ensure support for all learners throughout their school careers?

Yes.

3.4a Description of the single legislation and policy framework that ensures support for all throughout their school careers

Legislations, policies or mechanisms, which are general and not dependent on the SEN:

School psychology

According to the Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Section 132:

1. The school psychologist or pre-school psychologist employed by the educational institution shall perform the duties specified herein, the primary aim of which is the development of the children's and students' personality, the protection of their mental health and the promotion of the efficiency of the educational work.
2. The school psychologist or pre-school psychologist working in the educational institution shall provide direct help in the educational work of teachers.



3. The school psychologist or pre-school psychologist in any educational institution shall co-operate directly with the children and students either individually or in groups in measures taken to improve their integration, social relationships and school performance; shall manage the interpersonal relationship communication symptoms related to the educational institution and the possible performance anxiety symptoms of students, and shall:
 - a. organise screening tests of a psychological nature, which relate to competency tests, sociometric tests, study habits or study motivation tests, or are necessary to prevent difficulties in integration, learning or behaviour;
 - b. organise preventive mental health activities in the educational institution on individual, study group and institutional organisation level;
 - c. organise in the educational institution activities of a psychological topic related to health development, the improvement of educational and sexual educational work, the interpersonal conflicts identified within the educational institution and the solution of appearance of violence;
 - d. organise crisis counselling following unexpected serious life crises: death of a peer, serious school failure, unexpected family crisis, and – if other therapeutic or other treatment is needed – shall orientate students to a pedagogical assistance service or any other institution providing specialist care;
 - e. develop the framework for co-operation and care in the promotion of particularly talented children/students with teachers and the expert of the pedagogical assistance service.
4. The main target group of the screening tests mentioned in point 3a are the group of children and students having a student status with the educational institution, who have commenced the pedagogical phase as defined in Section 5(1) of the Act on the National Public Education and corresponding to their age:
 - a. in case of pre-school, primarily children above the age of five;
 - b. in case of school, students in grades 1, 5 and 9.
5. The school psychologist or pre-school psychologist may organise screenings, tests, trainings or individual and group counselling in the course of organisation of activities set out in points 3b, c and e for the children, the students or the teachers or, by contacting the parent and in line with the development of the personality of the child, for the parents as well.
6. The school psychologist or pre-school psychologist employed in the educational institution may provide individual counselling for children/students during the pre-school activity or school lesson organised according to the pedagogical programme of the pre-school or school in order to promote the personality development of children/students.
7. The school psychologist or pre-school psychologist shall:
 - a. help in learning psychological studies within the educational institution;



- b. keep contact with school psychologists or pre-school psychologists working in the nearby pre-schools or schools;
- c. co-operate with the school psychologist or pre-school psychologist working in the designated pedagogical assistance service as regards the referral of children/students concerned with a psychological activity in the educational institution to a pedagogical assistance service or other health-care service;
- d. communicate with the institution performing the duties of the Methodological Basis for School Psychology stipulated in law by the minister responsible for education for the professional quality assurance of the psychological work in pre-schools and schools;
- e. co-operate with the pedagogical assistance service in the care of the child/student concerned within the framework of pedagogical assistance services.

8. Points 1 to 7 shall not apply to primary art schools.

Mental health disorders in children (including vulnerable children with suicidal ideation) require specific and immediate intervention, assistance, and a complex multi-disciplinary approach, which necessarily requires the strengthening of the professional community that supports and assists them. It is important that professionals in public education, health, child protection and social care systems have an *intervention mechanism* to ensure immediate access to community services to support children and families with regard to suicide. Accordingly, there is a need to review current practice and, as a result, to establish a comprehensive set of professional standards based on a common terminology for the identification, care and prevention of suicidal behaviour in children and adolescents.

Social assistance in kindergartens and schools

This is a new, mandatory activity in educational and training institutions through the child welfare system since 2019 (or since 1 September 2018). According to *Paragraph (6) of Article 25 of the Public Education Act*, the social worker in kindergartens and schools, acting in the course of social services provided in educational and training institutions, deals directly with the child or pupil and takes care of the supervision of the child or pupil during the implementation of individual social services.

The aim of social assistance in kindergartens and schools, using the methods and tools of social work, is to support the successful progress of pre-school and school-age children and pupils, to promote their health, **to prevent their vulnerability, and to help eliminate the vulnerability** that has arisen. It also aims to develop close co-operation between social and educational actors.

The social worker does a specific type of social work. Their specific activities are determined by the needs of the educational establishment (they do not provide teaching or training, nor do they give advice on pedagogical or psychological issues).



Pedagogical assistance services

The pedagogical assistance services' duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (professional diagnostical committee);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive educational service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented children/learners.

From these general activities, which are not dependent on the SEN:

- educational guidance;
- speech therapy;
- further study and career counselling;
- adapted physical education;
- co-ordination of school and pre-school psychology;
- promotion of particularly talented children/learners.

Educational guidance

The duty of educational guidance is to:

- have the first problem-centred interview with the parent, assess the adaptive behaviour and social maturity of the child/student, provide counselling;
- provide assistance in the family and kindergarten education of the child; school education of the student, if individual capabilities, development stage, abilities, talent and development pace of the child/student justifies that;
- co-operate with the community nurse and paediatric network, and it may provide comprehensive family mental health intervention;
- provide therapeutic care, corrective assistance;
- provide psychological, special educational, pedagogical counselling, and ensure the possibility of consultancy to the parents, teachers of children/students.



Speech therapy

The duty of speech therapeutic care is the prevention, status assessment and therapy related to the developmental and acquired disorders of phonation, speech, verbal and written language abilities and to specific learning disorders.

Further study and career counselling

The duty of further study and career counselling is the competent assessment of capabilities and learning abilities, orientation of the student, and the proposal of a school accordingly. Personal capabilities and fields of interest of the student must be taken into consideration in the counselling process. Information provided within the context of the further study and career counselling facilitates the career choice of the student, taking individual characteristics and employment opportunities into consideration; for this purpose the employment and career counsellor and the talent promotion network are to be liaised with. The further study and career counsellor shall establish their opinion after hearing from, and, if necessary, examination of the student and on the basis of the opinion of the teachers concerned. Further study and career counselling assists the career orientation activities at school with pedagogical, psychological and health information/publications.

Adapted physical education

The duty of adapted physical education is to provide physical education with special health purposes to the child/student if they are referred to adapted physical education as a result of an examination by the school doctor or a specialist doctor.

Co-ordination of school and pre-school psychology

The duty of school psychology and kindergarten psychology service co-ordination is to combine and assist the psychologists working in educational institutions in the pedagogical assistance service institution, and is performed by the school/kindergarten psychology co-ordinator.

Promotion of particularly talented children/learners

Within the framework of the promotion of particularly talented children/students, the tasks are:

- early talent recognition and talent identification, during which the appearance of talent in accordance with age specificities must be taken into account;
- the support of the individual development of talented children, and the orientation towards further assistance, if appropriate;
- - the organisation and management of self-awareness groups for talented children;
- counselling and support for the parents;
- consultancy for the teacher;
- organisation of a joint talent counselling forum;
- proposal for participation in a special talent programme;



- the psychologist performing talent identification and talent promotion maintains professional relations with the heads of talent development programmes within their area of performance of duties and the school psychologist and kindergarten psychologist;
- make a recommendation for the student to join a talent programme;
- the performance of output measurements;
- the provision of possibility consultancy to the heads of talent development workshops, which is performed by the talent promotion co-ordinator.

Other

According to [Act CXC of 2011 on National Public Education](#), primary and secondary schools have to organise activities for students aimed at developing talents, aiding the inclusion of disadvantaged students and of students diagnosed with difficulties in integration, learning or behaviour and, furthermore, activities aimed at the successful studying of lower grade students.

Besides this, every school also has its own career guidance (career orientation) activities. The school career guidance is a process where the student is constantly made aware of school lessons, classes and programmes, as well as different careers, professions and their labour market conditions.

In addition, every school also has its own talent development activities. In educational institutions, talent management can take place within and outside the classroom. The development of school talent embedded in the process can be realised on the basis of the given pedagogical programme of the given school, for example in the following arenas:

- self-training groups
- differentiated lesson organisation
- camp
- group work
- competitions
- trainings.

3.4b Overview of the general legislation and policy framework that ensures support for the majority of learners throughout their school careers

Not applicable.

3.4c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education throughout their school careers

The priority aim declared in the Act on National Public Education of 2011 and in the Act on Vocational Education and Training of 2019 is to prevent social exclusion and provide talent fostering, with emphasised attention on supporting children/pupils with difficulties in integration, learning or behaviour.



According to law, the primary task of public education and VET is to take into account the special needs of SEN children/pupils, children/pupils with difficulties in integration, learning or behaviour, and adults with disabilities attending VET, to facilitate their most successful development to their individual abilities, and to create the full potential of social integration.

According to [Act CXC of 2011 on National Public Education](#), 'children/students requiring special attention' means:

- children/students requiring special treatment:
 - children/students with special educational needs
 - children/students with difficulties in integration, learning or behaviour
 - particularly gifted or talented children/students;
- children/students with disadvantages or multiple disadvantages according to the Act on Child Protection and Guardianship Administration,
- children/students undergoing long-term medical treatment,

Support measures for children/pupils in need of special support

The acts on National Public Education and VET serve the provision of SEN children by providing extra services, with regulations offering positive discrimination.

The following public education institutions and professionals working in public education have a prominent role in providing services for children/pupils in need of special support:

- institutions of the pedagogical assistance service;
- unified special educational, conductive pedagogical educational methodological institutions and them mobile special educator systems institutions;
- inclusive schools and kindergartens;
- special educators (for learners with SEN);
- developmental educators (for learners with difficulties in integration, learning or behaviour);
- pedagogical professional services.

Learners with SEN have the right to receive special and conductive education within the framework of special setting and within the framework of inclusive education, after their eligibility is determined. Special needs education is provided for, in line with the committee of experts' opinion.

The committee of experts (in the county pedagogical assistance service institution) draws up an expert opinion based on a complex psychological, pedagogical-special educational and medical examination. It makes suggestions, based on the results of the examinations, on the education of learners with SEN or who face difficulties in integration, learning or behaviour within the framework of special treatment, as well as the method, form and place of education. The professional diagnostic committee provides parents with a list of institutions where their child can take part in inclusive kindergarten or school education. The parents choose a public education institution from the recommended list.



Parents can select the educational institution that provides the most appropriate education for their child, based on the relevant committee's expert opinion and in line with the needs and capabilities of parents and children.

Learners with SEN are educated in either:

- a special educational or conductive educational institution, kindergarten group or school class established for this purpose;
- an inclusive educational institution, kindergarten group or school class, partly or fully together with peers in the same kindergarten group or school class.

The education of learners with SEN requires:

- a special or conductive educator with appropriate skills to educate learners and perform developmental teaching, according to the type and extent of the learners' SEN, special curricula, course (text) books and other tools;
- in cases of individual progress education or inclusive education, a special or conductive educator with appropriate skills to educate learners according to the type and extent of their SEN, in line with the requirements set by the committee of experts; furthermore, special curricula, course (text) books for the classes and special medical and technical equipment;
- the committee of experts' decision on the areas to be developed.

Special needs education shall be provided in line with the pedagogical assistance service committee of experts' opinion. The members of the committees are psychologists, special educators and medical doctors. They draw up an expert opinion on the child. They should take into account the opinion of the parent and the mainstream educators, if it is relevant. Based on this opinion, they make a proposal for the institution providing kindergarten education or school education, as well as for the specific requirements for education and teaching of the child or learner. The committee of experts may make a proposal not only for the child's admission to special classes, but also for their transfer from a special class to a mainstream school.

The Act on Public Education serves for the education of children and learners with special educational needs (SEN) by providing additional services and indicating provisions for positive discrimination.

Schools educating learners with disabilities can allow a learner more than one academic year for learning the curriculum of a grade in their local curricula.

When calculating the number of inclusive classes and inclusive groups, one learner with disabilities is regarded as two or three people, depending on the type of disability. This rule guarantees lower class numbers in inclusive education. In grade 1, for instance, the maximum number of learners is 27 under Act CXC of 2011 on National Public Education. If, for instance, in grade 1 of a basic school providing inclusive education there are three deaf children, the maximum number of learners is 21 (because the three deaf children 'occupy' nine places). The maximum number of separate classes organised for them may be between 5 and 13. This binding rule applies to all fields of kindergarten and school education.



Irrespective of whether education and teaching are carried out separately or together with non-disabled learners, institutions participating in education and teaching for children with SEN (disabilities) provide a '*compulsory health care and pedagogical habilitation and rehabilitation*' (special development by the special educators for the learners with SEN) timeframe. This rehabilitation timeframe depends on the type of disability. The individual grades and classes may re-arrange the timeframe during the academic year between school weeks.

On the operation of educational institutions and on the use of names of public educational institutions, Article 138 (2) defines the number of hours of school rehabilitation for nine persons.

Since the school maintainer also requests and considers the number of hours proposed in the expert opinions when calculating the timeframe, the special needs teacher has little leeway for grouping. The calculation of the number of hours per nine pupils is also responsible, for example, for the fact that there are institutions where the special needs teacher may have up to 65 pupils. This provision does not serve the priority task set out in Article 2 of Act CXC of 2011, namely: The right to free and compulsory primary education and free and accessible secondary education for all – as enshrined in the Fundamental Law, until the graduation from secondary school, in the case of vocational secondary schools and vocational schools as defined in Article 3(1)(a) and (b) of the Act, and in the case of skills development schools until the completion of the last year of practical training – is a public service task of the state. Participation in school-based education is free of charge for pupils with multiple disadvantages and pupils with special educational needs.

The required special education teacher can also be employed in their own staff or requested from the mobile special educator network.

The head teacher may exempt a learner with SEN from evaluation and assessment in certain subjects or parts of subjects based on the committee of experts' proposal. In cases of exemptions, the development and catching-up of the learner concerned shall be organised as individual activities based on a person-centred development plan. For the basic education examination and secondary school leaving examination, learners may choose – in compliance with the examination regulations – other subjects instead of the subjects concerned.

According to 'Act CXC of 2011 on National Public Education': If the individual capabilities and the development of the student with special educational needs so require, the principal shall exempt them on the basis of the opinion of the expert committee:

- from numerical evaluation and assessment and require written evaluation and assessment instead;
- from evaluation and assessment of certain subjects or parts of subjects, with the exception of practical training.

In the secondary school leaving examination, students can choose another subject instead of the subjects as defined above, in accordance with the examination rules.



According to the 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions':

- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the time allotted for answering the written questions for the examinee with special educational needs shall be increased by a maximum of thirty minutes;
 - it shall be allowed for the examinee with special educational needs to use the tools generally used during their studies;
 - examinees with special educational needs may sit an oral examination instead of a written examination.
- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the preparation time allotted for the examinee with special educational needs shall be increased by a maximum of 10 minutes;
 - examinees with special educational needs may pass an oral examination in writing.

The principal can permit individual progress education and training for the learner with SEN. The permit must specify by the end of which grade the student must achieve the study requirements for the subjects. Individual progression – from all or some subjects – can last until different grades, but no later than the end of the fourth grade.

Pedagogical assistance services

Every county has a pedagogical assistance service, which has a sub-institution and units in every district. These are under unified leadership and professional protocols. The pedagogical assistance services' duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (committee of experts);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive educational service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented children/learners.

The pedagogical assistance services work with learners.



In order to provide full pedagogical assistance services for children/pupils, and to monitor their development, the Educational Authority operates a national IT monitoring system to follow up the service events of recipients (Integrated Monitoring System).

Institutions providing pedagogical professional services

Pedagogical professional services' duties include:

- pedagogical evaluation;
- professional counselling and special subject-related tasks;
- provision of educational information;
- public education administration services;
- supporting and organising teacher training, in-service training and self-education;
- organising and harmonising study, sports and talent promotion competitions;
- information and counselling service for learners;
- early warning and pedagogical support system for preventing drop-out.

The pedagogical professional services work with teachers.

Unified special educational, conductive educational methodological institution (USEMI)

USEMIs may be established for assisting the education of learners with special educational needs (SEN), together with other learners. Within the framework of the institution, there shall be a unit exclusively performing kindergarten, primary school, school or secondary school activities and conducting developmental education for learners with SEN, as well as a mobile network of special educators and conductors. USEMIs may also fulfil the tasks of family support services and school health-care services, as well as lending special education and conductive education tools and aids. They may operate a hall of residence.

'Mobile special educator' or 'mobile conductor' means the special educator or conductor employed by the respective mobile network of special educators or conductors, who regularly perform their duties outside the location of their employer, as specified in this Act. The mobile network of special educators and conductors offers experts with appropriate professional qualification as required for the education of learners with SEN. The network supplies these experts to educational institutions that do not have such experts, so that the institution can provide kindergarten or school education for learners with SEN partly or fully together in the same group or class with peers.

In the education of learners with SEN, the county pedagogical assistance services and the USEMIs work as supportive institutions.

Act CXC of 2011 on National Public Education and Government Decree No. 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII of 1992 on the legal status of public servants in schools and all public education institutions define the number of financed employees directly assisting educational work related to both segregated and inclusive institutions.

As of November 2016, the Strategy against Early School Leaving (ESL) introduced the early warning and pedagogical support system to prevent drop-outs from schools. The system is



operating to support necessary interventions both student and school level. Specific interventions must be developed for those students at risk who would definitely drop out of the educational system without such interventions. At student level, the warning system monitors signals for ESL such as absenteeism, grade repetition, under-achievement, social factors, etc. The aim of the warning system is to have a comprehensive view of the student's needs and ensure that students at risk of drop-out receive the tailored support they need.

By approving the National Talent Programme, the parliament highlighted opportunities for long-term and continuous help for talented youth for 20 years, in between 2008 and 2028. The main goal of the National Talent Programme is to develop talent in Hungary and in Hungarian diaspora areas. Achieving the aim of the National Talent Programme is aided by open procedures.

Supported programmes for disadvantaged and multiple disadvantaged children/pupils

In public and vocational education institutions and outside them, disadvantaged or multiple disadvantaged children/pupils are supported through the following targeted programmes. Compulsory kindergarten education from the age of 3, introduced from 1 September 2015, plays a significant role in equalising disadvantages.

Methods and pedagogical programmes applied in educational institutions:

- Integrational Pedagogical System
- Complex Instructions Programme
- Complex Core Programme
- Arany János Programmes
- 'Útravaló' (For the Road) Scholarship Programmes.

Support measures of social institutions:

- Sure Start Children Centres
- 'Tanoda' programmes (extra-curricular learning centres)
- Preventing early school leaving of Roma girls.

Helping to prevent social exclusion, supporting people with learning difficulties and social disadvantages is not limited within the confines of the public education system. At tertiary level, the benefits determined in public education continue to be provided to students with learning difficulties. Colleges and universities support people in need with scholarships. Support for those who participate in adult education and training is provided through central institutions funded by of central support.

3.5 Is there a single legislation and policy framework to ensure support for all learners at times of transition between phases of education and into adult life?

No.



3.5a Description of the single legislation and policy framework that ensures support for all learners at times of transition between phases of education and into adult life

Not applicable.

3.5b Overview of the general legislation and policy framework that ensures support for the majority of learners at times of transition between phases of education and into adult life

There are many positive examples of the use of innovative pedagogical approaches in schools run by the Klebelsberg Centre (KK). The aim of the KK is to collect and disseminate these successful teaching and learning practices in as many schools as possible. The collected examples of good practice will be put into a knowledge-sharing system. The KK has selected – through a call for proposals – 299 institutions with exemplary pedagogical models that act as *methodological centres* and provide regular support to other schools in the adoption and use of successful practices. The Mentoring Institutes provide monthly classroom visits and workshops to achieve this objective. By active support available to public schools, a professional dialogue will be initiated that will strengthen the effectiveness of pedagogical work in the long term. The KK has launched a call for applications for Mentoring Institutions to increase professional effectiveness. There are 299 Mentoring Institutes with a total of 352 methodological models to choose from for schools across the country that wish to benefit from this service. Some institutions have one model, others have several, and some have teachers presenting several models. In addition to providing an opportunity for professional renewal and development, the visits and workshops organised by the mentoring institutions can count towards the 120 hours of continuing training required every seven years. The programmes include, for example:

- the acquisition of some basic elements of knowledge on career guidance and future planning methodologies to support an appropriate life path;
- the ability to improve the quality of the network of professionals and the repertoire of services available in institutions to generate self-awareness, career knowledge and labour market skills.

One of the duties of the pedagogical assistance services is the ‘Further study and career counselling’:

The duty of the further study and career counselling is the competent assessment of the capabilities and learning abilities, orientation of the student, and the proposal of a school accordingly. Personal capabilities and fields of interest of the student must be taken into consideration in the counselling process. Information provided within the context of further study and career counselling facilitates the career choice of the student, taking individual characteristics and employment opportunities into consideration; for this purpose, the employment and career counsellor and the talent promotion network are to be liaised with. The further study and career counsellor shall establish their opinion after hearing from, and, if necessary, examination of the student and on the basis of the opinion of the teachers concerned. Further study and career counselling assists the career orientation activities at school with pedagogical, psychological and health information/publications.



Besides this, every school also has its own career guidance (career orientation) activities. The school career guidance is a process where the student is constantly made aware of school lessons, classes and programmes, as well as different careers, professions and their labour market conditions.

It would be important to support and to promote at a county level the further trainings focusing on the transition like 'Up the Road!' (*Útra fel!*), a 30-hour teacher training course designed to enable already-graduated educators, teachers and psychologists to:

- learn about an inclusive approach to supporting lifelong learning and labour market integration of children with special educational needs, young people and adults with disabilities;
- acquire some basic elements of knowledge on career guidance and future planning methodologies to support an appropriate life path;
- learn about promising practices at national and international level;
- be able to improve the quality of the network of professionals and the repertoire of services available in institutions to generate self-awareness, career knowledge and labour market skills;
- be able to shape teachers' attitudes and approaches, focusing on supporting the life paths of children with special educational needs and young people with disabilities;
- become familiar with methodologies that build on early childhood awareness to support future planning.

The training is recommended for professionals who are involved in planning, implementing and monitoring the lifelong career guidance and future pathways of children with special educational needs, young people and adults with disabilities, in a variety of institutional and service settings, within or outside the public education system. Completion of the training will count towards teachers' career development.

3.5c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education at times of transition between phases of education and into adult life

The Ministry of Human Capacities every year announces a tender for the implementation of labour market integration programmes. The aim of this tender is to help young people with special educational needs or disabilities, for example, to find a job in the 'labour market' and mentoring them.



SECTION 4. SYSTEM GOVERNANCE

This section provides information on aspects of governance across and between different system levels, bodies and stakeholders in the country.

4.1 Shared responsibilities across and between central and local government

Public education institutions may be established and maintained by the state, nationality self-governments and churches registered in Hungary, as well as other organisations or persons on condition that they have obtained the right for conducting such activity as laid down by statutory provisions. Kindergartens may also be established and operated by local governments.

Maintaining kindergartens is the duty of local governments/municipalities. Maintaining most of the schools is the duty of governmental maintainers (school district centres).

Central educational governance or supervision basically are under the auspices of two ministries, namely the Ministry of Interior (public education) and the Ministry of Culture and Innovation (higher education, vocational education and training). Vertical governance is divided between the central (national), territorial, and to some extent, institutional levels in VET and public education.

In 2013, the maintenance of municipal schools was taken over by a central state institution maintenance centre. The Government has established a national body, the Klebelsberg Centre, to co-ordinate the maintenance of public education institutions. This Centre brings together the school district centres. A VET institution operating as part of a VET Centre is an organisational unit of the VET Centre with legal personhood.

Due to the strategic planning of allocation of national and EU resources for cohesion, policy ministries (and deputy state secretariats) participate in the planning process in working groups.

4.2 Specific areas for shared responsibilities across and between central and local government

Policy development, implementation and co-ordination

The Minister of Human Capacities responsible for public education is in charge of:

- codifying ministerial decrees;
- preparing legislation of laws and governmental decrees;
- evaluating the implementation of the National Core Pre-School Programme and the National Core Curriculum at least every five years (relying on a council established by the minister) and propose amendment if necessary;
- developing a strategy for general education;



- establishing, developing and modernising the system of national examinations;
- assessing pedagogical problems emerging in public education and developing solutions and procedures for them;
- developing and issuing educational programmes.

The Educational Authority – founded by the government and a key actor in the educational sector – also participates in the development of strategic documents and programmes.

Since May 2018, the Minister for Innovations and Technology is in charge of vocational education and adult training. The National Office of Vocational Education and Training is also under the guidance of the ministry.

Identification of needs/referral for services

Public education institutions may be established and maintained by the state, nationality self-governments and churches registered in Hungary, as well as other organisations or persons on condition that they have obtained the right for conducting such activity as laid down by statutory provisions. Kindergartens may also be established and operated by local governments.

Maintaining kindergartens is the duty of local governments/municipalities. Maintaining most of the schools is the duty of governmental maintainers (school district centres).

Due to the strategic planning of allocation of national and EU resources for cohesion, policy ministries (and deputy state secretariats) participate in the planning process in working groups.

Data collection and sharing

Head teachers provide yearly national education statistics to the Public Education Information System (KIR), which is part of the National Data Collection Programme of the National Statistics Office (OSAP).

For public educational institutions, the annual budget report of financial data gives information about the cost of education. The annual budget report contains information about the resources for special needs education, among others. This structured data is made available to the public every year on the government web portal.

Monitoring and evaluation

Klebensberg Centre, a governmental intermediary body established in 2013 (re-organised in 2016) is responsible for co-ordinating the work of running the state-owned schools' maintainers (via the 60 regional school districts centres) as a middle-level authority.

Further maintainers might also have the right to run certain kinds of checks/inspections.

The supervision of lawfulness of all maintainers is conducted by the so-called County (and Budapest) Government Offices, which are the level of the territorial public administration.

The government office shall conduct at least bi-annual legality checks over the maintenance activities of public education institutions maintained by churches or other non-state and non-local government entities, and communicate the results thereof to the



payment agency disbursing contribution funds from the budget. Within the scope of the legality check, the government office shall verify whether the operator operates the educational institution in accordance with its foundation deeds and operating permit. In supervising lawfulness, the government office shall call on the operator to stop infringements, and set an appropriate deadline for compliance. If the operator has failed to comply within the set deadline, the government office shall strike the educational institution from the records. The legality check procedure of the government office shall be subject to Act CL of 2016 on the General Rules of Administrative Procedures and Services as appropriate, concerning official controls.

Steady anti-segregation working groups under the school district councils prepare annual reports about their activity to the Klebelsberg Centre. Their responsibilities are monitoring of anti-segregation processes, setting up and operating early warning systems and making proposals on anti-segregation measures. Furthermore, they monitor the distribution of students and mediate public–maintainer dialogue. In addition, anti-segregation working groups shall be set up in every school district at local level on the basis of the modifications, effective from November 2017.

Representatives of churches, other state-owned maintainers of public education institutions, civil organisations, child and family protection institutions, local self-governments, self-governments of ethnic minorities, micro-regional authorities, educational centres and higher education institutions can also be invited to the anti-segregation working groups. ([Decree 308/2017 \(X.27.\)](#))

According to the Act CXXV of 2003 on equal treatment and the promotion of equal opportunities the local government of the municipality, the city and the districts of the capital (hereafter: the local government) have to adopt a local equal opportunities programme every five years.

The Inter-Ministerial Committee on Disability Affairs was established in 2015. This advisory and consultative committee is operated by the State Secretariat of Social Affairs and Social Inclusion. Every ministry and every state secretariat (including the Ministry of Human Capacities State Secretariat of Public Education) designates a member for this committee.

The main consultative bodies are:

The National Public Education Council (OKNT), which is a proposer, a reviewer and a consultative body of the Minister responsible for education. It prepares proposals and expresses its opinion on issues related to educational policy, research and development. Furthermore, it gives an opinion on the draft version of the National Core Curriculum and framework curricula, as well as their implementation. Its members are appointed by the Minister. The list of members and the agenda of the Council is available online. The National Public Education Council was reformed in 2017. Government Decree no. 1382/2017. (VI.16.) describes the formation of the National Public Education Council (OKNT), the Roundtable on General Educational Strategy and the Council of National Minorities. Out of the 17 members of the OKNT, six members are delegated by professional organisations and two members are delegated by teacher training institutions.



Pursuant to Government Decree no. 1382/2017. (VI.16.), the Roundtable on General Educational Strategy was established. The Roundtable on General Educational Strategy is a social consultative body which makes proposals, gives opinions and carries out strategic counselling activity with five stakeholders: the government, the professional participants, the maintainers, the trade union and the student–parent organisations. The professional group includes the representatives of the national organisation of teachers, the academies (Hungarian Academy of Sciences, Hungarian Academy of Arts), the Rectors' Conference, the practising schools and the National Public Education Council (OKNT).

The Council of National Minorities is a consultative body of the minister, and is responsible for submitting education proposals. Its members (13) are delegated by the national governments of national minorities.

Quality assurance and accountability

According to the 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions', from 2016 every educational institution has to do a self-evaluation once every five years. Types of institutional self-evaluation:

- the teacher's self-assessment;
- the institution's management's self-assessment;
- the institution's self-assessment

Besides the five-yearly compulsory self-evaluation of the education institutions there is a five-yearly compulsory external evaluation conducted by a team of experts appointed by the Education Authority. The inspection has a focus on the teachers, the head teachers and the institution. By the legislation, the evaluation of the teachers must cover their work with disadvantaged children and children/learners with SEN.

External evaluation has uniform rules and procedures at all levels of public education (kindergartens, primary and secondary schools) and is of utmost importance. The minister responsible for education is in charge of national pedagogical-professional evaluation. It is a continuous external evaluation of institutions, evaluating each institution every five years. The internal evaluation of institutions, which includes system-wide feedbacks from parents and pupils, is also important in the quality improvement process, since the external evaluation relies on the internal evaluation and also on the results of students at standardised tests.

The Act on Public Education CXC of 2011 introduced the currently operating national pedagogical-professional inspection system for the evaluation and assessment of the work of teachers, heads of institutions and educational institutions.

The school maintainer evaluates the execution of tasks defined in the pedagogical programme of the educational institution and the effectiveness of the professional teaching work, and controls the pedagogical programme, school rules and the organisational and operational rules. Since September 2012, the Educational Authority is entitled to operate school-based pedagogical evaluation at least once every five years, involving every educational institution. This is the national pedagogical-professional inspection system.



According to 'Act CXC of 2011 on National Public Education' and 'Government Decree No 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII. of 1992 on the legal status of public servants in schools and all public education institutions' in the teacher carrier system, the teacher can access the following grades:

- Intern
- Teacher I
- Teacher II
- Master Teacher
- Researcher Teacher.

It depends on years working, special examinations, researcher activity, PhD, publications, etc. Moving (from the Intern) to Teacher I and (from Teacher I) to Teacher II grades is obligatory.

Every grade has its own salary classes.

At entering a new grade, the teacher has to participate in a classification process, when professional teams examine their previous professional life.

The classification process assesses the teacher's competencies in:

- professional activities, scientific and curricular knowledge;
- planning the pedagogical processes and activities;
- methodological preparedness related to the education of disadvantaged children or children with adaptation, learning, behavioural difficulty, methodological preparedness related to the inclusive education of children with special educational needs;
- promote the development of communities and student groups, creating equal opportunities, to be open-minded to different socio-cultural diversity and to integration activities;
- on-going assessment, analysis of personality development in the educational process;
- communication, professional collaboration, problem solving;
- commitment to professional responsibility and professional development.

The National Assessment of Basic Competences, a national, centrally organised testing system **for mathematic and reading competences, and students' performance in foreign languages** is designed to test every pupil in every basic school at grades 6, 8 and 10 annually. The assessment is organised by the Educational Authority, which prepares the tests and questionnaires, and processes and publishes the results. The assessment is supplemented by a family background index on the socio-economic background of students. In addition, since 2010, it is possible to monitor the progress of individual pupils and in this way examine the impact of the school in compensating for social disadvantages. Systemic assistance is being provided for low-performing schools on an on-going basis: learning outcomes based on the last three years' national basic competence



assessments and demands for methodological assistance are also examined by Educational Authority: if 50% of students in grades 6, 8 or 10 in school have not achieved minimum requirements in reading and maths (low-achiever schools – approximately 30% of schools and school-sites), the school maintainer is obliged to prepare a comprehensive action plan to improve learning outcomes. The schools are also obliged to take professional, methodological assistance from pedagogical assistance services in order to eliminate low achievement, improve school performance and prevent drop-out.

Funding

According to the Budget Act, the nationality self-governments, churches, other private organisations and local governments get subsidies from the central state budget to operate educational institutions. This subsidy is the: ‘average wage-based subsidy’. Amount of the subsidy depends on the number of the children/students. When calculating the number of children/students:

- special educational needs students with mild intellectual disability, physical development disturbances or speech disorder shall be considered as two;
- children/students with sensory or physical disturbances, moderate intellectual disability or autism spectrum disturbances, and with multiple disabilities shall be considered as three children/students.

According to the yearly Budget Act, there is a uniform average wage-based subsidy to all non-state schools; additionally, it grants a contribution (rated by the number of students) to operating expenditures for the schools of nationality local governments and major churches. Besides this, the state can contract (so-called) ‘public educational agreement’ with the maintainer, and according to the agreement the maintainer can share extra subsidy also.

The state-maintained institutions’ budgets are part of the central state budget (shared among the ‘educational districts’). Klebelsberg Centre co-ordinate the financial planning of the regional school districts and share the budget among them.

The financing condition of the state-maintained institutions and the institutions which are maintained by other organisations are compared (and if it is necessary, revised) every year to ensure equal opportunities.

The catering and schoolbook grant (for the preferential or free service of entitled children and students) applies to each school.

4.3 Formal and informal collaboration across ministries

The Minister of Human Capacities responsible for education is in charge of:

- codifying ministerial decrees;
- preparing legislation of laws and governmental decrees;
- evaluating the implementation of the National Core Pre-School Programme and the National Core Curriculum at least every five years (relying on a council established by the Minister) and proposing amendment if necessary;



- developing a strategy for general education;
- establishing, developing and modernising the system of national examinations;
- assessing pedagogical problems emerging in public education and developing solutions and procedures for them;
- developing and issuing educational programmes.

The Educational Authority –founded by the government and a key actor in the educational sector – also participates in the development of strategic documents and programmes.

Since May 2018, the Minister responsible for Innovations and Technology is in charge of vocational education and adult education. The National Office of Vocational Education and Training is also under the guidance of the ministry.

A government decree regulates the scope of tasks and responsibilities.

The Inter-Ministerial Committee on Disability Affairs was established in 2015. This advisory and consultative committee is operated by the State Secretariat of Social Affairs and Social Inclusion. Every ministry and every state secretariat (including the State Secretariat of Education) designates a member for this committee.

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.

In 2016, the Hungarian government launched a cross-sectoral programme to harmonise early childhood services and supports. The educational, social and health-care sector was involved to this project, the leader of the project is the State Secretariat of Family Affairs. The project will run until 2022.

The main consultative bodies are:

- the National Public Education Council (OKNT) which is a proposer, a reviewer and a consultative body of the Minister responsible for education. It prepares proposals and expresses its opinion on issues related to educational policy, research and development. Besides, it gives an opinion on the draft version of the National Core Curriculum, framework curricula as well as their implementation. Its members are appointed by the Minister. The list of members and the agenda of the Council is online available. The National Public Education Council was reformed in 2017. Government Decree no. 1382/2017. (VI.16.) describes the formation of the National Public Education Council (OKNT), the Roundtable on General Educational Strategy and the Council of National Minorities. Out of the 17 members of the OKNT, six members are delegated by professional organisations; two members are delegated by teacher training institutions.
- Pursuant to Government Decree no. 1382/2017. (VI.16.), the Roundtable on General Educational Strategy was established. The Roundtable on General Educational Strategy is a social consultative body which makes proposals, gives opinions and carries out strategic counselling activity with five stakeholders: the government, the professional participants, the maintainers, the trade union and the student-parent organisations. The professional group includes the representatives of the national organisation of teachers, the academies



(Hungarian Academy of Sciences, Hungarian Academy of Arts), the Rectors' Conference, the practising schools and the National Public Education Council (OKNT).

- the Council of National Minorities: a consultative body of the minister responsible for education submitting proposals. Its members (13) are delegated by the national governments of national minorities.

In addition anti-segregation working teams shall be set up in every school district at local level on the basis of the modifications -effective from November 2017 - of the Government Decree No 134/2016. (VI.10.) on the establishment of school district councils. The tasks of the teams are to monitor desegregation and to propose initiatives against it. Furthermore, they monitor the distribution of students and help public-maintainer dialogue.

4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

Development of a shared vision for inclusive education

Due to the strategic planning of allocation of national and EU resources for the cohesion policy ministries (and deputy state secretariats) participate in the planning process in working groups.

Policy development, implementation and co-ordination

The Inter-Ministerial Committee on Disability Affairs was established in 2015. This advisory and consultative committee is operated by the State Secretariat of Social Affairs and Social Inclusion. Every ministry and every state secretariat (including the State Secretariat of Education) designates a member for this committee.

In 2016 the Hungarian Government has launched a cross-sectoral programme to harmonise the early childhood services and supports. The educational, social, and health-care sector was involved to this project, the leader of the project is the State Secretariat of Family Affairs. The project will run until 2022.

Identification of needs/referral for services

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.

Data collection and sharing

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.



Monitoring and evaluation

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.

Quality assurance and accountability

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.

Funding

Due to the strategic planning of allocation of national and EU resources for the cohesion policy, ministries (and deputy state secretariats) participate in the planning process in working groups.



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

According to the 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions', from 2016 every educational institution has to do a self-evaluation once every five years. Types of institutional self-evaluation:

- the teacher's self-assessment
- the institution's management's self-assessment
- the institution's self-assessment.

Besides the five-yearly compulsory self-evaluation of the education institutions, there is a five-yearly compulsory external evaluation conducted by a team of experts appointed by the [Education Authority](#). The inspection has a focus on the teachers, the head teachers and the institution. By the legislation, the evaluation of the teachers must cover their work with disadvantaged children and children/learners with SEN.

[External evaluation](#) has uniform rules and procedures at all levels of public education (kindergartens, basic and upper secondary schools) and is of utmost importance. The minister responsible for education is in charge of national pedagogical-professional evaluation. It is a continuous external evaluation of institutions, evaluating each institution every five years. The internal evaluation of institutions is also important in the quality improvement process, since the external evaluation relies on the internal evaluation and also on the results of students at standardised tests.

The Act on Public Education of 2011 introduced the currently operating national pedagogical-professional inspection system for the evaluation and assessment of the work of teachers, heads of institutions and educational institutions.

The school operator evaluates the execution of tasks defined in the pedagogical programme of the educational institution and the effectiveness of the professional teaching work, and controls the pedagogical programme, school rules and the organisational and operational rules. Since September 2012, the Educational Authority is entitled to operate school-based pedagogical evaluation at least once every five years, involving every educational institution. This is the national pedagogical-professional inspection system.

According to 'Act CXC of 2011 on National Public Education' and 'Government Decree No 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII. of 1992



on the legal status of public servants in schools and all public education institutions', in the teacher career system, the teacher can access the following grades:

- Intern
- Teacher I
- Teacher II
- Master Teacher
- Researcher Teacher

It depends on years worked, special examinations, researcher activity, PhD, publications, etc. Moving (from Intern) to Teacher I and (from Teacher I) to the Teacher II grades is obligatory.

Every grade has its own salary classes.

On entering a new grade, the teacher has to participate in a classification process, where professional teams examine their previous professional life.

The classification process assesses the teacher's competencies in:

- professional activities, scientific and curricular knowledge;
- planning the pedagogical processes and activities;
- methodological preparedness related to the education of disadvantaged children or children/students with difficulties in integration, learning or behaviour; methodological preparedness related to the inclusive education of children with special educational needs;
- promoting the development of communities and student groups, creating equal opportunities, being open-minded to different socio-cultural diversity and to integration activities;
- on-going assessment and analysis of personality development in the educational process;
- communication, professional collaboration, problem solving;
- commitment to professional responsibility and professional development.



5.2 Other quality assurance processes for all forms of educational provision

The support institutions are:

Pedagogical assistance services

Every county has a pedagogical assistance service, which has a sub-institution and units in every district. These are under unified leadership and professional protocols. The pedagogical assistance services work with learners. Their duties include:

- special education consulting, early development and care (early intervention and prevention);
- expert activity (committee of experts);
- educational guidance;
- speech therapy;
- further study and career counselling;
- conductive education service;
- adapted physical education;
- school and pre-school psychology service;
- promotion of particularly talented learners.

Institutions providing pedagogical professional services

The pedagogical professional services work with teachers. Their duties include:

- pedagogical evaluation;
- professional counselling and special subject-related tasks;
- provision of educational information;
- public education administration services;
- supporting and organising teacher training, in-service training and self-education;
- organising and harmonising study, sports and talent promotion competitions;
- information and counselling service for learners;
- early warning and pedagogical support system for preventing drop-out.

Unified special educational, conductive education methodological institution (USEMI)

With regard to special needs provision, USEMIs are very important among multi-purpose institutions. They may be established to assist in educating learners with special educational needs (SEN), together with other learners. Within the framework of the institution, units exclusively perform kindergarten, primary school or secondary school activities and conduct developmental education for learners with SEN. There is also a mobile network of special and conductive educators. USEMIs may also fulfil family support



services and school health-care services tasks, lend special and conductive education tools and aids, and operate a hall of residence.

‘Mobile special educators’ or ‘mobile conductive educators’ are employed by a mobile network of special or conductive educators and regularly perform their duties outside their employer’s location, as specified in Act CXC of 2011 on National Public Education. The mobile network of special and conductive educators offers experts with the appropriate professional qualifications required to educate learners with SEN. The network supplies these experts to educational institutions that do not have such experts, so that the institution can provide kindergarten or school education for learners with SEN together in the same group or class as their peers, part- or full-time in a mainstream institution.

Guidelines for the education of learners with special needs: Methodological instructions for the teachers and educational institutions. The guideline is expected to move forward the development of attitudes of mainstream teachers to inclusive education, and a better adaptation and implementation of the mainstream curriculum for the educational needs of pupils with SEN. In every special field (groups of different special needs), guide booklets are made to help teachers in implementing classroom activities and school materials

Important in the teacher career system, all teachers (including school leaders) must achieve at least 120 credits (120 hours, lessons) in the compulsory teacher further training system during every seven-year period.

The National Assessment of Basic Competences – a national, centrally organised testing system for mathematic and reading competences, and students’ performance in foreign languages – is designed to test every pupil in every basic school at grades 6, 8 and 10 annually. The assessment is organised by the Educational Authority, which prepares the tests and questionnaires, processes and publishes the results. The assessment is supplemented by a family background index on the socio-economic background of students. In addition, since 2010, it is possible to monitor the progress of individual pupils and in this way examine the impact of the school in compensating for social disadvantages. Systemic assistance is being provided for low-performing schools on an on-going basis: learning outcomes based on the last three years’ national basic competence assessments and demands for methodological assistance are also examined by Educational Authority; if 50% of students in grades 6, 8 or 10 in school have not achieved minimum requirements in reading and maths (low-achiever schools – approximately 30% of schools and school-sites), the school maintainer is obliged to prepare a comprehensive action plan to improve learning outcomes. The school is also obliged to take professional, methodological assistance from pedagogical assistance services in order to eliminate low achievement, improve school performance and prevent drop-out.



5.3 Evaluation mechanisms used to monitor outcomes at different system levels

General outcomes (academic, social, well-being, etc.) for all learners

National Assessment of Basic Competences (obligatory)

The National Assessment of Basic Competences – a national, centrally organised testing system for mathematic and reading competences, and students' performance in foreign languages – is designed to test every pupil in every basic school at grades 6, 8 and 10 annually. The assessment is organised by the Educational Authority, which prepares the tests and questionnaires, processes and publishes the results.

A public report is made on the results by the end of February of the year following the assessment. In addition (after entering the site with a password), institutions can further analyse their results from their own perspectives.

The assessment is supplemented by a family background index on the socio-economic background of students. In addition, since 2010, it is possible to monitor the progress of individual pupils and in this way examine the impact of the school.

In the 2021/2022 school year, there is a change in the measurement system. Up to now, the national assessment system has been based on reading comprehension, mathematical literacy and pupils' performance in a foreign or target language. The change is significant in two respects. On the one hand, the science competency area has been added to the system and, on the other hand, there is a complete move to digital media, i.e. pupils will now have to take the national assessments online. Assessment of the tests will be centralised.

Besides this, between 2006 and 2012 the competence test was joined by the National Skills Assessment of 4-grade pupils and it was organised in single structure schools. It is not compulsory anymore but the tests are published on the website of the Educational Authority and a computer programme is also available for evaluation.

DIFER (non-obligatory)

The Diagnostic Developmental Testing System (DIFER) is a test system suitable for the diagnostic assessment of elementary skills (writing skills, co-ordination skills, listening skills, relational vocabulary, elementary numeracy, experiential inference, experiential understanding, sociality) that are critical for school progress at primary school age.

Primary schools identify at the beginning of the school year those for whom, based on pre-school grades or experience since the beginning of the school year, the teacher sees a need for a thorough assessment of their basic skills with DIFER.

In many primary schools, for more effective development work, the measurement is done with every first-grader.

Institutions report to the Office of Education the number of students participating in the measurement. According to many years of experience, 30–33% of first-year students are assessed by primary schools each year.



NETFIT (obligatory)

NETFIT: Nemzeti Egységes Tanulói Fittségi Teszt - National Unified Student Fitness Test. From grade 5 onwards, the school organises the measurement and examination of the physical condition and fitness of the students in every academic year. The measurement and examination of the physical condition and fitness of the students is performed by the teacher who teaches the subject of physical education.

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

If the child/student has 'difficulties in integration, learning or behaviour' or 'special educational needs', the professional diagnostical committee shall conduct a review procedure *ex officio* one academic year later. The expert opinion must be reviewed *ex officio* in every second academic year after the first *ex officio* review, until the academic year in which the student reaches the age of 10, respectively in every three years thereafter and until the academic year in which the student reaches the age of 16. The parent may initiate the review procedure at any time.

The National Assessment of Basic Competences is supplemented by a family background index on the socio-economic background of students. In addition, since 2010, it is possible to monitor the progress of individual pupils and in this way examine the impact of the school in compensating for social disadvantages.

Outcomes for schools (professional development, staff and personal well-being, etc.)

According to the 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions', from 2016 every educational institution has to do a self-evaluation once every five years. Types of institutional self-evaluation:

- the teacher's self-assessment
- the institution's management's self-assessment
- the institution self-assessment.

Besides the five-yearly compulsory self-evaluation of the education institutions there is a five-yearly compulsory external evaluation conducted by a team of experts appointed by the Education Authority. The inspection has a focus on the teachers, the head teachers and the institution. By the legislation, the evaluation of the teachers must cover their work with disadvantaged children and children/learners with SEN.

External evaluation has uniform rules and procedures at all levels of public education (kindergartens, basic and upper secondary schools) and is of utmost importance. The minister responsible for education is in charge of national pedagogical-professional evaluation. It is a continuous external evaluation of institutions, evaluating each institution every five years. The internal evaluation of institutions, which includes system-wide feedbacks from parents and pupils, is also important in the quality improvement process since the external evaluation relies on the internal evaluation and also on the results of students at standardised tests.



The Act on Public Education of 2011 introduced the currently operating national pedagogical-professional inspection system for the evaluation and assessment of work of teachers, heads of institutions and educational institutions.

The school maintainer evaluates the execution of tasks defined in the pedagogical programme of the educational institution and the effectiveness of the professional teaching work and controls the pedagogical programme, school rules and the organisational and operational rules. Since September 2012, the Educational Authority is entitled to operate school-based pedagogical evaluation at least once every five years, involving every educational institution. This is the national pedagogical-professional inspection system.

According to 'Act CXC of 2011 on National Public Education' and 'Government Decree No 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII. of 1992 on the legal status of public servants in schools and all public education institutions', in the teacher career system, the teacher can access the following grades:

- Intern
- Teacher I
- Teacher II
- Master Teacher
- Researcher Teacher.

It depends on years worked, special examinations, researcher activity, PhD, publications, etc. Moving (from Intern) to Teacher I and (from Teacher I) to Teacher II grades is obligatory.

Every grade has its own salary classes.

When entering a new grade, the teacher has to participate in a classification process, where professional teams examine their previous professional life.

The classification process assesses the teacher's competencies in:

- professional activities, scientific and curricular knowledge;
- planning the pedagogical processes and activities;
- methodological preparedness related to the education of disadvantaged children or children with difficulties in integration, learning or behaviour; methodological preparedness related to the inclusive education of children with special educational needs;
- promoting the development of communities and student groups, creating equal opportunities, being open-minded to different socio-cultural diversity and to integration activities;
- on-going assessment, analysis of personality development in the educational process;
- communication, professional collaboration, problem solving;
- commitment to professional responsibility and professional development.



Outcomes for parents and families (support, participation, family well-being, etc.)

The teaching staff and the parents' community of the educational institution evaluate the work of the institution's head teacher, in the second and fourth year of their mandate (the mandate is five years).

5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

From 2016, every educational institution must carry out self-evaluation once every five years. The types of institutional self-evaluation are:

- the teacher's self-assessment;
- the institution's management's self-assessment;
- the institution self-assessment.

In all institutions, assessment is based on individual development plans. The assessment of pupils with SEN is based on the contents and requirements set out in the development plans. The process is characterised by diagnosis and formative assessment. In summative assessment, the requirements defined in the development plans are decisive.

Furthermore, the educational institution's teaching staff and parents' association evaluate the institution's head teacher in the second and fourth year of their five-year mandate.

Besides the five-yearly compulsory self-evaluation of the education institutions, there is a five-yearly compulsory external evaluation conducted by a team of experts appointed by the Education Authority. The inspection has a focus on the teachers, the head teachers and the institution. By the legislation, the evaluation of the teachers must cover their work with disadvantaged children and children/learners with SEN.

External evaluation has uniform rules and procedures at all levels of public education (kindergartens, basic and upper secondary schools) and is of utmost importance. The minister responsible for education is in charge of national pedagogical-professional evaluation. It is a continuous external evaluation of institutions, evaluating each institution every five years. The internal evaluation of institutions, which includes system-wide feedbacks from parents and pupils, is also important in the quality improvement process, since the external evaluation relies on the internal evaluation and also on the results of students at standardised tests.

The Act on Public Education of 2011 introduced the currently operating national pedagogical-professional inspection system for the evaluation and assessment of work of teachers, heads of institutions and educational institutions.

The school maintainer evaluates the execution of tasks defined in the pedagogical programme of the educational institution and the effectiveness of the professional teaching work, and controls the pedagogical programme, school rules and the organisational and operational rules. Since September 2012, the Educational Authority is entitled to operate school-based pedagogical evaluation at least once every five years,



involving every educational institution. This is the national pedagogical-professional inspection system.

Specialist teachers working towards inclusion and experts from special schools assisted in developing the system for assessing pupils with SEN. The Education Authority adapted international tests of competencies in maths and Hungarian grammar and literature for learners with SEN in 2015. The work also involved a pilot programme to test the devices developed for the different groups of learners with SEN.

Effectiveness of school management processes

The teaching staff and the parents' community of the educational institution evaluate the work of the institution's head teacher, in the second and fourth year of their mandate (the mandate is five years).

According to the Act on Public Education, the school operator evaluates the execution of the educational institution's pedagogical programme and the effectiveness of professional teaching. The operator also controls the pedagogical programme, school rules and the Organisational and Operational Rules. Since September 2012, the [Educational Authority](#) is entitled to conduct school-based pedagogical evaluation at least once every five years.

Effectiveness of teacher professional development processes

The teacher career path system is regulated by the Act on National Public Education and Government Decree on the promotion of teachers and the execution of the Act on the legal status of public servants in schools and all public education institutions. When entering a higher grade, the candidate has to participate in an evaluation process by professional teams.

In the teacher career system the teacher can access the following grades:

- Intern
- Teacher I
- Teacher II
- Master Teacher
- Researcher Teacher.

It depends on their years worked, special examinations, research activity, PhD, publications, etc. Moving (from Intern) to Teacher I and (from Teacher I) to Teacher II grades is obligatory. Each grade has its own salary classes.

According to the 'Government Decree No 277/1997. (XII. 22.) on teachers' further training' all of the teachers (in practice) – also including special educators – must achieve at least 120 credits (120 hours, lessons) in the teacher further training system during every seven-year period. To implement the 'Government Decree No 277/1997. (XII. 22.) on teachers further training', every institution has to do and accomplish a five-year local (institution-level) further training plan.



Efficiency and effectiveness of funding mechanisms

For public educational institutions, the annual budget report of financial data gives information about the cost of education. The annual budget report contains information about the resources for special needs education, among others. This structured data is made available to the public every year on the government web portal

For private educational institutions (kindergartens and schools), the Educational Authority collects, stores and structures information on Hungarian education relating to financial statistical data. The annual data collections of private educational institutions on financial data are regulated by the National Statistical Data Collection Programme issued by government decree every year. These data collections are based on the legal framework of education. The dataset of private institutions contains information dating from 2011, when the data collection began. The Ministry of Human Capacities, which is responsible for education, checks the data to assure its quality. The Ministry of Human Capacities is continually working on improving the questionnaires and the instructive guidance for special needs education because the data for private institutions is not available yet.

Effectiveness of (vertical) co-operation between stakeholders at different system levels

The National Public Education Council (OKNT) is a proposer, a reviewer and a consultative body of the Minister responsible for education. It prepares proposals and expresses its opinion on issues related to educational policy, research and development. In addition, it gives an opinion on the draft version of the National Core Curriculum and framework curricula, as well as their implementation. Its members are appointed by the Minister. The list of members and the agenda of the Council is available online. The National Public Education Council was reformed in 2017. Government Decree no. 1382/2017. (VI.16.) describes the formation of the National Public Education Council (OKNT), the Roundtable on General Educational Strategy and the Council of National Minorities. Out of the 17 members of the OKNT, six members are delegated by professional organisations and two members are delegated by teacher training institutions.

Pursuant to Government Decree no. 1382/2017. (VI.16.), the Roundtable on General Educational Strategy was established. The Roundtable on General Educational Strategy is a social consultative body which makes proposals, gives opinions and carries out strategic counselling activity with five stakeholders: the government, the professional participants, the maintainers, the trade union and the student–parent organisations. The professional group includes the representatives of the national organisation of teachers, the academies (Hungarian Academy of Sciences, Hungarian Academy of Arts), the Rectors' Conference, the practising schools and the National Public Education Council (OKNT).

The Council of National Minorities is a consultative body of the minister responsible for education submitting proposals. Its members (13) are delegated by the national governments of national minorities.

The Minister of Education convenes the Learner Parliament every three years. The Learner Parliament is a national information forum of learners related to public education, which reviews the proposals of learner rights enforcement, adopts recommendations and gives its opinion and proposals. The Learner Parliament members are elected by the local and county learner associations and learner councils. Between Learner Parliamentary periods,



an executive learner board (elected from the members of the Learner Parliament) monitors the implementation of the recommendations.

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

The Inter-Ministerial Committee on Disability Affairs was established in 2015. This advisory and consultative committee is operated by the State Secretariat of Social Affairs and Social Inclusion. Every ministry and every state secretariat (including the Ministry of Human Capacities State Secretariat of Public Education) designates a member for this committee.

5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

The expert committee of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of their complex psychological, pedagogical-special educational and medical examination, and shall make suggestions, based on the results of the examinations, as to the education of children/students with special educational needs or students with difficulties in integration, learning or behaviour within the framework of special treatment, as well as the method, form and place of education. If the child/student has 'difficulties in integration, learning or behaviour' or 'special educational needs', the professional diagnostical committee shall conduct a review procedure *ex officio* one academic year later. The expert opinion must be reviewed *ex officio* in every second academic year after the first *ex officio* review until the academic year in which the student reaches the age of 10, respectively in every three years thereafter and until the academic year in which the student reaches the age of 16. The parent may initiate the review procedure at any time.

As of November 2016, the Strategy against Early School Leaving (ESL) introduced the early warning and pedagogical support system to prevent drop-outs from schools. The system is operating to support necessary interventions at both student and school level. Specific interventions must be developed for those students who would definitely drop out of the educational system without such interventions. At student level, the warning system monitors signals for ESL such as absenteeism, grade repetition, under-achievement, social factors, etc. The aim of the warning system is to have a comprehensive view of the student's needs and ensure that students at risk of drop-out receive the tailored support they need.

5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

The expert committee of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of their complex psychological, pedagogical-special educational and medical examination, and shall make suggestions, based on the results of the examinations, as to the education of children/students with special educational needs or students with difficulties in integration, learning or behaviour within the framework of



special treatment, as well as the method, form and place of education. If the child/student has 'difficulties in integration, learning or behaviour' or 'special educational needs', the professional diagnostic committee shall conduct a review procedure *ex officio* one academic year later. The expert opinion must be reviewed *ex officio* in every second academic year after the first *ex officio* review until the academic year in which the student reaches the age of 10, respectively in every three years thereafter and until the academic year in which the student reaches the age of 16. The parent may initiate the review procedure at any time.

The National Assessment of Basic Competences is supplemented by a family background index on the socio-economic background of students. In addition, since 2010, it is possible to monitor the progress of individual pupils and in this way examine the impact of the school in compensating for social disadvantages.

5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

The school head is responsible for the professional and lawful operation of the institution, the preparation of the pedagogical programme and other documents regulating operation, the implementation of prescribed activities and data supply, supporting the decision-making of the teaching staff and ensuring the implementation of their decisions, and for sufficient co-operation with the school board, the employee representative organisations, student unions, and parent organisations. The school head is responsible for creating a safe and healthy environment for the institution.

Government Decree No. 326/2013 (VIII. 30.) on the promotion of teachers and the execution of Act XXXIII of 1992 on the legal status of public servants in schools and all public education institutions includes the rules of the teacher career system. On entering a new grade, teachers participate in a classification process in which professional teams examine their professional career to date. The classification process assesses the teacher's competencies in:

- professional activities, scientific and curricular knowledge;
- planning pedagogical processes and activities;
- methodological preparedness related to the education of disadvantaged learners or learners with adaptations, learning or behavioural difficulty;
- methodological preparedness related to the inclusive education of learners with SEN;
- promoting the development of communities and learner groups, creating equal opportunities, being open-minded to socio-cultural diversity and integration activities;
- on-going assessment, analysis of personality development in the educational process;
- communication, professional collaboration, problem solving;
- commitment to professional responsibility and professional development.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

Learners of a school/hall of residence may establish learner circles to organise their joint activities in connection with education, to educate for democracy and public responsibility, in line with the school regulations; the establishment and operations of such circles are supported by the teaching staff.

Learner circles have the right to decide, after the opinion of the teaching staff is heard, on planning and organising their own community life and electing their functionaries, and are entitled to represent themselves on the learner council.

Learners and learner circles may create learner councils to represent learners' interests. The teacher – with a higher teacher qualification nominated for this task by the head of the institution on the basis of the learner council proposer for a period of five years – shall support the work of the learner council.

The learner council shall be requested to express its opinion:

- before statutory regulations of the school's organisational and operational rules are accepted;
- before determining the principles of providing social benefits for learners;
- on the use of youth policy funds;
- prior to the approval of school regulations.

The establishment, operations and the legal status of learner councils operating in the institutions and the general community centres shall be covered by the regulations on learner councils.

The learner council is a member of the school board.

The Minister of Education convenes the Learner Parliament every three years. The Learner Parliament is a national information forum of learners related to public education, which reviews the proposals of learner rights enforcement, adopts recommendations and gives its opinion and proposals. The Learner Parliament members are elected by the local and county learner associations and learner councils. Between Learner Parliamentary periods,



an executive learner board (elected from the members of the Learner Parliament) monitors the implementation of the recommendations.

One of the aims of student self-governance is to ensure that students are not just subjects of school life, but partners and active shapers of student life within the institution.

[Act CXC of 2011 on National Public Education](#) 48. § (1-5) declares the rights of students, which they are free to exercise, and everyone is obliged to respect their choice. The main role of student councils is to express their views on matters that concern students and to represent the student body. Most of the rights of students are individual rights, which they can exercise independently. Of these rights, of particular importance are: the right to information, freedom of expression, the right to make proposals and ask questions, freedom of conscience and religion, the right to national or ethnic identity, the right to initiate proceedings, and the right to vote and be elected to student representation.

Children and pupils with special educational needs have the same student rights as majority children, so SEN students are also eligible for election to student representation. By exercising these rights (active or passive), students can form a student council to represent their interests. The activities of the student council cover all issues affecting students in all institutions. The student council may express opinions and make proposals on matters relating to the operation of the educational establishment and to pupils. Student councils should be a tool for collective rights in schools. For this reason, and from the point of view of integration, too, it is very important that the teacher responsible can guarantee the meaningful involvement of children with SEN and disadvantaged children in these bodies.

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

Yes.

6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

The content of teaching and learning in schools has been governed by a three-tier curriculum regulation since 2000. The top-level National Core Curriculum is a strategic document compulsory for all educational institutions and stakeholders. It provides the ideological-theoretical-philosophical grounds for the subjects. Moreover, it contains the phases of school education in terms of content and the development tasks that must be fulfilled during the various educational phases. It is aimed at all children/learners.

At the middle level of the system are the framework curricula issued by the minister responsible for education. Different framework curricula must be applied just in some of the special schools (where students with intellectual disabilities are educated), but these different framework curricula are also based on the National Core Curriculum.

The pedagogical programme of schools containing the local curriculum (based on the framework curricula) and the educational-teaching programme constitutes the third, local level of regulation. School-level content regulation documents are adopted by the



teaching staff and are subsequently approved by the school maintainers following consultation with experts.

An educational reform starting in 2012 included the renewal of curricula and textbooks. Since 2013, the culture and history of Romas/Gypsies has been involved in the National Curriculum and the framework curricula is based on it.

Sexual education

One of the main priorities of the National Core Curriculum is the ‘family and family life’, which includes the topic of sexual culture. The priorities of the National Core Curriculum appear in the pedagogical programme in a ‘cross-subject’ way. In addition, one of the tasks of the school psychologist is to organise psychological issues related to sexual education in the educational institution.

The sexual education of children is basically the responsibility of the parents, but the related educational contents naturally appear in the content regulations of public education as well, as the topic is unavoidable in the development of young people. Therefore, the school has to convey the prescribed contents by using methods matching the students’ age characteristics.

When amending the National Core Curriculum published in 2012 (Government Decree 110/2012 [VI. 4.] on the issuance, introduction and application of the National Core Curriculum; hereinafter: NCC) in 2020, both in the core curriculum and in the framework curricula based on it, as well as in textbooks, knowledge about sex education was given a role proportionate to the importance of the topic.

All textbooks on the authorised list of textbooks must not contain any text, figure or photo that would violate gender equality or negatively describe sexual minorities.

Religion

There is freedom of religion in Hungary, which is also valid in the field of public education. Section 72 paragraph 2 of Act CXC of 2011 on National Public Education states: ‘The parent – in accordance with the abilities and interests of the child – is free to choose a kindergarten, school or dormitory in view of their own religious and worldview beliefs and national identity. From the age of 14, if the child is not incapacitated, the parent may exercise this right jointly with the child. In Hungary, all religious communities with legal personhood can maintain a public education institution. Of the 32 recognised churches, 15 maintain public and/or vocational training institutions. These cover the major religious beliefs (Christian, Jewish, Muslim, Hindu, Buddhist), so that any parent who wants their child to attend a religiously committed institution will find the right school. In addition, two other religious communities operate public education and vocational training institutions (Hungarian Evangelical Fellowship, Jay Bhim).

State-run schools are religiously neutral, however, pupils have the opportunity to attend religious classes in state-run schools as well. Section 3 paragraph (3) of the Public Education Act stipulates that ‘In the state and local government educational institution knowledge, religious and worldview information must be conveyed objectively and in a versatile way, respecting the religious worldview of the child, the pupil, the parent or the educator, and it must be made possible for the child or pupil to take part in optional



religious education and in faith and morality education. For optional religious education the institution is obliged to provide a place and an out-of-class time at the request of the parent. The National Core Curriculum prescribes ethics classes for all students between grades 1–8, but at the parent’s request, the pupil may attend a faith and morality class instead of an ethics class held by a teacher of the chosen denomination at the pupil’s school, incorporated into their schedule.

Non-Hungarian citizens/migrants

Section 92, paragraph 1 of Act CXC of 2011 on National Public Education rules the educational conditions of the non-Hungarian minor citizens in Hungary until their completion of compulsory education as follows:

Non-Hungarian minor citizens shall be entitled to access pre-school educational services and shall be subject to compulsory education in Hungary if they:

1. have one of the following status: refugee, beneficiary of subsidiary protection, beneficiary of temporary protection, received by specific provision of the Act on Asylum as of the date of submission of their request for recognition;
2. are entitled to enjoy the right to freedom of movement and stay in accordance with the Act on the Entry and Stay of Persons Enjoying the Right to Freedom of Movement and Stay;
3. fall under the scope of the Act on the Entry and Stay of Nationals of Third Countries and have an immigration status or have been granted settlement, or are authorised to stay in the territory of Hungary.

A non-Hungarian citizen residing in Hungary, if they meet the conditions specified in paragraph (1), can use compulsory education, pre-school education, dormitory care, pedagogical professional services, and – if they reach compulsory school age under Hungarian law – school education, and until the completion of studies started before the age of 18, under the same conditions as Hungarian citizens.

There are no prescribed or uniform methods as for the assessment and placement of migrant children. Schools integrate plans and solutions for promoting the integration of children with different cultural backgrounds into their pedagogical programmes and local curricula, which take into consideration the local conditions and needs. Schooling of migrant children takes place in the district school (with obligatory acceptance) according to their place of residence.

6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

Parents of learners with special educational needs have the right to be involved in decision making about where their children are placed.



Parents can select an educational institution that provides appropriate education for learners with special educational needs on the basis of the relevant committee's expert opinion, in consideration of the needs and the possibilities of parents and children. The professional diagnostic committee informs the parent of suitable institutions (also including inclusive education) to enable their child with special educational needs to take part in early development and care, kindergarten education or developmental education and fulfil compulsory education.

The main rights of parents are to:

- know the educational programme, house rules of the institution and information about the educational institution;
- get help, detailed information and educational advice related to the child's development, behaviour and academic achievement;
- initiate a parents' association, school board (kindergarten board, school board, hall of residence board) or learner board and participate in its work;
- send a written proposal to the head of the educational institution, the teaching staff, parents' board (kindergarten board, school board, hall of residence board) or learner board;
- participate in the school lessons with the permission of the head teacher;
- personally or through their representatives, as defined by law, participate in school decisions;
- send requests to the educational ombudsman.

The members of the school board are:

- representatives of the teaching staff;
- representatives of parents or school parents' associations;
- representatives of the learner union.

The school board decides on:

- approval of the operation and work programme of the institution;
- the election of officers;
- cases that the teaching staff of the school board delegate to them.

The school board is involved in the examination of appeals against school decisions. The school board may issue an opinion on all matters relating to the functioning of the educational institution.

School-leaders/leadership teams, teachers and specialist staff

The school head is responsible for the professional and lawful operation of the institution, the preparation of the pedagogical programme and other documents regulating operation, the implementation of prescribed activities and data supply, supporting the decision-making of the teaching staff and ensuring the implementation of their decisions, and for sufficient co-operation with the school board, the employee representative



organisations, student unions and parent organisations. The school head is responsible for creating a safe and healthy environment for the institution.

Pursuant to the provisions, the school heads of public institutions have lost their financial management competences (it was taken over by the school maintenance centres). The head does not have any employer's rights, but they have the right to make proposals. The district authority determines the number of teachers and it also arranges for the substitution of teachers. The head of the institution organises the working time of teachers.

The operation of schools (or other educational institutions, e.g. kindergartens, dormitories, etc.) is regulated by documents that are obligatory to draft. The most important regulatory documents guiding day-to-day operation are the Organisational and Operational Regulations and the House Rules. The documents regulating the operation have to be made public. The main document of the professional performance of the institution is, in the case of kindergartens, the educational programme, and, in the case of schools, the pedagogical programme, which contains the local curriculum. The responsibility of preparing these obligatory documents lies with the school head.

The education of learners with SEN requires:

- a special or conductive educator with appropriate skills to educate learners and perform developmental teaching, according to the type and extent of the learners' SEN, special curricula, course (text) books and other tools;
- in cases of individual progress education or inclusive education, a special or conductive educator with appropriate skills to educate learners according to the type and extent of their SEN, in line with the requirements set by the committee of experts; furthermore, special curricula, course (text) books for the classes and special medical and technical equipment;
- the committee of experts' decision on the areas to be developed.

Special needs education shall be provided in line with the pedagogical assistance service committee of experts' opinion. The members of the committees are psychologists, special educators and medical doctors. They draw up an expert opinion on the child. They should take into account the opinion of the parent and the mainstream educators, if relevant. Based on this opinion, they make a proposal for the institution providing kindergarten education or school education, as well as for the specific requirements for education and teaching of the child or learner. The committee of experts may make a proposal not only for the child's admission to special classes, but also for their transfer from a special class to a mainstream school.

In educational institutions catering for learners' special educational needs, compulsory habilitation and rehabilitation class activities (individual development) shall be organised for learners with special needs. The student shall take part in as many habilitation and rehabilitation class activities for health and pedagogical purposes as necessary in order to reduce the disadvantage stemming from their special needs.

The educational institution shall prepare an individual development plan for the child/student with special educational needs with the special educator, and shall record



the results of development at least once a year. The parents shall be informed of the content of the individual development plan and the results achieved.

According to 'Act CXC of 2011 on National Public Education', if the individual capabilities and the development of the student with special educational needs so require, the principal shall exempt them on the basis of the opinion of the expert committee:

- from numerical evaluation and assessment, and require written evaluation and assessment instead;
- from evaluation and assessment of certain subjects or parts of subjects, with the exception of practical training.

In the secondary school leaving examination, students can choose another subject instead of the subjects as defined above, in accordance with the examination rules.

According to 'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions':

- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the time allotted for answering the written questions for the examinee with special educational needs shall be increased by a maximum of thirty minutes
 - it shall be allowed for the examinee with special educational needs to use the tools generally used during their studies
 - examinees with special educational needs may sit an oral examination instead of a written examination;
- Upon the request of examinees with special educational needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,
 - the preparation time allotted for the examinee with special educational needs shall be increased by a maximum of ten minutes
 - examinees with special educational needs may pass an oral examination in writing.

The principal can permit individual progress education and training for the learner with SEN (based on the professional opinion of the diagnostical committee). The permit must specify by the end of which grade the student must achieve the study requirements for the subjects. Individual progression – from all or some subjects – can last until different grades, but no later than the end of the fourth grade.

Act CXC of 2011 on National Public Education

'Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions'

'Decree No 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions'

Guideline for kindergarten education of children with special educational needs



Guideline for school education of learners with special educational needs

Stakeholders in the local communities

Some of the rights of parents are to:

- know the educational programme, house rules of the institution and information about the educational institution;
- initiate a parents' association, school board (kindergarten board, school board, hall of residence board) or learner board and participate in its work;
- personally or through their representatives, as defined by law, participate in school decisions.

The members of the school board are:

- representatives of the teaching staff;
- representatives of parents or school parents' associations;
- representatives of the learner union.

The school board decides on:

- approving the operation and work programme of the institution;
- the election of officers;
- cases that the teaching staff of the school board delegate to them.

The school board is involved in the examination of appeals against school decisions. The school board may issue an opinion on all matters relating to the functioning of the educational institution.

Local-level decision-/policy-makers

The pedagogical programme of schools containing the local curriculum (based on the framework curricula) and the educational teaching programme constitutes the third, local level of regulation. School-level content regulation documents are adopted by the teaching staff and are subsequently approved by the school maintainers following consultation with experts.

Non-governmental organisations, disabled people's organisations or other organisations representing vulnerable groups

Steady anti-segregation working groups under the school district councils prepare annual reports about their activity to the Klebelsberg Centre. Their responsibilities are monitoring of anti-segregation processes setting up and operating early warning systems, making proposals on anti-segregation measures. Furthermore, they monitor the distribution of students and help public-maintainer dialogue. In addition, anti-segregation working groups shall be set up in every school district at local level on the basis of the modifications, effective from November 2017.

Representatives of churches, other state-owned maintainers of public education institutions, civil organisations, child and family protection institutions, local self-



governments, self-governments of ethnic minorities, micro-regional authorities, educational centres and higher education institutions can also be invited to the anti-segregation working groups.

Other(s)

Greater involvement of pupils and young adults with special educational needs in career guidance activities should be promoted, in order to improve their chances in the labour market. In this whole process, innovative university initiatives that offer teacher training for guidance counsellors and staff in public education institutions by introducing new participative methodologies could play a major role, for example, the Up the Road! (Útra fel!) programme.

6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

Yes.

6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

The National Core Curriculum is issued within the legal framework. During the legislative process, draft legislation is available to the public, and pre-registered NGOs and civil and professional organisations receive it directly for comment.

At the middle level of the system are the framework curricula issued by the minister responsible for education. Different framework curricula must be applied just in some of the special schools (where students with intellectual disabilities are educated), but these different framework curricula are based on the National Core Curriculum also.

The pedagogical programme of schools containing the local curriculum (based on the framework curricula) and the educational-teaching programme constitutes the third, local level of regulation. School-level content regulation documents are adopted by the teaching staff and are subsequently approved by the school maintainers following consultation with experts.

Some of the rights of parents are to:

- know the educational programme, house rules of the institution and information about the educational institution;
- initiate a parents' association, school board (kindergarten board, school board, hall of residence board) or learner board and participate in its work;
- personally or through their representatives, as defined by law, participate in school decisions.

The members of the school board are:

- representatives of the teaching staff;



- representatives of parents or school parents' associations;
- representatives of the learner union.

The school board decides on:

- approving the operation and work programme of the institution;
- the election of officers;
- cases that the teaching staff of the school board delegate to them.

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

There are many positive examples of the use of innovative pedagogical approaches in schools run by the Klebelsberg Centre (KK). The aim of the KK is to collect and disseminate these successful teaching and learning practices in as many schools as possible. The collected examples of good practice will be put into a knowledge-sharing system. The KK has selected – through a call for proposals – 299 institutions with exemplary pedagogical models that act as *methodological centres* and provide regular support to other schools in the adoption and use of successful practices. The Mentoring Institutes provide monthly classroom visits and workshops to achieve this objective. By active support available to public schools, a professional dialogue will be initiated that will strengthen the effectiveness of pedagogical work in the long term. The KK has launched a call for applications for Mentoring Institutions to increase professional effectiveness. There are 299 Mentoring Institutes with a total of 352 methodological models to choose from for schools across the country that wish to benefit from this service. Some institutions have one model, others have several, and some have teachers presenting several models. In addition to providing an opportunity for professional renewal and development, the visits and workshops organised by the mentoring institutions can count towards the 120 hours of further training required every seven years.

[Klebelsberg Központ](#)