



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Hungary

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

The draft report has been prepared by the Profile Team and do not reflect the views of the Ministry of Human Capacities, Hungary.

The draft report was discussed with Mr László Kiss, Pedagogical Professional Services and Special Education, Department for Public Education, Ministry of Human Capacities, Hungarian Representative Board member of the European Agency.

The information in the report has been partially validated.

Sections that are not validated are marked with an asterisk (*).

Key informants for the Profile:

Ms Zsuzsa Sallaine Sipkai, Sure Start Children's Houses, Ministry of Interior

Ms Mária Kőpataki Mészárosné, former National Co-ordinator of Hungary in the European Agency

Ms Orsolya Endrődy-Nagy, Associate Professor of Education at the Faculty of Psychology and Pedagogy, Eötvös Loránd University

Ms Eszter Szegedi, School leader at Fészek Waldorf School and consultant at Tempus Public Foundation (Hungarian National Agency of the Erasmus+ Programme of the EU)

Mr Ádám Horváth, Head of Division at Center for Digital Pedagogy and Methodology

* The main challenges for the preparation of the profile were seen as:

Governance of education and training is traditionally not driven by formative strategies in Hungary. The main instruments to achieve government specific policy goals are rather legislation and financing. Strategic documents are often quite theoretical without coherent and consistent action- and evaluation plans. Legislation and official strategic documents don't give a realistic overview on the situation of inclusive education.

Sources (reports, articles, definitions, data, etc.) on promoting inclusive education are fewer than sources on fighting different forms of segregation in the education system. Inclusive education as a policy vision is less commonly articulated than the will to fight against segregation or marginalisation of different groups of children/learners.

There are not too many up-to-date official evaluation studies on inclusive education from the last 5 years as a consequence of the retreat of educational research. In some cases, we had to use sources older than 5 years.

Besides the few most discussed and indeed biggest groups of children/learners at risk of segregation or marginalisation, there is very limited information on the issues with the inclusion of further, smaller groups and individuals.

(Semi)hidden segregation mechanisms in mainstream schools are very difficult to grasp by official papers and statistics. Grouping of children/learners in separate groups/classes (e.g. based on how 'easy' to work with them is) is a tradition that have been present in the Hungarian education system for a long time.

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. Authors: Ferenc Arató, Enikő Gönczöl, Eszter Szegedi, Editors: Bertalan Péter Farkas, Marianna Szűcs: Country Report of Hungary, Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education ([STAIRS](#)) Project (2019-2022), Tempus Public Foundation, Knowledge Centre, November 2019 (EN)
2. National Reform Programme of Hungary (2019), European Semester
3. Mária Kőpataki Mészárosné: Inclusive Education: The Way of the Future (Inkluzív oktatás – a jövő útja), unpublished UNESCO report (UNESCO-jelentés tervezet), 2013 (HU)
4. Nóra L. Ritók: Invisible Hungary (Láthatatlan Magyarország,) Tea Kiadó Kft., 2017 (HU)
5. Strategies and Tactics to Combat Segregation of Roma Children in Schools, Case studies from Romania, Croatia, Hungary, Czech Republic, Bulgaria, and Greece, FXB Center for Health and Human Rights, Harvard University, 2015 (EN)

Internal, non-public or working documents used:

No. 1 in the list is a draft project report from the Erasmus+ STAIRS Project. The report will be available soon.

No. 3 in the list has finally not been submitted to UNESCO.

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

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 basic 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 upper secondary general school examination certificate after finishing their vocational programme. The special skills development schools provide general and practical skills education.

Learners can follow the Public Education Bridge Programme (Köznevelési Hídprogram) after the grade 8 in case they do not have the admission certificate to access ISCED 3 programmes.

In order to follow Vocational Education Bridge Programme (Szakképzési Hídprogram), learners must have at least completed grade 6 and must be older than 15. From 2020/2021 the Bridge programmes will be discontinued and replaced by a 1-year training school for those who leave school without qualifications.

Public education institutions:

- kindergarten (in Hungarian: óvoda), typical age range 3-6/ ISCED02
- primary school (általános iskola), grades 1-4 (alsó tagozat), typical age range 6-10/ISCED1
- primary school (általános iskola), grades 5-8 (felső tagozat), typical age range 11-14/ISCED2
- general secondary school (grammar school, gimnázium), mostly grades 5-12 (8-osztályos), typical age range, 11-18(19)/ ISCED2-3
- general secondary school (grammar school, gimnázium), mostly grades 7-12 (6-osztályos), typical age range, 13-18(19)/ ISCED2-3
- general secondary school (grammar school, gimnázium), mostly grades 9-12 (4-osztályos), typical age range, 15-18(19)/ ISCED3
- vocational secondary school (szakgimnázium), typical age range 15-18(19)/ISCED3
- vocational school (szakképző Iskola and technikum), typical age range 15-18(20)/ISCED3
- vocational school for pupils with SEN (szakiskola), typical age range 15-18/ISCED3

- *special skills development school (kézségfejlesztő iskola), typical age range 15-18/ISCED3*
- *primary art school (alapfokú művészeti iskola) /ISCED 1-2*
- *supplementary language school of those belonging to a nationality (kiegészítő nemzetiségi nyelvoktató iskola)*
- *special educational and conductive education institution (gyógypedagógiai, konduktív pedagógiai nevelési-oktatási intézmény) – non-inclusive institution, it can be kindergarten, primary school etc. also*
- *hall of residence/kollégium*
- *pedagogical assistance service institutions/ pedagógiai szakszolgálati intézmény (support institutions)*
- *institution providing pedagogical professional services / pedagógiai-szakmai szolgáltatást nyújtó intézmény (support institutions)*

Combinations of the above-mentioned institutions also exist.

b. the different authorities responsible for different types of provision etc.

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.

Klebersberg Centre, a governmental intermediary body established in 2013 (reorganised in 2016) is responsible to run state-owned schools (via now 60 school district centres) is the middle-level authority.

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

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

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

[European](#) *Structural and Investment Funds/ Európai Strukturális és Beruházási Alapok*

2014-2020

Through nine national and regional programmes, Hungary has been allocated EUR 25 billion from ESI Funds over the period 2014-2020. With a national contribution of EUR 4.63 billion, Hungary has a total budget of EUR 29.63 billion to be invested in various areas, from infrastructure networks in transport and energy, SME competitiveness, employment measures, to environmental protection measures, the low-carbon economy, research and innovation as well as investments in social inclusion and education.

[Swiss](#) *Contribution/Svájci Hozzájárulás*

Starting in 2008, Switzerland began to support several projects designed to reduce economic and social disparities in the enlarged EU. These projects mainly relate to the environment, health and education. In 2019 the Swiss Parliament approved the continuation of the co-operation programme.

[Erasmus+](#)

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion. Estimated numbers of people and organisations benefitted from the programme between 1998 and 2017: 66 200 higher education students, 40 600 youth exchange participants, 30 400 vocational training learners, 87 400 education staff and youth workers, 2 400 European volunteers, 1 200 Erasmus Mundus students and staff.

[Norwegian](#) *Fund/Norvég Alap*

Currently there is no signed agreement between Iceland, Liechtenstein, Norway and Hungary on the EEA and Norway Grants for the 2014-2021 funding period.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	<p>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.</p> <p>*Tracking starts early in Hungary: partially at Grade 5 (age 10-11) or later at Grade 7 (age 12-13), when students can apply to an 8-year or 6-year general secondary school. Around 85% of Hungarian students are in schools which can select students according to academic performance or recommendations from feeder schools, based mainly on their academic records (compared to the OECD average of 43% of students in such schools). Evidence shows that the Hungarian system of school choice can lead to socio-economic drawbacks and disparities in student performance. Increasing number of 6 and 8 grade secondary schools, church maintained 'elite' institutions, lowering of compulsory school age from 18 to 16, growing concentration of disadvantaged and Roma pupils in certain schools amplify early selection.</p>
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	No	Not applicable in the Hungarian education system.
Grade retention	Yes	<p>Students who complete a school year with mark 1 (marks are from 1 to 5) from a subject, or in grade 1 in primary with 'not satisfactory result', or in primary 1 upon parental request, are required to repeat a year (they may re-sit one subject). *Multiple grade retention may result in marginalisation for children/learners with disadvantaged background (e.g. children/learners from the Roma minority) and make them leave the compulsory education system early without any qualification.</p> <p>*Immigrant families' children/learners not speaking Hungarian are often placed in lower grades in schools than their same-age native peers.</p>
Multiple languages of instruction	Yes	<p>In 2019 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 disadvantaged background access to these institutions is challenging.</p>

		National minority self-governments (German, Romanian, Serbian, Croatian, Slovakian, Slovenian, Greek, etc.) maintain kindergartens, schools (91 institutions in 2019) covering education of 1,1% of all enrolled children/learners in the country. Members of the given national minorities and also from the mainstream society attend these institutions.
Policies on access to compulsory education in local schools	Yes	<p>The National Act on 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 his or her own religious, ideological beliefs, and nationality.</p> <p>However, every general secondary school may determine admission requirements and may organise entrance examinations.</p> <p>After consulting the teaching staff, the head teacher is entitled to decide on placing students into classes or groups.</p> <p>Children/learners living in the so-called school district have priority in the admission process.</p> <p>Annual revision of school district borders is an important desegregation tool. Educational district centres (tankerületi központok) have received rights to influence the borders 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.</p>
Home schooling	Yes	Regulations on home schooling have recently changed. From the 2020/2021 school year the so called magántanuló 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 Education Authority from 2020/2021.
(others ...)		

*** (iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?**

Roma

These levels of poverty amongst Roma also play a role in the various exploitations of Roma children, particularly women and girls, who suffer poverty more than their male counterparts. In many cases, the Roma are segregated regionally into isolated pockets in both urban and rural settings, and these communities are generally the most deprived. Basic necessities are often lacking in such regions, including water, sanitation, electricity or heat. Poor road conditions and public transportation make it even harder to access employment opportunities, schools, social–health care services. Families, who are impoverished to this extent, struggle with daily life, children may stay at home instead of going to (pre)school to help with younger siblings, or parents may leave for extended periods. As well as

being isolated as communities, these levels of poverty and social exclusion lead to the institutional exclusion of the Roma.

[Official](#) estimates put the number at around 700,000 making Roma the largest ethnic minority in Hungary.

Disadvantaged children/learners living in poverty

[Available](#) reports and figures are controversial about trends in child poverty in Hungary. By the National Reform Programme, the share of people at risk of poverty and social exclusion is falling. At the same time, 20% of children live in income poverty in Hungary. Considering other indicators, such as the labour-market position of parents and material deprivation, we can observe that poverty or social exclusion affects 34% of children. [The](#) impact of recent measures targeting the even distribution of disadvantaged children/learners across schools is limited. Disadvantaged children tend to be concentrated in vocational secondary schools where poorer levels of basic skills, higher dropout rates and lower pay and career prospects are more prevalent. The low participation of disadvantaged groups, in particular Roma, in quality education is a missed opportunity to build up human capital.

Children/learners with Special Educational Needs

[In](#) Hungary, experts estimate – illustrated by international surveys – that ca. 10% (1 million people) of the total population live with some kind of disability. People (especially children) with disabilities and their families constantly experience barriers to the enjoyment of their fundamental rights and their inclusion in society. Their abilities are overlooked, their capacities are underestimated, and their needs are given low priority. Yet, the barriers they face are more frequently the results of the environment in which they live rather than the result of their impairment.

Every third child is in need in Hungary. According to the data of the National Social Inclusion Strategy, the child poverty rate is 21%, which means that ca. 380,000 children live at risk of poverty.

Other groups

There are further smaller groups vulnerable to exclusion and marginalisation like children/learners from immigrant families, learners labelled as members of the [LMBTQI](#) community, children of prisoners, etc.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

[Historically](#), the roots of the recent divergence in lifestyle and living conditions of the Roma and non-Roma communities began with modernisation and the introduction of compulsory education in the 18th-19th century. These developments largely passed the Roma by, thus cementing their exclusion from society. A change came with the decision of the communist regime in the 1960s to pursue the forced assimilation of Roma. This policy forced Roma both into employment – overwhelmingly as unskilled labourers in heavy industry and construction – and into the educational system. In the years since the transition from socialism to a market economy started in 1989/90 marked both the end of Hungarian heavy industry and of compulsory employment. The explosion in secondary school completion and higher education failed to extend to the Roma, who were generally stuck at the primary level. The low education levels of Roma and their segregation in schools are exacerbated by the Hungarian education system's predilection for educating problematic children separately, usually under worse conditions.

[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. There are now integrated forms of schooling in most sectors of education. In the 2019/2020 academic year, 72% 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 2019, 71% of the children and learners with disabilities participating in the public education system received education in an inclusive methodological framework.

The changing the role of the special institutions took place at the turn of the 20th-21st century. The institutions of well-known historical background have lost more than half of their students in the past decades. By the increasing rate of integrated 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 centre 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 Methodological Centres (Egységes Gyógypedagógiai, Konduktív Pedagógiai Módszertani Intézmény-EGYMI). Earlier, these centres 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 integrate pupils with special needs. On one hand, the primary target group of their services are pupils with SEN (specific development, equipment rental), on the other hand they also support the mainstream teachers and communities (inclusive attitudes, special methodologies, technics, differentiation, retraining, etc.)

Another support institution is the Pedagogical Assistance Service (Pedagógiai Szakszolgálat) with the following duties among others: special education consulting, early development, education and care, (early intervention and prevention, early childhood education and care); 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.

The main priorities of the education and inclusive education is determined by the following strategies in the 2014-2020 developing period:

- National Disability Program 2015-2025,*
- Human Resources Development Operational Programme 2014-2020,*
- Public Education Development Strategy.*
- Medium-term strategy against leaving school without qualifications 2014-2020 (ESL Strategy); Action Plan.*
- National Strategy for Social Inclusion I and II; Action Plans.*

The objectives of these strategies are:

- Developing the SEN welfare system that provides the ability to recognize individual needs and characteristics and those additional services.*
- Strengthening the inclusive education in the regular institutions.*
- Strengthening the role of the 'uniform special educational, conductive pedagogical methodological institutions' (EGYMIs) in the inclusive education (developing the so-called 'mobile special educator systems' of the EGYMIs).*
- Improving the severe and multiple disabled children' supports.*
- Developing of 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 programs.*

Main objective of the ESL Strategy is to promote access to inclusive, quality mainstream education for all, enhance 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 school leavers without a qualification to 10% by the end of the decade. Measures involved in the ESL 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. ESL 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 2019), 71% of the learners with special educational needs, and 78 % of the educational institutions are involved in inclusive education.

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

Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Act on the implementation of UNCRC Act on the Protection of Children and the Administration of Guardianship	Hungary signed the UNCRC in 1990 and ratified it in 1991.
Disability (UNCRPD)	Act on implementation of UNCRPD	Hungary ratified the UNCRPD and its Optional Protocol in 2007.
Gender (Convention on discrimination against women CEDAW)	Decree-Law on implementation of CEDAW	Ratified in 1980.
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	executive parts in various acts and decrees	Legal ratification was not needed because it is a declaration.
International Convention on the Elimination of All Forms of Racial Discrimination	Decree-Law (implementation)	Ratified in 1967.
Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	Decree-Law (implementation)	Ratified in 1987.

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
The Fundamental Law of Hungary	Enacted in 2011.	The Constitution is the basic statute of the State, the highest-level legal norm in Hungary, and it contains the most important regulations related to the structure and operation of the State. Since the Constitution is the highest norm in Hungary is, no legislation may be adopted that stands in contradiction to its contents. The Fundamental Law is the foundation of the Hungarian legal system. The Fundamental Law and legislative regulations are binding to all persons. The provisions of the Constitution must be interpreted in accordance with their purposes, the National Avowal and the achievements of our historical Constitution.

Act on National Public Education	Enacted in 2011. Most important recent amendment in 2019.	The purpose of the Act is to create a public education system which contributes to the harmonic mental, physical and intellectual development of children and young people through the conscious development of their skills, abilities, knowledge, proficiencies, emotional and volitional characteristics and cultural education corresponding to their age characteristics, thus educating people and responsible citizens who are virtuous and capable of independent life as well as achieving their objectives, while harmonising private interests with the interests of the public.
Decree on the National Core Curriculum	Enacted in 2012. Most important recent amendment in 2020.	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 contentwise and with regard to the approaches it has been using.
Government Decree	Enacted in 2013.	Rules of the textbook market, textbook accreditation and subsidy of textbooks.
Act on Vocational Education	Enacted in 2019. Ministerial Decree implementing the Act: 2020.	The main objective of the new Act is to improve the quality of VET to boost compactivities.
Act on Child Protection	Enacted in 1997. Most important recent amendments in 2017.	Amendments on the protection of children and guardianship, to strengthen child protection system, as well as to amend other Acts.
Act on equal treatment and the promotion of equal opportunities	Enacted in 2003.	According to the principle of equal treatment, the same respect and circumspection shall be exercised and individual aspects shall be taken into account to the same extent regarding natural persons, groups of natural persons, legal persons, and organisations without legal personality, staying within the territory of Hungary, pursuant to the provisions of this Act. Direct discrimination, indirect discrimination, harassment, segregation, victimisation, and any instruction given to that effect shall constitute a violation of the principle of equal treatment as provided for.

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Please see 1.4 for answer		The strategies and guidelines listed under 1.4 are mostly built around the policy goals of the government. Guidelines published by the central public administration for policy implementation is not a common tool. Instead of soft policy measures the dominant governance tool is legislation and financing.

1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
National Disability Programme 2015–2025	Approved	The objectives of these strategies are: Developing the SEN welfare system that provides the ability to recognize individual needs and characteristics and those additional services. Strengthening the inclusive education in the regular institutions. Strengthening the role of the “uniform special educational, conductive pedagogical methodological institutions” (USEMI) in the inclusive education (developing the so called “mobile special educator systems” of the USEMIs). Improving the severe and multiple disabled children’ supports. Developing of 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 programs.
Human Resources Development Operational Programme 2014–2020	Approved	
Public Education Development Strategy 2014–2020	Approved	
National Reform Programme 2019	Approved	Achieving high quality education via combating exclusion, reducing early school leaving, compulsory pre-primary education for all from the age of 3, developing ICT skills, improving textbooks.
Hungarian National Social Inclusion Strategy 2011-2020	Approved	A framework strategy of the policy of lifelong learning, public education development, leaving school without qualification, the former ‘Making things better for the children strategy’, and Roma integration.
Migration Strategy 2014-2020	Approved	Children/learners from migrant families staying in Hungary with a sound legal background have the same rights regarding participation in the education system like their native peers.
Guideline for the education of learners with special needs	Approved	Methodological instructions for the teachers and educational institutions. The guideline is expected to move forward the development of attitudes of mainstream teachers to the 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.

<p>Medium-term strategy against leaving school without qualifications 2014-2020 (ESL Strategy)</p>	<p>Approved</p>	<p>Main objective of the ESL Strategy is to promote access to inclusive, quality mainstream education for all, enhance 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 school leavers without a qualification to 10% by the end of the decade. Measures involved in the ESL 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. ESL strategy has a focus on students at risk of drop-out, especially socially disadvantaged and multiple disadvantaged – including Roma – students.</p>
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1.5 Is there a definition of inclusion in education?

No

Inclusion, or any Hungarian equivalent of the term is not defined in the Act on National Public Education, the National Core Curriculum and the National Core Programme of Kindergarten Education.

Education professionals use different approaches and definitions for inclusion.

According to the Act 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.*

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

1.6 Is there a definition of vulnerable groups?

No

Vulnerable groups at risk of exclusion/ marginalisation, or any Hungarian equivalent of the term is not defined in the Act on National Public Education, the National Core Curriculum and the National Core Programme of Kindergarten Education. The Act on the Protection of Children and the Administration of Guardianship define the criteria of the disadvantaged or multiply disadvantaged statement and the risks.

Education professionals use different approaches and definitions for vulnerable groups at risk of exclusion/ marginalisation.

1.7 Is there a definition of special educational needs?

Yes

Formerly, the Act on (National) Public Education used 'sajátos nevelési igény' for the translation of the term special educational need. After the revision of the educational legislation 'kiemelt figyelmet igénylő' (children with need on greater attention) became the umbrella-term of two sub-groups:

- *Children and learners eligible for special treatment,*
- *Socially disadvantaged or multiply disadvantaged children and learners.*

Children and learners eligible for special treatment are:

- children/learners with SEN,
- children and learners with integration, behavioural and learning difficulties,
- children and learners with outstanding talent.

1.8 Please provide information on any future developments planned for inclusion in education.

Hungary is member country of the European Agency for Special Needs and Inclusive Education and participant of many ongoing and outlined projects. The aims of these projects are e.g. improving (national and cross-national) data collection on inclusive education. It is anticipated that Hungary will consider the findings and recommendations of these activities in future policy making.

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

Education reports, evaluations about legislation and policy exist, mostly published by central governmental institutions, but inclusive education is not in the focus of these documents. Project outputs, including reports and evaluations/guidelines produced as a member country of the European Agency of Special Needs and Inclusive education are available, most of them both in English and in Hungarian:

- Country Policy Review and Analysis
- Inclusive Early Childhood Education, Changing Role of Specialist Provision in Supporting Inclusive Education: Mapping Specialist Provision Approaches in European Countries, Inclusive School Leadership: Exploring Policies Across Europe
- Inclusive School Leadership: Exploring Policies Across Europe
- Raising the Achievement of all Learners in Inclusive Education, ICT for Information Accessibility in Learning, ICT for Inclusion, Organisation of Provision to Support Inclusive Education

There was in 2020 the report of the UNCRC and planned (but postponed) the report of the UNCRPD.

In 2020, the National Core curriculum and the framework curricula, furthermore the Guideline for the education of pupils with special needs were revised.

*Furthermore, there are smaller scale initiatives of producing alternative reports within NGOs, projects like the STAIRS project mentioned among the 5 most informative recent sources on inclusion in education. Some further sources are:

- [2012–2016 Convention on the Rights of Persons with Disabilities](#), Review reports made by the Ombudsman with a few cases relating to inclusive education, and some cases which are connected to it.
- [Strategies and Tactics to Combat Segregation of Roma Children in Schools](#), FXB Center for Health and Human Rights Harvard University 2015
- [Klára Gurzó–Dániel Horn: The long-term consequences of early tracking of children/learners to an educational pathway in education, Lessons learnt from a policy experiment, Közgazdasági szemle, October 2015 \(p. 1070–1096\)](#)
- [Alternative report on the situation of children's rights in Hungary as defined under the UN Convention on the Rights of the Child \(2014-2019\)](#), Gyermekjogi Civil Koalíció, 2019
- [Country Report: Hungary](#), Asylum Information database, 2018
- [Asylum-seekers' children's weakening social safety net in Hungary](#), 2017

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

*In policy making and legislation in inclusive education one of the biggest challenges is the lack of attitudes to recognise and acknowledge the values of diversity.

Clear and structured strategic goals for education and inclusive education have been set in the most important strategic framework papers like the National Disability Programme 2015–2025, the Human Resources Development Operational Programme 2014–2020, or the Public Education Development Strategy 2014–2020:

- *developing the SEN welfare system that provides the ability to recognise individual needs and characteristics and relevant additional services;*
- *strengthening inclusive education in mainstream institutions;*
- *strengthening the role of Unified Special Educational, Conductive Educational Methodological Institutions (USEMIs) in inclusive education;*
- *improving support for children with severe and multiple disabilities;*
- *developing pedagogical assistance services;*
- *improving quality-based early childhood education and care;*
- *career-building, further education, career counselling system, dissemination and practice of individual transfer programmes, transition (individual transition plans).*

Co-ordinated amendments in the national legislation on education and child protection resulted in more precise and unified definitions on e.g. terms like children/learners with special educational needs.

From 2020, the new Guideline for the education of pupils with special needs to be put into force connecting of the updated National Core Curriculum. The guideline is expected to move forward the development of attitudes of mainstream teachers to the 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.

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

Yes

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	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 program to harmonize 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 2020.
Identification of needs / referral for services	Yes	Due to the strategic planning of allocation of EU resources for the cohesion policy ministries (and deputy state secretariats) participate in the planning process in working groups.
Data sharing	Yes	Due to the strategic planning of allocation of EU resources for the cohesion policy ministries (and deputy state secretariats) participate in the planning process in working groups.
Monitoring and evaluation	Yes	Due to the strategic planning of allocation of EU resources for the cohesion policy ministries (and deputy state secretariats) participate in the planning process in working groups.
Quality assurance and accountability	Yes	Due to the strategic planning of allocation of EU resources for the cohesion policy ministries (and deputy state secretariats) participate in the planning process in working groups.
(others ...)		

If no, please give further information:

*2.2 Are there shared responsibilities between central and local governments on inclusion in education?

P No P Yes

Area	Yes/No	Description: who is involved and how
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Policy development, implementation and coordination	*kindergartens yes / schools rather no than yes	Maintaining kindergartens is the duty of local governments/municipalities. Maintaining most of the schools is the duty of governmental maintainers. In 2013 schools has been taken over from local municipalities all over the country by the Klebersberg Maintenance Centre, which was a centralised governmental institution. In 2016 the Klebersberg Maintenance Centre - due to more efficient task performance - was split in 60 regional school district centres (maintainers) and the Klebersberg Centre (governmental intermediary body between the ministry and the school district centres).
Identification of needs / referral for services	*kindergartens yes / schools rather no than yes	Maintaining kindergartens is the duty of local governments/municipalities. Maintaining most of the schools is the duty of governmental maintainers. In 2013 schools has been taken over from local municipalities all over the country by the Klebersberg Maintenance Centre, which was a centralised governmental institution. In 2016 the Klebersberg Maintenance Centre - due to more efficient task performance - was split in 60 regional school district centres (maintainers) and the Klebersberg Centre (governmental intermediary body between the ministry and the school district centres).
Data sharing	Yes	Klebersberg Centre (formerly Klebersberg Maintenance Centre), a governmental intermediary body established in 2013 (reorganised in 2016) to run state-owned schools collects and analyses statistical data and contributes to regional and national policy making via currently 60 school district centres. Head teachers provide yearly national education statistics to the Public Education Information System (KIR) and the National Data Collection Programme of the National Statistics Office (OSAP).
Monitoring and evaluation	Yes	Steady anti-segregation working groups under the school district councils prepare annual reports about their activity to the Klebersberg Centre. Their responsibilities are monitoring of anti-segregation processes setting up and operating early warning systems, making proposals on anti-segregation measures. 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, higher education institutions can also be invited to the anti-segregation working groups.

Quality assurance and accountability	*No	*A school-district level governance and a national inspection system for checking and evaluating teaching was introduced in 2013. External evaluation is conducted by the Education Authority on all levels of public education. The national pedagogical-professional evaluation 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 learners at standardised tests. The supervision of lawfulness of all maintainers is conducted by the Government Offices.
(others ...)		

If no, please give further information:

2.3 Are non-governmental organisations and/or associations involved in governance processes?

Yes

Involvement of non-governmental organisations in strategy making is limited to a very small extent. Representatives of NGO's can sometimes participate (as invited guests) in advisory bodies established by the government.

The National Public Education Council (OKNT) which is a proposer, a reviewer and a consultative body of the Minister responsible for education. It monitors the state of school education, 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 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 teaching staffs, the academies (Hungarian Academy of Sciences, Hungarian Academy of Arts), the Rectors' Conference, the practising schools and the National Public Education Council).

The Council of National Minorities is a consultative body of the minister responsible for education submitting proposals. It has to be consulted before the adoption of textbooks in national minority education. Its members are delegated by the national governments of national minorities.

Anti-segregation Roundtable: established by a proposal of the minister responsible for education, its task is to undertake analysis and make proposals for the elimination of segregation.

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

Yes

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Office of the Commissioner for Fundamental Rights (Alapvető Jogok Biztosának Hivatala). Commissioner for Fundamental Rights is the legal successor of the Parliamentary Commissioner for Civil Rights, who

		<p>ensures the effective, coherent and most comprehensive protection of fundamental rights and in order to implement the Fundamental Law of Hungary.</p> <p>The Commissioner for Fundamental Rights pays special attention to the protection of the rights of children the rights of nationalities living in Hungary, the rights of the most vulnerable social groups, the values determined as the interests of future generations.</p> <p><u>In</u> the interest of raising the level of protection against discrimination, the Equal Treatment Authority (Egyenlő Bánásmód Hatóság) core responsibility is handling individual and third-party discrimination complaints. In asserting the principle of equal treatment, the Authority's application of the law, that is the use of administrative procedures to investigate rights violations.</p>
School inspection	Yes	<p><u>Besides</u> the 5-yearly compulsory self-evaluation of the education institutions there is a 5-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.</p> <p><u>External</u> evaluation has uniform rules and procedures at all levels of public education (kindergartens, basic and upper secondary schools) and it 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.</p>
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	<p>The support institutions are:</p> <p>Unified special educational, conductive educational methodological institution (EGYMI). With regard to special needs provision, EGYMIs are very important among multi-purpose institutions. An EGYMI may be established for assisting the education of children / students with special education needs together with other children / students. Within the framework of the institution there shall be an institutional unit performing exclusively kindergarten, primary school, school or secondary school activities conducting developmental education catering only for children / students with special education needs, as well as a mobile network of special educators and conductors' tasks. EGYMI may also fulfil the tasks of family support services and school healthcare services, as well as the</p>

lending of special education and conductive education tools and aids, and it may operate a hall of residence. Within the EGYMI, separate institutional units independent from the organisational and professional aspects shall be created for each function, with the exception of family support services and school healthcare services and the lending of special education and conductive education tools and aids. The duty of the mobile network of special educators and conductors shall be to provide experts with appropriate professional qualification as required for the education of children / students with special education needs for educational institutions performing the pre-school or school education of children / students with special education needs partly or fully together with peers and students in the same pre-school group or school class, in case the educational institution does not dispose of an expert having special educator or conductor qualification to be employed.

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; , and
- information and counselling service for student information and counselling service related to students and
- early-warning and pedagogical support system for preventing drop-out.

The pedagogical assistance services' duties include:

- special education consulting, early development, education and care, (early intervention and prevention, early childhood education and care);
- 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; and
- promotion of particularly talented children/students.

Guideline for the education of learners with special needs: Methodological instructions for the teachers and educational institutions. The guideline is expected

		<p>to move forward the development of attitudes of mainstream teachers to the 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</p> <p>All of the teachers (included the school leaders) can absolve at least 120 credits (120 hours, lessons) in the teacher further training system during every seven years period.</p>
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	<p>A school-district level governance and a national inspection system for checking and evaluating teaching was introduced in 2013. External evaluation is conducted by the Education Authority on all levels of public education. The national pedagogical-professional evaluation 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 learners at standardised tests. The lawfulness supervising of all maintainers is conducted by the Government Offices.</p>
(others ...)		

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
Funding from the central budget via the maintainer	<p><u>Most</u> of the funding from the national budget is transferred to kindergarten maintainers, which define the budget of kindergartens 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 children as well as the kindergartens' own incomes. There are two forms of state funding of kindergartens: normative (per-capita) and earmarked funding.</p>
Funding from the central budget via the Klebersberg Centre and the Regional school districts	<p><u>The</u> 2013 nationalization of schools had an impact on both the resources and their use. The most important changes were: 1) the ratio of direct state funding increased; and 2) schools' independent budget has been ceased. In the new scheme only (1) funding the professional tasks of former municipal schools, typically including teachers' salaries and material expenditures which directly needed for education was provided by the state in the beginning. Other costs of operation (2) such as public utility fees and costs related to the provision of students (meals, travel) were taken over by the state in the case of relatively small settlements automatically, whereas in relatively big settlements as</p>

	<p>requested by them. Proprietary expenditures meaning the third component of funding related to the renovation and extension of buildings (3) were fully charged on local governments.</p> <p>The above scheme was re-modified in 2017: item (2) fully became a state task, in parallel with completely abolishing the maintainer's right of local governments. At the same time, the so-called solidarity tax was imposed by the Budget Act of 2017 and 2018 as well on some local governments being in a relatively good financial situation. From this year only development and renovation costs (3) related to the proprietary right of school buildings are charged on local governments.</p>
Funding of VET schools	<p>In 2015 the maintenance of VET schools was taken over by the National Office for Vocational Education and Training and Adult Learning, institution of the Ministry of National Economy (since 2018: Ministry of Innovation and Technology). It fulfils its tasks through 44 VET centres.</p>
Funding of church owned institutions	<p>The Act on National Public Education warrants to support schools maintained by legally recognized churches and local governments of minorities, whereas the state contribution to the activities of schools of other private maintenance entities is determined by agreements with the individual maintainers. The basis of these agreements is the equal support to students and teachers.</p> <p>Following the same principle as applicable to local government kindergartens, the budget act relevant for 2018 grants 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 subvention also. 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.</p>
Funding of private institutions	<p>Following the same principle as applicable to local government kindergartens, the budget act relevant for 2018 grants a uniform average wage-based subsidy to all non-state schools. Besides this, the State can contract (so-called) "public educational agreement" with the non-governmental maintainer, and according to the agreement the maintainer can share extra subvention also. As regards institutions not under state maintenance, the institutions with a public educational agreement with the State may not collect tuition. In schools with no such contract the maintenance entity sets both the amount of the tuition and the rules on potential allowances. For VET schools not under state maintenance the use of the budgetary contribution is conditional on the</p>

	conclusion of a VET agreement by the maintenance entity with the competent government office.
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2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

*P Yes

*Yes, but only to a very limited extent.

The maintainers of the state-owned schools are the school district centres. The Klebersberg Centre is a governmental intermediary body between the ministry and the school district centres, which co-ordinates the work of the school district centres. The schools and the former maintainers (local authorities) have de facto no flexibility in making other than minor own financial decisions. The schools are involved the planning of own yearly budget, but the maintainer makes the final decisions.

Schools maintained within the educational district system have no separated form of economic management, the maintainers have it.

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Regular Child Protection Allowance (Rendszeres gyermekvédelmi kedvezmény)	<u>Regular</u> child protection allowance is one of the Family benefits. It entitles for free school meals and biannual voucher for children from disadvantaged families.
Free textbooks in schools	<u>All</u> children/learners from the 2020/2021 school year will be entitled for free textbooks. Formerly, only children with SEN had this support.
Free attendance of primary art schools for children with SEN	Attendance of primary art schools is free of charge for (multiply) disadvantaged children and children with certain disabilities.
Entitlements from local governments	<u>In</u> addition to the State, local governments may determine entitlement to regular child protection allowance on social basis. Families with very low income and severely ill children receive these grants. The local government in 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, 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.
Free-of charge education	In those public educational institutions which are maintained, 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: <ul style="list-style-type: none"> - kindergarten education, - compulsory primary education,

	<ul style="list-style-type: none"> - 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, - and the provision of hall of residence.
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2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

Every maintainer (state maintainer, churches, NGO's also) have to make in every year a yearly financial report and send them to the [Hungarian State Treasury](#) . The Hungarian State Treasury is a central budget agency with a separate operation and financial management, with an executive power, forming an independent legal entity with a national scope of competence, standing under the direction of the Minister of Finance concerning both the functional and the regulatory aspects. The Treasury performs its tasks through the Headquarters and the County Directorates. The mission of the Hungarian State Treasury is: disbursement of public funds, and control of these payments. The Treasury must keep data records and must provide information concerning budgetary appropriations (quotas/targets), real expenses and public expenditures in a manner that it permits control over the real financial activity (receipts and expenses) of the organizations belonging to the scope of the Treasury. Moreover, these records should be compatible with national and international accounting standards.

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Challenges

**The centralisation of the education system created an oversized governmental organisation responsible for maintaining approx. 80% of the schools via the school district centres. Against the principle of subsidiarity, relevant management decisions are being made in school district centres or at higher level.*

Centralisation and overregulation make it hard for schools to turn into learning organisations and local municipalities to act as responsible service providers for their communities which could generate an inclusive institutional environment and raise learning effectiveness.

Opportunities

Being an EU member country and playing an active role in international educational organisations and networks ensures that Hungary follows internationally agreed policy goals regarding inclusion.

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	All of these frameworks exist in one form or another (mostly within the activities of the Deputy State Secretariat responsible for education, the Education Authority or the Klebersberg Centre) for monitoring education but with no particular focus on inclusive education. Anti-segregation items aiming at children/learners with disadvantages and/or SEN within these frameworks are present.
For quality assurance across all levels of the system (national, regional, school)	Yes	According to the Act on National Public Education, and the Government Decree on the promotion of teachers and the execution of Act 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: a) Intern, b) Teacher I, c) Teacher II, d) Master Teacher, e) Researcher Teacher grades. It depends on the working years, special examinations, researcher activity, PhD, publications etc. Entering (from the Intern) to the Teacher I. and (from the Teacher I.) to the Teacher II. grades are obligatory.
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	Yes	According to the Ministerial Decree on the operation of educational institutions and on the use of names of public educational institutions, from 2016 every educational have to make self-evaluation once in every five year. Types of institutional self-evaluation: a) the teacher's self-assessment, b) the institution's management self-assessment, c) the institution self-assessment.

3.2 What data is collected on learners from vulnerable groups, how and why?

The European Agency Statistics on Inclusive Education work's agreed goal is to provide individual country, comparative and aggregated data that informs country-level work on learners' rights issues and informs debates on equity and access to inclusive education.

The EASIE quantitative data collection involves country experts providing statistics relating to population and enrolment, children, learners with an official decision of SEN. In order to put the quantitative data supplied by countries into a clear context, all countries provide descriptive, qualitative background information.

Public Education Information System (KIR)-National Statistical Data Collection (OSAP) is a compulsory annual national data collection from the headteachers via the maintainer to the central government. The data serves as a basis of the National Statistics Office yearly education database and big international data collection frameworks like the UNESCO/OECD/Eurostat data collection.

National Assessment of Basic Competencies Tests (Országos kompetenciamérés) and Foreign Language Competency tests (célnyelvi mérés, idegennyelvi mérés) comprise annual national assessments. In the assessments special rules apply for learners with SEN and in the National Assessment of Basic Competencies Tests learners with disadvantages have a special focus.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 1331309 Male: 683465 Female: 647844	Compulsory education age range population: 3-5 (compulsory kindergarten) and 6-16 (compulsory education) Most of the children/learners stay in (pre)/schools from 3 until 18-19 despite 16 is the end age of compulsory education by law. Learners from vulnerable groups are more likely to become early school leavers.	Hungarian Central Statistical Office, Children/learners enrolled in public education, 2018
(ii) How many learners are enrolled in all forms of education (i.e. educational settings	Total: 1550585 Male:795133 Female:755452		The public education portal for statistics , 2019

maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?			
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: M Female: M	UNESCO estimate of out of school rate by primary school age: 2.57%	UNESCO Institute for Statistics Database, 2017
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Learners: Total: 1365355 Male: 690103 Female: 675252	School year 2019/2020: (total/male/female) kindergarten: 328655/169792/158863/ primary: 350009/179826/170183 lower secondary: 375700/192147/183553 upper secondary: 310991/148338/162553	The public education portal for statistics, 2019
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Learners with SEN who are in inclusive settings (from the point IV): Total: 65269 Male: 43634 Female: 21635	School year 2019/2020: (total/male/female) kindergarten: 8426/5821/2605 primary: 16965/11554/5411 lower secondary: 23912/15701/8211 upper secondary: 15966/10558/5408	The public education portal for statistics, 2019
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: M Male: M Female: M	no data, see the next	
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Learners with SEN in special schools Total: 24909 Male: 16156 Female: 8744	Number of children/learners with SEN in totally separate, special units and/or schools. the school year 2019/2020 (total/male/female) kindergarten: 1884/1348/536 primary: 7736/5227/2509/ lower secondary: 8184/5315/2869/	The public education portal for statistics, 2019

		upper secondary: 7105/4275/2830	
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Additional comments:

- points II: all of the learners ISCED0-ISCED4
- for the point IV-VII: in the 'upper secondary' category there is the only ISCED 3.

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

The Institute of Economics of the Centre for Economic and Regional Studies developed and published an indicator system concerning Hungarian public education. The indicator system describes the developments across the entire spectrum of public education. It provides indicators relating to segregated and non-segregated schools in order that inequality and segregation can be monitored.

Results of the most important national level assessment tool providing valid and reliable statistical data (National Assessment of Basic Competences) are available on governmental websites and often used by researchers. Children/learners with special needs are an important element of the reviews produced.

The Statistical Yearbook of Public Education has also been a statistical review published regularly by the statistics office of the deputy state secretariat responsible for education. The last one was published about the 2016/2017 school year. The yearbook of the 2017/2018 and 2018/2019 schoolyear is under publishing, but the data are available at the Central Statistical Office. Some information linked to children/learners with disadvantages of SEN was included.

[The European Agency Statistics on Inclusive Education \(EASIE\)](#) Cross-Country Report aims to inform national policy- and decision-makers working in the field of inclusive education. Data calculations have been made using national datasets provided by officially nominated data collection experts. The percentage of children with an official decision of SEN, based on the number of children/learners enrolled in pre-primary: 2.71%, primary and lower secondary: 7.47%, upper secondary: 5.75%.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data

Challenges

**There is no focus on inclusive education in data collection systems operated by the central government. A theoretical framework of indicators and benchmarks for operationalising the inclusiveness of the education system and education institutions is missing. Qualitative information from NGOs, local governments, etc. working closer to the most vulnerable groups at risk of segregation and marginalisation is not incorporated in the central data collection system. Data about smaller groups at the margins of the education system with is not collected.*

Opportunities

[The](#) National Assessment of Basic Competences, a national, centrally organized testing system for mathematic and reading competencies designed to test every pupil in every basic school at grades 6, 8 and 10 annually has created a valid and reliable database with a comprehensive set of background variables behind the results. The indicator system created by the Institute of Economics of the Centre for Economic and Regional Studies (Hungarian Academy of Science) provides a detailed insight into the performance of public education every two years from 2015. The indicator system describes the developments across the entire spectrum of public education. It also provides indicators relating to segregated and non-segregated schools in order that inequality and segregation can be monitored.

The central data collection system collects data about children/learners with SEN, inclusive and non- inclusive settings and the disadvantage statement also.

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

Yes

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.

The middle level of the system are the framework curricula issued by the minister responsible for education. Separate framework curricula must be applied in some of the special schools.

The pedagogical programme of schools containing the local curriculum 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 elaborate local educational programme in line with the stipulations of the law and the national core programme of pre-primary education. Separate legislations apply for the principles of kindergartens for children with special educational needs and ethnic minorities.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

Yes

**Yes, but only to a very limited extent.*

The National Core Curriculum, the framework curricula and the national core programme of pre-primary education were designed by centrally appointed experts' groups with very limited possibilities for stakeholders to co-operate and contribute. Draft version of the National Core Curriculum was circulated for professional and social debate from the autumn of 2018. The State Secretariat responsible for public education organised discussions with organisations and professional bodies such as National Council of Public Education, Strategic Roundtable on Public Education, Board of the National Teacher Association, National Council of Minorities, National Council of Students. National Council of Students is an organisation for advocacy, it has student delegates from every county and from every school type. After this the drafts were reworked.

The framework curricula provide a massive amount of compulsory learning content per subjects to be incorporated in the lessons (for at least 80% of the time) but the schools are free to use some remaining time for fulfilling goals in their own pedagogical programmes

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

Yes

**Education in schools follows centralised curriculum content that theoretically takes all learners' needs into account by design. There is no centrally promoted guidance to ensure responsiveness of pedagogical programmes, the local curriculum and the educational-teaching programme to individual needs.*

Different guidelines (e.g. for minorities, for learners with SEN) and programs (e.g. for disadvantaged learners, for migrant learners) are published. One of the most important: From 2020, a new [Guideline](#) for the education of learners with special needs, which is methodological instruction for the teachers and educational institutions is available. The guideline is expected to move forward the development of attitudes of mainstream teachers to the 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.

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

*Individual education plans are used both for children/learners with SEN (always) and with disadvantaged background (*occasionally).*

For children/learners with SEN the educational institutions have to incorporate the findings of the official decision of SEN issued by the experts' group in the individual education plan. Teachers /professionals working with the child/learner and parents can also contribute to the IEP. The work plan/activity plan is derived from the IEP and defines 3 months long periods. It splits up development tasks between teachers/professionals working with the child/learner. The results of the development must be record at least once a year. The parents are informed about the content of the individual development plan and the results achieved.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

Yes

[There](#) are specific framework curricula for example specifically for learners with intellectual disability, learners of primary art school, children/learners from ethnic minorities, for the „Arany János” Programmes (for disadvantaged learners). Beside this so-called guideline are published, the most important is: [Guideline for the education of learners with special needs](#), which is methodological instructions for the teachers and educational institutions. The guideline is expected to move forward the development of attitudes of mainstream teachers to the 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.

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

*** No**

**[Legislative](#) changes restricted schools' autonomy on textbook choice. The most dominant publisher on the state-controlled market is the Education Authority. There is a very small variety of textbooks available per grades and subjects for the schools to choose from. The maintainer can decide which framework curriculum and which textbooks the school must use. From the 2020/2021 school year onwards textbooks will be available free of charge for all in primary and secondary schools. It helps disadvantaged families to keep expenditures linked to their school-age children low, but excludes profit oriented competitors of the Education Authority, the biggest publisher, and [KELLO](#), a centrally appointed distributor, from the textbook market. The accreditation process of textbooks and learning materials is controlled by the Education Authority.*

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

Yes

**Yes, but only to some extent. The Education Authority publishes textbooks specifically for learners with special educational needs, children/learners from ethnic minorities traditionally settled in Hungary for at least 100 years, [migrants](#), etc.*

**Recently, the once abundant textbook market has been dismantled by the state. In state-financed schools, there is a tendency that only textbooks and teaching materials published by the state can be used. This rule does not apply to church-owned and private institutions, however, free of charge provision of textbooks is possible only if state textbooks are adjusted to central curricula. Although some EU-funded projects were implemented in the field of digital education and publishing digital education materials, there is no system or feature in charge yet to serve the needs of the entire public education system.*

Learning is basically built on printed and uniform state-published textbooks in spite of the growing number of digital opportunities. As a tangible embodiment of the earlier described educational approach, it hinders the spread of differentiating pedagogical culture which focuses on learners' needs. Most of the teachers do not dare to teach anything else or less respectively, that can be found in textbooks. Another issue which increases inequality is, that textbooks like the whole of school activities mediate the language and culture of middle classes. They do not aspire to build bridges towards the socially and culturally coloured worlds of children. The language of schools remain a foreign language for a number of learners which they can never use for communication. Consequently, the entire world of learning also remains alien for them and hinders their chances for success at school and in the labour market. (Source STAIRS project)

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

Yes

The minister of education published the "Guideline for the education of learners with special needs". It is a methodological instruction for the teachers and educational institutions. The guideline is expected to move forward the development of attitudes of mainstream teachers to the 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.

The education of children/students with special educational needs requires the following conditions:

- *The involvement of a special educator, conductor with appropriate skills to educate the children, students and perform the developmental education and teaching of children / students according to the type and the rate of their special education needs, special curricula, course books and other instruments involvement of a special needs teacher or leader with appropriate skills to educate children/students according to the type and degree of their special educational needs, with special curricula, course books and other instruments.*
- *In case of individual progress education, integrated kindergarten education, school education, a special educator or conductor with appropriate skills to educate children / students according to the type and the rate of their special education needs in line with the requirements set by the committee of experts, furthermore, special curricula, course books for the classes and special medical and technical equipment.*
- *The committee of experts' decision on the areas to be developed.*

The learning materials for visual impairment pupils available in Braille also.

In educational institutions catering for children with special education needs, compulsory habilitation and rehabilitation class activities shall be organised for children with special needs, for health and pedagogical purposes. 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 weekly time frame

of compulsory habilitation and rehabilitation class activities for health and pedagogical purposes is specified in the 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 him/her on the basis of the opinion of the expert committee

a) from numerical evaluation and assessment and require written evaluation and assessment instead,

b) 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.

Upon the request of examinees with special education needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,

a) the time allotted for answering the written questions for the examinee with special education needs shall be increased by a maximum of thirty minutes,

b) it shall be allowed for the examinee with special education needs to use the tools generally used during their studies,

c) examinees with special education needs may sit an oral examination instead of a written examination.

Upon the request of examinees with special education needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,

a) the preparation time allotted for the examinee with special education needs shall be increased by a maximum of ten minutes,

b) examinees with special education needs may pass an oral examination in writing.

When calculating the number of students in kindergarten groups, school classes or groups in hall of residence, special education needs students with mild mental retardation, physical development disturbances or speech disorder shall be considered as two; children / students with sensory (visual, hearing) or locomotor disturbances, moderate mental retardation or autism spectrum disturbances, and with multiple disabilities shall be considered as three in case they are educated together with the other children / students.

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

Yes

**Yes, ICT is used to improve access for vulnerable groups, however this is not general, but result of some small-scale pilot projects. Most vulnerable groups usually lack access to network and to ICT equipment. During school closedown due to the 2020 coronavirus epidemic quarantine the most vulnerable groups have no or very limited access to education. ICT in this situation is widening differences related to socio-economic background instead of closing them.*

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

Yes

These resources (mostly governmental and EU co-financing) can be utilised not directly by the kindergartens and schools, but by the maintainers of the institutions and state-owned organisations responsible for developing and publishing textbooks. In Hungary all children/learners entitled for textbooks free of charge.

The maintainers receive resources for the textbook, and the maintainers order them from the official list. The number of the [available](#)

- textbooks: 2852 (from this SEN adaptation: 356)
- tools/equipment: 2166 (from this SEN adaptation: 537).

The Education Authority publishes specific textbook also, for example textbooks specifically for learners with special educational needs, children/learners from [ethnic minorities](#).

**Theoretically, all developments take into consideration the needs of some of the vulnerable groups, especially children and learners with SEN and those from disadvantaged families. Textbooks for asylum seeker families' children have also been developed lately.*

There are some resources at the level of the school maintainer to provide some extra support for SNE or disadvantaged groups, however these resources are very limited.

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

Yes

[The](#) National Assessment of Basic Competences, a national, centrally organized testing system for mathematic and reading competencies 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 results are published in a publicly available report. Schools get access to more detailed data to be able to analyse their own results and compare their students' achievement to the achievement of students in other schools. Results of the previous year are available [here](#):

[The](#) assessment is supplemented by a family background index on the socio-cultural 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.

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 the evaluation.

[There](#) are separate rules to be applied for children/learners with special educational needs in the assessment process.

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

Yes

[The Diagnostic Developmental Testing System \(Difer\)](#) is a test system suitable for the diagnostic assessment of basic skills (writing movement coordination skills, speech listening skills, relational vocabulary, elementary numeracy, empirical inference, empirical context comprehension, sociality) at the school age. Difer is mandatory element of the Hungarian public education measurement and evaluation system. Primary schools assess their first-graders at the beginning of the school year, if according to the kindergarten's opinion or own opinion it is necessary. Educators evaluate the measurement data using software that is part of the system, and then use the results to determine the individual development directions of the students. According to many years of experience, 30-33% of first-year students are assessed by primary schools each year.

National Assessment of Basic Competencies Tests (Országos kompetenciamérés) and Foreign Language Competency tests (célnyelvi mérés, idegennyelvi mérés) comprise annual national assessments. In the assessments special rules apply for learners with SEN and in the National Assessment of Basic Competencies Tests learners with disadvantages have a special focus.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

Yes

In educational institutions catering for children with special education needs, compulsory habilitation and rehabilitation class activities shall be organised for children with special needs, for health and pedagogical purposes. 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 weekly time frame of compulsory habilitation and rehabilitation class activities for health and pedagogical purposes is specified in the Act CXCV 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 him/her on the basis of the opinion of the expert committee

a) from numerical evaluation and assessment and require written evaluation and assessment instead,

b) 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.

Upon the request of examinees with special education needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,

a) the time allotted for answering the written questions for the examinee with special education needs shall be increased by a maximum of thirty minutes,

b) it shall be allowed for the examinee with special education needs to use the tools generally used during their studies,

c) examinees with special education needs may sit an oral examination instead of a written examination.

Upon the request of examinees with special education needs substantiated with the expert opinion of a committee of experts, and under the authorisation of the principal,

a) the preparation time allotted for the examinee with special education needs shall be increased by a maximum of ten minutes,

b) examinees with special education needs may pass an oral examination in writing.

When calculating the number of students in kindergarten groups, school classes or groups in hall of residence, special education needs students with mild mental retardation, physical development disturbances or speech disorder shall be considered as two; children / students with sensory (visual, hearing) or locomotor disturbances, moderate mental retardation or autism spectrum disturbances, and with multiple disabilities shall be considered as three in case they are educated together with the other children / students.

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

Yes

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, and shall make suggestions, based on the results of the examinations, as to the education of children/students with special education needs or facing difficulties in integration, learning or behaviour within the framework of special treatment, as well as the method, form and place of education. The committee of experts' decision is which areas have to be developed, how, and by whom. If the child/student has "conduct, integration or learning difficulty" or "special education 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 ten, respectively in every three years thereafter and until the academic year in which the student reaches the age of sixteen. The parent may initiate the review procedure at any time.

e. Is ICT used in the assessment of vulnerable groups?

Yes

The Diagnostic Developmental Testing System (Difer) is a test system suitable for the diagnostic assessment of basic skills (writing movement coordination skills, speech listening skills, relational vocabulary, elementary numeracy, empirical inference, empirical context comprehension, sociality) at the school age. Difer is mandatory element of the Hungarian public education measurement and evaluation system. Primary schools assess their first-graders at the beginning of the school year, if according to the kindergarten's opinion or own opinion it is necessary. Educators evaluate the measurement data using software that is part of the system, and then use the results to determine the individual development directions of the students. According to many years of experience, 30-33% of first-year students are assessed by primary schools each year.

[National](#) Assessment of Basic Competencies Tests (Országos kompetenciamérés) and Foreign Language Competency tests (célnyelvi mérés, idegennyelvi mérés) comprise annual national assessments. In the assessments special rules apply for learners with SEN and in the National Assessment of Basic Competencies Tests learners with disadvantages have a special focus.

There is a wide range assessment (and diagnostic) project reaching almost 1000 schools (out of 3232) supported by the University of Szeged within the [eDIA](#) project for assessing basic competences. This project doesn't aim specifically vulnerable groups, but it's prepared for that.

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

[Yearly](#) reports of National Assessment of Basic Competencies Tests

[Yearly](#) reports of The Diagnostic Developmental Testing System (Difer)

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

**[Since](#) the 2013 centralisation of the public education system, the state and the churches have been in charge of the maintenance of the majority of public education institutions.*

Beside the changes in the maintenance system, regulations mainly intend to standardise education (e.g. curriculum) instead of encouraging various teaching methods based on different regional, school, classroom, and individual needs.

Centralisation of the public education system in the regulation of the contents: there may be a maximum of 10% deviation from the mandatory framework curricula (based on the latest regulations, alternative curricula may also

differ by only a maximum of 30% from the National Core Curricula subject structure). Schoolbooks are non-selectable and are tailored to the framework curricula. Moreover, there is very little room for private schoolbook publishers vs. state schoolbook publishers. (Source STAIRS project)



Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	149362	BA –MA teacher	Number of practitioner teachers, National statistics Office database, 2019 Kindergarten: 31 054 Primary school: 75428 General secondary school (secondary grammar school): 18513 Vocational school for pupils with SEN + special skills development school for pupils with intellectual disabilities: 1558 Vocational school: 5946 Vocational secondary school (vocational grammar school): 16863
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	3362	BA -MA	Special teachers (special educators and conductive pedagogues) working with children with SEN in inclusive mainstream schools (1793) + mobile network of special educators and conductors (837), school psychologists: 732 (2019/2020)
Teacher Assistants	see below this table		
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers	M		.

Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	3989	BA-MA special teacher	Special teachers working with children with SEN in special schools (3989), 2019/2020
Teacher Assistants	see below this table		
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc). Pedagogical assistance service institutions (5027)			
Teachers	2733	BA-MA special teacher	Special teachers and speech therapists working in assistance service institutions 2019/2020
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	2294	BA-MA	psychologists (1022), other pedagogues and other types of therapists (1272)
Teacher Assistants	see below this table		

Number of the teacher assistants, special educator assistants and kindergarten nannies in the mainstream schools and kindergartens, in the special schools and kindergartens, and in the pedagogical assistance services together (no separate data):

- *Teacher Assistants: 6372,*
- *special educator assistants: 2339,*
- *kindergarten nanny: 13591.*

Source: The public education portal for statistics, year 2019/2020

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors				<p><u>BA</u> and MA teacher training institutions all include inclusion in their curricula.</p> <p>As regards teacher training, the basic competences are as follows:</p> <ul style="list-style-type: none"> -developing the student's personality together with tailor-made treatment, based on individual needs -helping and improving the development of students' groups and communities; -having knowledge of the special methodology and the special subject; -planning the pedagogical process;

				-supporting, organizing and managing the learning process; -assessing pedagogical processes and the students; -communication, professional cooperation and career identity; -autonomy and responsibility. In-service teacher training courses are also available within the frameworks of EU co-funded development projects, programmes co-ordinated by Tempus Public Foundation (National Erasmus+ Office), Higher Education institutions, NGOs, etc.
Teachers				Same as above
Teacher Assistants				Incorporated in BA teacher training programmes. It covers the theory of adaptive school + field practice. Inclusive pedagogy module is built on it, also theory and practice.
Professional Staff				National and EU-co-funded training programmes
Inspectors				National and EU-co-funded training programmes
Teacher Trainers				National and EU-co-funded training programmes
Others (please list add rows as required)				Occasionally, e.g. under the organisation of SEN organisations like autism associations.

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

Yes

**Initial teacher education/training and in-service teacher training is aligned to the national and EU education and training goals including promoting inclusive education but it's not a priority area in national strategic frameworks.*

**Initial teacher education/training and in-service teacher training more or less follow international and EU education and training goals, including promoting inclusive education, but inclusion is currently not a priority area in the Hungarian national strategic frameworks.*

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Inclusion in education is incorporated in tertiary education programmes variously:

- *Infant- and toddler educator, kindergarten teacher, BA teacher theory: 3 credits (within field practice, not as an individual subject).*
- *in case of main specialization: 30 credits (theory and practice 15-15 credits)*
- *In BA teacher programme the above mentioned 4 subjects (adaptive school theory and field practice, inclusive education theory and field practice): 18 credits*
- *In MA pedagogy programme split into different subjects, e.g. teaching and learning in early childhood: 5 credits, [School for All](#): 5 credits, in total (plenary and practice): 10 credits*
- *In BA teacher programme within pedagogy module with independent and integrated subject content*

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

In the Hungarian initial teacher education, there is a long tradition of separating pedagogical/psychological theories and disciplinarian studies, and there is a lack of cooperation between professors in the two fields, which prevents teacher candidates from gaining an adequate level of knowledge in learning theory and educational psychology in practice. The teacher education system has undergone three radical changes in the last 15 years, which has not facilitated the completion of content and methodological reform efforts. Teacher training institutions offer basic and appropriate preparation in the field of subject knowledge. The same cannot be said about methodological skills focusing on pedagogical profession and methods of majors in general terms. The younger the generation they teach, the better the methodological preparation to be received. If aspirant teachers deal with elder generations at school, they will receive less pedagogical skills. It also holds true to the knowledge they need to teach children and young people.

Quality initial teacher education can be a breakthrough in the targeted positive changes in education. However, in Hungary, in most teacher training institutes, the programme still maps and preserves the traditional toolbar of public education. It basically builds on the pedagogy of spreading knowledge and demonstration which are slightly affected by action pedagogy. It is hardly influenced by the social-constructive approach of learning theory widely accepted abroad. The idea is recognised that knowledge is constructed individually in a social context and environments. Teacher training in Hungary is however dominated by mediating subject knowledge, while other areas (psychology, educational theory, methodology and professional practice) influence teaching at a lesser degree without creating a unified system.

There are efforts to influence and change these traditions in teacher training in some of the largest universities.

With a few exceptions, most practicing kindergartens and schools offer access to children coming from middle-class families and they produce learning achievements above average. As a result, student teachers meet children and their families of the project's target groups less often. That is why they are unable to get prepared to perform tasks they will have to solve in practice in the future. Nonetheless, we can find a particular difference in terms of quality and quantity in professional training of student teachers to teach younger and elder children.

One can, however, find a few exceptions. Training in the Teacher Training Institution of Miskolc University places more emphasis on practice than other organisations do. They do not run any practicing schools but have live connections with various institutions in their region. Teacher candidates acquire practical experiences in such background institutions. The teachers of the university professionally support collaboration with school staff and work with them as professional partners. Commitment makes an obligatory part of the training programme saying that teacher candidates are expected to volunteer with disadvantaged learners of Roma and non-Roma communities. The idea dominates all the activities of the institution and says that children should not be snatched from their communities where they come from. It is not enough for teachers to have theoretical and methodological knowledge and skills, but they are expected to take responsibility for the children they teach as well.

Institution of Education Sciences at University of Pécs is also an exception, where they are running a wide partnership system with schools, where future teachers can practice. That is also an effort to establish a two-pillar teacher training model with new ways of working together of students, lecturers, and teachers.

- *On average in Hungary, 21% of teachers work in classes with at least 10% of students with special needs (i.e. those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged), which is lower than the average of OECD countries and economies participating in TALIS (27%).*
- *In Hungary, 71% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training, while 76% of teachers on average felt prepared to teach in such settings when they finished their studies.*
- *Furthermore, although 45% of teachers on average participated in professional development activities including teaching students with special needs in the 12 months prior to the survey, training in teaching special needs students is the professional development topic with the highest percentage of teachers reporting a high need for it – 22% in Hungary (compared to 22% across the OECD).*
- *On average in Hungary, 35% of school principals report that delivery of quality instruction in their school is hindered by a shortage of teachers with competence in teaching students with special needs (compared to 32% across the OECD).*

The shortage of teachers remains a challenge. The teaching workforce is ageing, and according to forecasts some 50 000 teachers will retire within 10 years. The number of applicants for initial teacher education rose in 2017, but dropout rates are high and the number of graduates who actually enter the profession remains low. Teachers' salaries rose in recent years but are still 25 % lower than those of other tertiary education graduates, compared to an OECD average deficit of 4-19 %. The low effectiveness and equity in the school system are likely to be linked with the low level of curricular autonomy, the lack of socioeconomic diversity within schools and low teacher salaries.

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers

Challenges

**Teacher education doesn't prepare students for everyday inclusive practice. Theory is more about how to overcome barriers. The constructivism paradigm is less in the focus. Teachers-to-be and practitioners don't get informed about development programmes like [Apple on the tree](#) carried out by Tempus Public Foundation. In-service teacher training courses are not selected for professional interest, rather than for collecting 'easy' credits. There is a lack of competent trainers and the trainings often don't go beyond talking about case studies.*

International reports (EU, UNESCO, etc.) hardly reach Hungarian practitioners. There are not too many up-to-date studies, reports, guidelines available with a right balance of theory and practice.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

**There is formally no reason to be excluded from public education in Hungary. However, there are reasons when students loose or are unable to exercise their rights to attend public educational institutions. Such reason is when they are [sentenced](#) and are spending their [imprisonment](#): in 2019, 200 persons in the age of compulsory education were imprisoned in Hungary but some 12% of the persons imprisoned have not completed their primary-level compulsory education and some 77% of them had not finished secondary school. In these cases, their education is organised within the prison, with a state subsidy to finance the costs of the education. It is also possible for them to take part in some vocational training on a voluntary basis. For those, who are not at the age of compulsory education, it is voluntary to take part in basic or secondary education, and as a motivation, after the successful school-leaving exam or upon finishing primary school, they get a certain remuneration (except for those in the age of the compulsory education). Most prisons have contracts with schools or individual teachers to provide educational services. Overall, there is a rising tendency in the participation of education in prisons in Hungary.*

For those in the transit zone, education is organised by the three education districts that are nearest to the border concerned. There are centrally published textbooks for refugee children (prepared and published by the State Secretariat for Public Education in the Ministry of Human Capacities). The Ministry of Home Affairs provides subsidies for these school districts for organising the education in the transit zones.

**[Besides](#) the three main forms of segregation of Roma children in education: (1) special schools established for children with slight mental disabilities, though predominantly attended by Roma pupils; (2) segregated schools where the majority of children are Roma; and (3) segregated classes within regular schools (the latter often has the form of remedial class, and typically provides education of lower quality than in regular or 'normal' classes of the same school), there has been a fourth form of segregation: schools tend to get rid of troublesome Roma children by exempting them from school-attendance and converting them into 'home-schooling pupils' (magántanuló). A [new](#) legislation entered into force in the 2019/2020 school year making this practice much more difficult to follow.*

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

Yes

**Although no exact data is available but entry statistics to tertiary and higher education refer to the fact that there are differences between certain school types – namely, vulnerable groups are underrepresented in grammar schools from which further education is better accessible. Further to school choice and parental influence, this is also a result of the regulation described in the introductory session.*

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

The Act on National Public Education describes the admission criteria, which is further refined a ministerial decree. These (in line with the Fundamental Law of Hungary) guarantee free access to public education to all children in

Hungary. Schools may declare admission criteria and set admission exams: this is the responsibility of the school leader. They must be accessible for the public and need to be announced according to the Ministerial Decree. There are no other central criteria than completion of the previous degree.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Although the Ministerial Decree on the Operation and Name Use of Public Educational Institutions provides guidance, there are schools that lag behind inclusion due to their pedagogical programme and ambition to attract students (usually from middle-class or wealthy families) that they hope to become high achievers to maintain the school's specific reputation. In other (but rarer) cases some schools become better in inclusion due to their declared programme and their positive discrimination admission policy.

Currently, according to the last central statistical data collection (1 October 2019), 78 % of the educational institutions are involved in inclusive education. This proportion is increasing year by year.

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

Yes

Public education is free in the country, including free textbooks, free healthcare visits (general fitness examination, vaccination, general health, dentist), and for those in need (or children of families with 3 or more children) free meals. Many schools have their own foundations providing other services or support for students in need.

The pedagogical support institutions are:

Unified special educational, conductive educational methodological institution (USEMI). With regard to special needs provision, USEMIs are very important among multi-purpose institutions. An USEMI may be established for assisting the education of children / students with special education needs together with other children / students. Within the framework of the institution there shall be an institutional unit performing exclusively kindergarten, primary school, school or secondary school activities conducting developmental education catering only for children / students with special education needs, as well as a mobile network of special educators and conductors' tasks. USEMI may also fulfil the tasks of family support services and school healthcare services, as well as the lending of special education and conductive education tools and aids, and it may operate a hall of residence. Within the USEMI, separate institutional units independent from the organisational and professional aspects shall be created for each function, with the exception of family support services and school healthcare services and the lending of special education and conductive education tools and aids. The duty of the mobile network of special educators and conductors shall be to provide experts with appropriate professional qualification as required for the education of children / students with special education needs for educational institutions performing the pre-school or school education of children / students with special education needs partly or fully together with peers and students in the same pre-school group or school class, in case the educational institution does not dispose of an expert having special educator or conductor qualification to be employed.

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 students and
- early warning and pedagogical support system for preventing drop-out.

The pedagogical assistance services' duties include:

- special education consulting, early development, education and care (early intervention and prevention, early childhood education and care);
- 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; and
- promotion of particularly talented children/students.

b. counselling and mentoring possibilities

Yes

There is one state Pedagogical Assistance Service institution maintained by the relevant school district in each county and in the capital, made up of a head office as well as at least one subordinate institution in each district or capital district, and supplemented by subordinate offices in Budapest being competent at a national level. County level tasks of the Pedagogical Assistance Service include some of the expert committee activities as well as academic and career guidance. The activities are performed by the head office, in greater counties by the head office and subordinate office(s) with county level competence together.

The pedagogical assistance services' duties include:

- special education consulting, early development, education and care, (early intervention and prevention, early childhood education and care),;
- 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; and

promotion of particularly talented children/students

c. input from specialist teachers/therapists

Yes

Besides the services within the Pedagogical Assistance Service, there is also a mobile network of special needs teachers and individual developmental educators providing such services. See above.

d. input from learning support assistants

Yes

Financed employees directly assisting educational work in both segregated and inclusive institutions (not all of the jobs, just which are direct connection with the educational work)

Job	Condition	Number
Kindergarten nanny or caregiver	Per group	1

Job	Condition	Number
Kindergarten teacher's assistant	Per 3 Kindergarten groups	1
Laboratory assistant from fifth grade primary school	Per 250 learners	1
School teacher's assistant	Per 250 learners	1
Child and youth protection supervisor or special education assistant	Exclusively in institutions for learners with SEN, per 15 learners	1
Child and youth protection supervisor or special education assistant	Exclusively in institutions for learners with SEN, per 6 learners (blind, locomotor impairment, autistic spectrum disorder, multiple disability)	1
Recreational organiser or school social worker or child and youth protector	Per institution where the number of disadvantaged learners reaches 100	0.5
Recreational organiser or school social worker or child and youth protector	Per institution where the number of disadvantaged learners reaches 500	1

e. availability of ICT / assistive technology

Yes

**Very wide range of support levels can be found among schools. In most schools there is basic support for one or two computer labs and there are no virtual learning environments. Information technology administrators are usually responsible for more schools in a school district. Massive resources have been mobilised by the central government to provide appropriate ICT equipment to schools.*

f. Please describe any other forms of support available.

**Educational services for school staff are available through the network of District (Regional) Educational Centre as a part of the Educational Authority of Hungary. The Educational Authority also provides trainings for school staff on inclusive pedagogy.*

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
Medium-term strategy for combating early school leaving (Government Decree on the acceptance of the Second National Social Inclusion Strategy, The Framework Strategy of Life-long Learning Policy, The Public	The strategies included in the Government Decree include creating opportunities, reducing the number of early school leavers (early school leavers), and providing a framework for ensuring equitable and quality education for all students. One of the goals is to have an early warning system in schools.

Education Development Strategy and the Medium-term strategy against leaving school without qualifications.	Another goal is to provide complex support schemes (especially under the framework of Arany János Programs and 'Útravaló' Program) for socially disadvantaged students, which supports the upper secondary education of young people, thus trying to prevent early school leaving. These programs include support for teachers and mentors.
Framework Strategy for Lifelong Learning Policy 2014-2020	It provides the framework for developing specialised trainings for staff working in general educational settings.
'Making things better for children!' National Strategy 2007 to 2032	The document declares the relevance and framework for specific staff trainings and awareness raising programmes.
National Youth Strategy 2009–2024 on the National Youth Strategy	It provides the framework for developing specialised trainings for staff working in general educational settings.
National Social Inclusion Strategy on adopting the Hungarian National Social Inclusion Strategy II, the Framework Strategy of the policy of lifelong learning, the Strategy of the Development of Public Education, and the Mid-term Strategy against Leaving School without Qualification	A framework strategy of the policy of lifelong learning, public education development, leaving school without qualification, the former 'Making things better for the children strategy', and Roma integration.
National Disability Programme 2015–2025	The objectives of these strategies are: Developing the SEN welfare system that provides the ability to recognize individual needs and characteristics and those additional services. Strengthening the inclusive education in the regular institutions. Strengthening the role of the "uniform special educational, conductive pedagogical methodological institutions" (USEMI) in the inclusive education (developing the so called "mobile special educator systems" of the USEMIs). Improving the severe and multiple disabled children' supports. Developing of 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 programs.
Human Resources Development Operational Programme 2014–2020	
Public Education Development Strategy 2014–2020	

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

Yes

**There is no specific data of evidence available, but school infrastructure needs to be developed further. Although inclusive design was formally a set criterion to new built educational facilities in Hungary, this in practice meant following the most basic standards and only in rare cases turned into real inclusive design.*

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

Yes

Strategy	Description of the focus
<p>Medium-term strategy for combating early school leaving on the acceptance of the Second National Social Inclusion Strategy, The Framework Strategy of Life-long Learning Policy, The Public Education Development Strategy and the Medium-term strategy against leaving school without qualifications</p>	<p>It declares the importance and the principles of creating inclusive and more equitable learning environments, including infrastructure.</p>
<p>National Framework Strategy for Sustainable Development 2012–2024 Second Progress Report on the National Sustainable Development Strategy 2015-2016</p>	<p>It declares the importance of sustainable, inclusive and equitable learning environments and infrastructure. It served as a basis for creating sustainable infrastructural investments in school renovation and school building programs in several Regional Educational Districts.</p>
<p>National Youth Strategy 2009–2024</p>	<p>It addresses issues related to inclusive and accessible infrastructure.</p>
<p>Digital Education Strategy of Hungary Digital Child Protection Strategy of Hungary Digital Welfare Program</p>	<p>The strategies detail the provision of ICT in public education institutions, reinforcing efforts in inclusive education and addressing the security of the digital environment.</p>
<p>‘Making Things Better for Our Children!’ National Strategy 2007 to 2032</p>	<p>The document (later merged to the National Social Inclusion Strategy) declares the importance of developing inclusive infrastructure and taking specific measures to compensate segregated and vulnerable groups of children and providing equal opportunities.</p>
<p>National Disability Programme 2015–2025</p>	<p>The objectives of these strategies are: Developing the SEN welfare system that provides the ability to recognize individual needs and characteristics and those additional services. Strengthening the inclusive education in the regular institutions. Strengthening the role of the “uniform special educational, conductive pedagogical methodological institutions” (USEMI) in the inclusive education (developing the so called “mobile special educator systems” of the USEMIs). Improving the severe and multiple disabled children’ supports. Developing of 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 programs.</p>
<p>Human Resources Development Operational Programme 2014–2020</p>	
<p>Public Education Development Strategy 2014–2020</p>	

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

[Information](#) on the interventions and planned activities of early warning and pedagogical support systems related to tackling early school leaving, Educational Authority, 2016

The publication of the Educational Authority of Hungary summarizes the measures connected to the early warning system tackling early school leaving.

[Online](#) databases on schools and students affected by early school leaving at the site of the Educational Authority of Hungary:

[Decrease](#) in the number of pupils exposed to early school leaving, Educational Authority, 2017

The brief paper and the online databases emphasise the decrease in early school leaving, regional distribution and some relevant factors related to the trend.

[The](#) processes of pedagogical-professional provision (school inspection) in Hungary, Educational Authority, 2017

The document provides an overview on the process of school inspections and school's self-evaluation in Hungary.

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges

**Despite strategic aims, the school practice has yet not shown signs of paradigm shift towards an inclusive pedagogy and creating inclusive learning environments in Hungary.*

One mental barrier is the antagonism and the artificial dichotomy of 'talent support' and 'compensation' instead of establishing individual learning pathways and supporting students' development based on individual needs.

One of the main challenges is the lack of coordination, networking. Another considerable challenge, especially regarding infrastructure (which in many cases acts as a hindrance to inclusion) is the lack of investment and resources.

Increased support for programmes and frameworks such as the Arany János Programme or the second-chance/extracurricular Tanoda Programme – both for children learners with disadvantages - as well as awareness-raising amongst school leaders and school staff (also promoting the whole-institutional approach) would certainly act for ameliorating the situation.

Opportunities

There are a few learning organisations (kindergartens and schools) like the state-run [Gyermekek Háza](#) (House for Children) that have developed an educational pathway for the past thirty years which proved of basic importance as far as efficient inclusion is concerned. In addition to creating an inclusive learning environment they have played an important role in developing the methodology of differentiating education shared by numerous schools. They continuously work together with teacher candidates and hold further education courses all over the country.

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

***No**

On local level, municipalities, NGOs, education institutions might have organised awareness raising campaigns on inclusive education. These are mostly initiatives combating poverty and segregation of the Roma people. On a national level there are rather programme elements of social inclusion projects rather than campaigns on inclusive education.

7.2 Does legislation/policy support parental involvement in schools?

No

**The Act on National Public Education doesn't support but allows some limited parental involvement in kindergartens/schools, but it doesn't go beyond the possibility of getting acquainted with the educational program, school rules (házirend), information about the educational institution, get help detailed information, educational advice, related to the child's development, behaviour of academic achievement, initiate a parents' association, school board (kindergarten board, school board, hall of residence board), student board, participate in its work, a written proposal to the head of the educational institution, the teaching staff, parents' board (kindergarten board, school board, hall of residence board), student board, to participate in the school lessons with the permission of the head teacher, personally or through their representatives - as defined by law - to participate in school decisions, get request to the educational ombudsman.*

The member of the school board are the representatives of the teaching staff, members of school parents' association, representatives of the student union.

The school board decides on approving the "operation and the work program" of the institution, the election of officers, and in cases in which the teaching staff of the school board delegate for them.

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

For parents' committees (which are part of the school board) to:

- *comment the pedagogical programme of the school,*
- *make suggestions to the head teacher,*
- *make an appeal to the maintainer if they experience infringement.*

Legislation doesn't support but makes it possible for parents to join classes per request.

The National Alliance of Hungarian Parents informs parental rights on its website.

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

*** No**

**As state-owned schools don't have too much space for independent policy making, the collaboration that is allowed by the legislation is more between the central governmental institutions, the maintainers, and centrally developed organisations (e.g. Council of Hungarian Ethnic Minorities) via centrally organised forums.*

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No

**[The](#) adaptivity of state institutions characterised by a narrow scope in the past has decreased due to centralisation. Teachers are not expected to adjust to local needs, their action field is too narrow, and their expertise is deficient in this field. Overregulated operations make it almost impossible for them to turn into learning organisations which could generate an inclusive institutional environment and raise learning effectiveness.*

According to the Government Decree on teachers further training, all of the teachers (in practice), and employees of the pedagogical assistance services and EGYMIs have to absolve at least 120 credits (120 hours, lessons) in the teacher further training system during every seven years period. The teacher further training's aim: the renewal and development of knowledge and skills, which are necessary for education and teaching. The teachers can choose during this period further trainings related to inclusive education too. Besides this the schools and the pedagogical assistance services and USEMI's have 5-6 days a year (depends on the type of the institution) to organize and manage internal trainings and/or conferences or cross-sectoral consultations.

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

Yes

**Yes, but only to a very limited extent.*

**Independent NGOs (e.g. parents' associations, civil groups, etc.) are not actively involved in legislation and policy making. The National Core Curriculum, the framework curricula and the national core programme of kindergarten education were updated/designed by centrally appointed experts' groups. The draft version of the National Core Curriculum was under open professional and social debate from the autumn of 2018. Professional associations, stakeholders in education, and individuals were able to send their opinions. The State Secretariat responsible for public education organised discussions with a group of selected organisations and professional bodies such as National Council of Public Education, Strategic Roundtable on Public Education, Board of the National Teacher Association, National Council of Minorities, National Council of Students.*

Proposals for new laws or changing existing laws (draft bills) appear mostly unexpectedly without prior consultations with stakeholders. Recently, there have been [debates](#) about the updated Act on National Public Education and the National Core Curriculum (criticists say it's overpacked with knowledge elements, overregulated and restricts non-governmental and non-church maintainers of education institutions in using their own framework curricula), the new Act on VET (criticists say the time for implementation is not sufficient).

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

**No information available.*

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

**No information available.*