

HUNGARY

Question	Data					Notes and sources used
1. Number of compulsory school aged pupils (<i>including those with SEN</i>)	Public Sector		Private Sector		Total	Academic Year of Reference
	1,133,647		141,718			
	Primary	Secondary	Primary	Secondary	1,275,365	2008/2009
	728,830	404,817	60,471	81,247		
2. Number of compulsory school aged pupils who have SEN (<i>in all educational settings</i>)	Public Sector		Private Sector		Total	Academic Year of Reference
	65,448		5,299			
	Primary	Secondary	Primary	Secondary	70,747 *	2008/2009
	50,114	15,334	2,836	2,463		
3. Pupils with SEN in segregated special schools	Public Sector		Private Sector		Total	Academic Year of Reference
	32,004		1,010			
	Primary	Secondary	Primary	Secondary	33,014 *	2008/2009
	22,464	9,540	353	657		
4. Pupils with SEN in segregated special classes in mainstream schools	Public Sector		Private Sector		Total	Academic Year of Reference
	-		-			
	Primary	Secondary	Primary	Secondary	- *	-
5. Pupils with SEN in fully inclusive settings	Public Sector		Private Sector		Total	Academic Year of Reference
	33,444		4,289			
	Primary	Secondary	Primary	Secondary	37,733	2008/2009
	27,650	5,794	2,483	1,806		
6. Compulsory age phase	6–18 years. Primary: elementary schools (6–14 year olds – ISCED 1.2).					



	Secondary: academic and vocational secondary schools (14–18 year olds – ISCED 2.3).
7. Clarification of Public - Private sector education	Public sector: schools and kindergarten are maintained by local and county government. Private sector: schools and kindergarten are maintained by the church, foundation or private person.
8. Legal Definition of SEN	<p>In the academic year 2007/2008 the Act on Public Education was modified with respect to the definition of the target group and in the 14/1994 Ministerial decree on qualification obligations and pedagogical special services regulating the operation of the expert committees (see: 10.6.4.). The background to this public education-political decision to change the legislation was a continuous increase in the number of children, students with special educational needs, more specifically those needing special education due to psychological development disturbances and the significantly differing rate among different counties. Based on the evaluations:</p> <ul style="list-style-type: none">- There was a revision of the learners involved based on strict criteria.- The need for special education was terminated if the severe and long-lasting recognised disorder of functioning or behavioural development were not justified, and- If the severe and long-lasting disorder of functioning or behavioural development were recognised, but were not due to organic reasons, and the student participated in corrective teaching-education in a special class, faculty or school, but subsequent assessment indicated that the student in the following academic year can participate in general, that is, integrated education. This assessment serves to hinder unreasonable segregation.