

# **COUNTRY SYSTEM MAPPING**

## **Country Report: Hungary**

**European Agency for Special Needs and Inclusive Education**



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This country report has been drafted by András Lenárt for the Agency in co-operation with the Hungary Team:

Representative Board member: László Kiss

National Co-ordinator: Andrea Perlusz

Country Analyst: Anett Maléth



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#### Secretariat

Østre Stationsvej 33

DK-5000 Odense C Denmark

Tel.: +45 64 41 00 20

[secretariat@european-agency.org](mailto:secretariat@european-agency.org)

#### Brussels Office

Rue Montoyer 21

BE-1000 Brussels Belgium

Tel.: +32 2 213 62 80

[brussels.office@european-agency.org](mailto:brussels.office@european-agency.org)



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## INTRODUCTION

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

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

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

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

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

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

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

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

















































































































### *Speech therapy*

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

### *Further study and career counselling*

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

### *Adapted physical education*

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

### *Co-ordination of school and pre-school psychology*

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

### *Promotion of particularly talented children/learners*

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

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



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

### *Other*

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

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

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

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

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

Not applicable.

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

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





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

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

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

#### *Support measures for children/pupils in need of special support*

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

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

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

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

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



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

Learners with SEN are educated in either:

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

The education of learners with SEN requires:

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

#### *Pedagogical assistance services*

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

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

The pedagogical assistance services work with learners.



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

#### *Institutions providing pedagogical professional services*

Pedagogical professional services' duties include:

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

The pedagogical professional services work with teachers.

#### *Unified special educational, conductive educational methodological institution (USEMI)*

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

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

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

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

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



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

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

#### *Supported programmes for disadvantaged and multiple disadvantaged children/pupils*

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

Methods and pedagogical programmes applied in educational institutions:

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

Support measures of social institutions:

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

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

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

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No.



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

Not applicable.

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

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

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

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

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



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

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

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

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

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

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





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## SECTION 4. SYSTEM GOVERNANCE

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

### 4.1 Shared responsibilities across and between central and local government

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

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

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

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

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

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

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#### Policy development, implementation and co-ordination

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

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



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

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

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

### **Identification of needs/referral for services**

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

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

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

### **Data collection and sharing**

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

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

### **Monitoring and evaluation**

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

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

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

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



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

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

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

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

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

The main consultative bodies are:

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



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

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

### **Quality assurance and accountability**

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

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

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

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

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

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



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

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

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

Every grade has its own salary classes.

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

The classification process assesses the teacher's competencies in:

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

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



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

### **Funding**

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

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

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

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

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

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

## **4.3 Formal and informal collaboration across ministries**

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

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



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

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

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

A government decree regulates the scope of tasks and responsibilities.

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

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

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

The main consultative bodies are:

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



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

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

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

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

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### **Development of a shared vision for inclusive education**

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

### **Policy development, implementation and co-ordination**

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

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

### **Identification of needs/referral for services**

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

### **Data collection and sharing**

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





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### **Monitoring and evaluation**

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

### **Quality assurance and accountability**

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

### **Funding**

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



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## SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

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

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

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

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

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

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

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

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

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



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

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

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

Every grade has its own salary classes.

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

The classification process assesses the teacher's competencies in:

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



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## 5.2 Other quality assurance processes for all forms of educational provision

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The support institutions are:

### *Pedagogical assistance services*

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

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

### *Institutions providing pedagogical professional services*

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

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

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

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



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

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

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

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

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



## 5.3 Evaluation mechanisms used to monitor outcomes at different system levels

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

#### *National Assessment of Basic Competences (obligatory)*

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

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

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

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

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

#### *DIFER (non-obligatory)*

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

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

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

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



### *NETFIT (obligatory)*

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

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

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

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

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

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

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

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

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



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

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

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

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

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

Every grade has its own salary classes.

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

The classification process assesses the teacher's competencies in:

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





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

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

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

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### **Effectiveness of teaching and learning processes**

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

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

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

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

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

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

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

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



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

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

### **Effectiveness of school management processes**

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

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

### **Effectiveness of teacher professional development processes**

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

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

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

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

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



### **Efficiency and effectiveness of funding mechanisms**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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Yes.

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

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

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

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

The learner council shall be requested to express its opinion:

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

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

The learner council is a member of the school board.

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



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

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

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

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

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

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Yes.

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

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

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

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



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

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

### *Sexual education*

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

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

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

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

### *Religion*

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

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





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

#### *Non-Hungarian citizens/migrants*

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

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

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

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

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

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

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#### **Parents and families**

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



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

The main rights of parents are to:

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

The members of the school board are:

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

The school board decides on:

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

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

### **School-leaders/leadership teams, teachers and specialist staff**

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



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

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

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

The education of learners with SEN requires:

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

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

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

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



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

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

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

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

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

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

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

Act CXC of 2011 on National Public Education

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

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

Guideline for kindergarten education of children with special educational needs



Guideline for school education of learners with special educational needs

### **Stakeholders in the local communities**

Some of the rights of parents are to:

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

The members of the school board are:

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

The school board decides on:

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

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

### **Local-level decision-/policy-makers**

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

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

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

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



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

### **Other(s)**

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

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

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Yes.

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

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

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

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

Some of the rights of parents are to:

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

The members of the school board are:

- representatives of the teaching staff;



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

The school board decides on:

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

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

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Yes.

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

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

[Klebelsberg Központ](#)