



# Development of Inclusive Education in Hungary

Macro System Development Programme

SEN as a part of the whole Assessment

Good practice in the classrooms

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# Main Characteristics of Public Education in Hungary

- Great old traditions, mistaken self-evaluation
- „Prussian-Soviet system” until 1990
- Selectivity, teacher-centred approach, one-way communication
- Two-track SEN system: old, traditional special schools and inclusive education in mainstream classes (today: 50 per cent each and mainstream still rising)
- Bad signs:
  - High and rising drop-out rate, especially in vocational schools
  - The shock of the PISA 2000 survey (more than 20 per cent functional illiterates)
  - Dissatisfied employers: too few skilled workers, low levels of adaptability of new entrants in the labour market, etc.

# Strategic Challenges for Public Education and Training

- competence based practice vs. content based context and tradition
- student focused methodology vs. teacher focused educational practice
- **inclusive school models vs. selective school system**
- equal access and opportunities vs. still many forms of disadvantage
- change in teaching culture vs. obsolete basic teacher training programme
- modernisation, efficiency, infrastructure
- change in assessment process and tools on every level, quality assurance



# An Integrated Programme for Teaching and Learning

## Elements of the Programme

**strategy**

the analysis of  
the  
competence  
and equity  
What is  
developed?

**curriculum**

stages  
focuses  
content  
  
When?  
Why? What  
is the  
context?

**teacher's  
kit**

methods  
organisation  
activities  
sources  
tasks  
solutions

How?

**learner's  
kit**

**assess-  
ment**

diagnosis  
(input)  
results  
(output)  
  
What is the  
outcome?

**Support:**

**in-service training and consultancy  
(advisory) services**



# Expected Result from Inclusion

Learning became more attractive,  
Better self-esteem (both teachers and students),  
Success in individual and general educational level,  
New, more effective pedagogical, technical and logistical forms and models  
New „toolbox” for evaluation, quality assurance , learning forms and methods  
New values: tolerance, acceptance, cooperation among teachers, teachers and pupils, parents and teachers etc.  
Well prepared and trained teachers for integration, inclusion  
Learner centred, differentiated , individualised teaching in classrooms  
No child left behind or every child is equally important to us  
Reduce selectivity of the system, reduce the number of segregated schools  
Good financial conditions and supportive service-system for inclusive institutions  
Good practices of inclusion, classroom practices and cooperation between schools and families





**Self evaluation at  
individual and school  
level**

**External evaluation at school level**

**National evaluation**

# Factors of External Evaluation



**Learning effectiveness**



**Partner and parent contentment**



**Guiding the way of learning**



**Teacher achievement**



**Institutional efficiency**

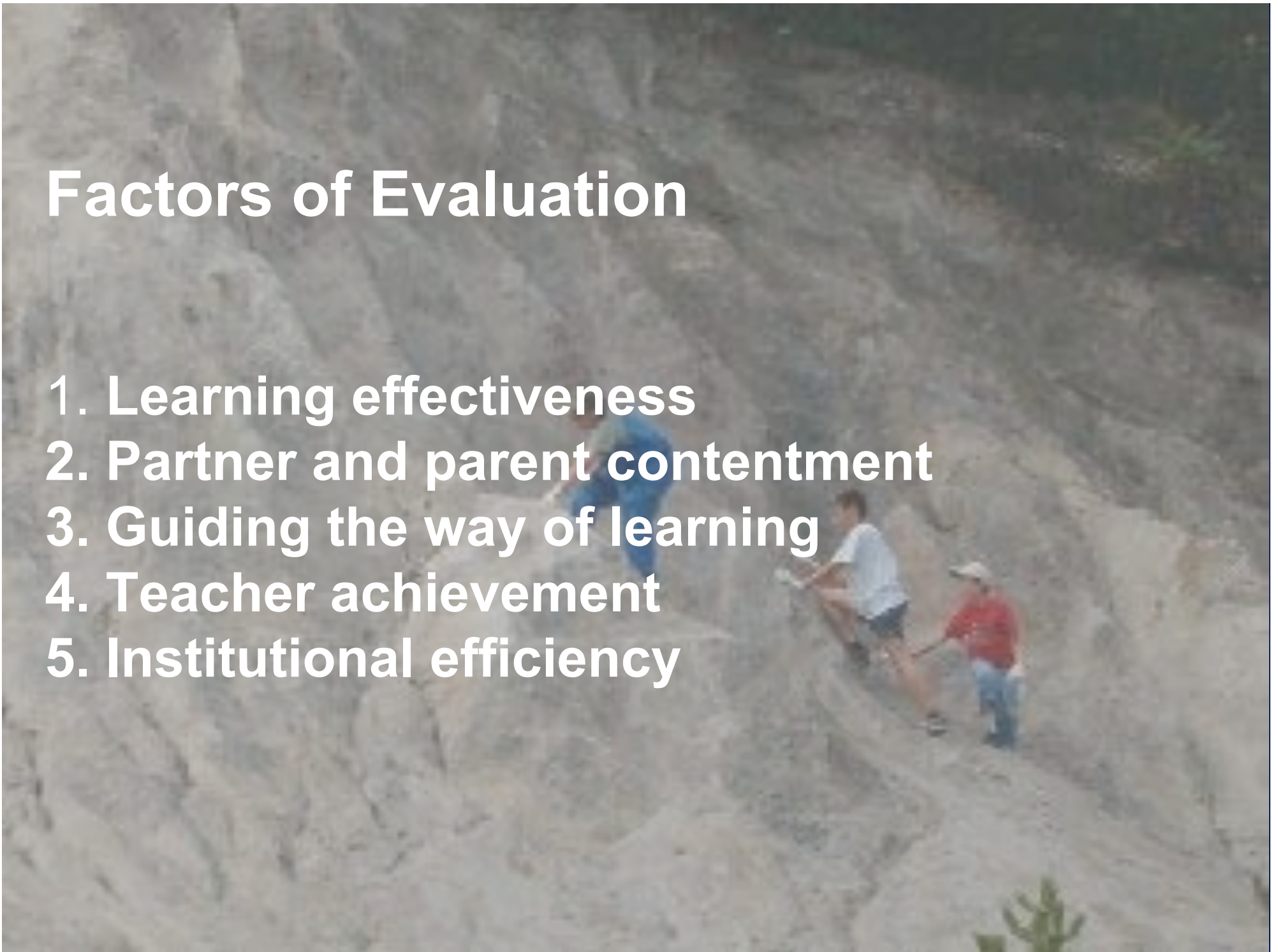


Benchmarks



# Factors of Evaluation

1. Learning effectiveness
2. Partner and parent contentment
3. Guiding the way of learning
4. Teacher achievement
5. Institutional efficiency







**Example of the factor  
of evaluation**

## **4. Teacher achievement**

- 4.1. Attitudes of the teachers regarding inclusion**
- 4.2. Cooperation with parents**
- 4.3. Differentiated methodological practice**
- 4.4. The necessary teacher competencies exist**
- 4.5. Developing social relations in classrooms**
- 4.6. Learner-centred practice and two-way communication**
- 4. 7. Professional preparedness of teachers to handle special needs**
- 4.8. Making fluent individual development plan**

# Attitudes of Teachers Regarding Inclusion

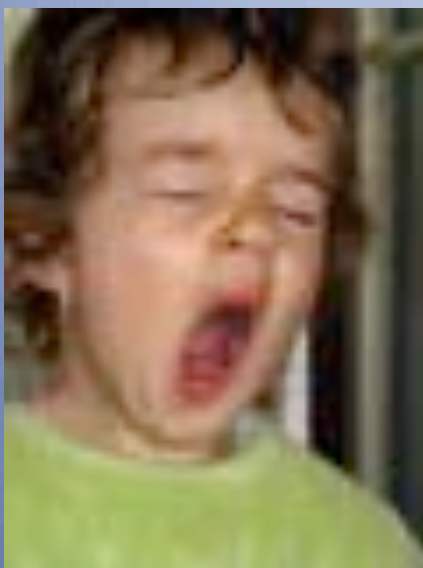
- The class teacher is committed enough to the realisation of inclusion
- The other teachers are committed and are cooperative in inclusion
- The whole staff of the school are committed and cooperative
- Every teacher accepts the pedagogical programme including the development of SEN
- Every teacher of the school considers the individual needs of special needs students
- Every SEN student has an individual development plan

# After the First Pilot

We have achieved the following:

- Thinking and working together
- Cooperation makes the actors of education more active , significant changes in classroom practice
- Schoolstaff, parents, students, head and maintainers are thinking differently, working more and more succesfully together
- Continuous learning, new knowledges
- More and more challenges





Before you fall asleep: Thank You for Your Attention!

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