

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Hungary 2012/2013 and 2014/2015 data  
background information**



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## BACKGROUND INFORMATION

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### How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

The Public Education Act and its implementing regulations define the main rules. There are specific implementing regulations for educational institutions and pedagogical assistance services.

The education of children/pupils with SEN requires one of the following conditions:

- The involvement of a special needs teacher or conductive pedagogue with appropriate skills to educate children/pupils according to the type and extent of their SEN
- In the case of individual education plans; integrated pre-school education; school education; developmental education and developmental teaching: a special needs teacher with special qualifications, in line with the requirements set by the expert committee (the expert committee is part of the pedagogical assistance services).

#### **How additional support is understood within the country context**

The Public Education Act covers the education of children and pupils with SEN by providing additional services and indicating provisions for positive discrimination.

Schools educating pupils with disabilities can grant a pupil more than one academic year to complete the curriculum of a grade. When calculating the average number of pupils in classes and groups, one child/pupil with disabilities is regarded as two or three persons, depending on the type of disability, i.e. the maximum number of separate classes organised for them may be between 7 and 15 and the mandatory use of this multiplier guarantees the lower class number in integrated education. This binding rule applies to all fields of kindergarten and school education. In grade 1, for instance, the maximum number of pupils is 21, according to the Public Education Act. If the class only comprises deaf children, the maximum number of pupils in one class is seven because each deaf child counts as three pupils in the class. If, for instance, there are three deaf children in grade 1 of a basic school providing integrated education, the actual maximum number of pupils is 15 (because the three deaf children 'occupy' nine places).

Irrespective of whether education and teaching are carried out separately or together with non-disabled pupils, in institutions participating in the education and teaching of (disabled) children with SEN, compulsory health and education rehabilitation class activities are organised, in addition to those defined for each school. In cases of severe and permanent cognitive disorders, development activities are organised. The time



dedicated to rehabilitation ranges from 15 to 50% of the classes used for weekly compulsory activities, depending on the type of disability. The individual grades and classes may rearrange the time spent from week to week throughout the academic year.

The head teacher may exempt a pupil with SEN from evaluation and assessment in certain subjects or parts of subjects, based on the proposal of the expert and rehabilitation committee. Where a pupil is exempt, their development and catching-up are organised as individual activities based on an individual development plan. For the basic education examination and secondary school leaving examination, pupils may choose – in compliance with the examination regulations – other subjects instead of the subjects concerned.

During examinations, pupils with SEN are allowed more time for preparation. Assistive devices used during school studies (typewriter, computer, etc.) are permitted and, if necessary, the substitution of written examinations by oral ones or of oral examinations by written ones is possible.

The county pedagogical assistance services and the uniform special educational conductive educational methodological institutions (hereinafter, SCEMI) serve as supportive institutions in the education of children with disabilities.

#### *Pedagogical assistance services institution*

In every county there is a pedagogical assistance service; these have a sub-institution and units in every district. They operate under unified leading and professional protocols. Their duties include:

- Special education consulting, early development, education and care (early intervention and prevention)
- Developmental education (after early development, but before school attendance of children with severe and multiple disabilities)
- Expert activity (professional diagnostic committee, expert committee)
- Educational guidance
- Speech therapy
- Further study and career counselling
- Conductive educational service
- Adapted physical education
- School psychology and pre-school psychology service
- Promotion of particularly talented children/pupils.

A SCEMI may be established for assisting in the education of children/pupils with SEN together with other children/pupils. It may also fulfil the tasks of family support services, school healthcare services and mobile special educator systems (for integrated schools and pre-schools that do not have their own special educators). In addition, a unit can operate within the framework of the institution which performs the duties of a pre-school, primary school or secondary school. Within the SCEMI, separate institutional units,



independent from the organisational and professional aspects, are created for each function.

## **The criteria for an official decision are**

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### **There has been an educational assessment procedure involving a multi-disciplinary team**

The expert committee examines the child. The examination comprises psychological, medical and special educational components in order to recognise the child's intellectual and pedagogical abilities.

### **The multi-disciplinary team includes members from within and external to the pupil's school**

Psychologists, medical doctors, special needs teachers and conductive pedagogues participate in the expert committee. In educational institutions that are involved in inclusive education, beside the 'regular' pedagogues, there are special needs teachers and conductive pedagogues. The education of children/pupils with SEN requires one of the following conditions:

- The involvement of a special needs teacher or conductive pedagogue with appropriate skills to educate children/pupils according to the type and the extent of their SEN
- In the case of individual education plans; integrated pre-school education; school education; developmental education and developmental teaching: a special needs teacher with special qualifications, in line with the requirements set by the expert committee (the expert committee is part of the pedagogical assistance services).

### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

After the examination, the expert committee drafts an official document: the expert opinion. The expert opinion contains the diagnosis (result of the examination), instructions for the parents, developing instructions for the educational institutions, time of the next control examination and so on.

An implementing regulation specifies the function and activity of the pedagogical assistance services (including the expert committee) and the content and format of the expert opinion. Moreover, the Special Education Directive specifies the different educational and professional rules for children with disabilities.

In terms of planning, the educational institution must follow the expert committee's instructions.

### **The official decision is subject to a formal, regular review process**

If parents disagree with the expert committee's expert opinion, they can commence an official review procedure at the county government office. Otherwise, the expert committee must officially review the opinion every second year (depending on the type of disability, but this is the average frequency).



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## Proxy indicator(s) for the 80% benchmark used for the country's data collection

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*Placement in a mainstream class implies over 80% or more with non-disabled peers.*

### Details on what the country proxy is

Placement in a mainstream class implies 100% of time spent with non-disabled peers.

### Why this proxy was used

The data collection used this definition.

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## Detailed description of what is meant by 'out of formal education' within the country's data collection

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*

### Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)

There is no exact definition for pupils out of education. At compulsory school age (from ages 6 to 16), all pupils must have a legal status in a school. Pupils can fulfil their obligation with regular school attendance or may do so as a home pupil. Pupils attending schools in a foreign country also count as pupils participating in (Hungarian) school education (they are registered in the designated school in Hungary). There is a serious sanction if a pupil does not attend school or their absences are not justified (there is a financial sanction: if the pupil misses more than 50 school hours, their family allowances are suspended). Schools have to do their utmost to prevent pupils from dropping out. Centralised monitoring of pupils who are not attending school began recently. However, it is still not fully implemented, so it is not yet possible to give an exact number for pupils



who have dropped out of the school system completely (pupils out of education). It is still not possible to provide a snapshot of a given time centrally, as it is only recorded at local level, in the school.

Surveys show that dropout in general primary schools stands at about 1%, mainly arising from the two 'problem' regions: Northern Hungary and North-Lowlands (please refer to: [Nyüsti, Sz., 2013. 'Oktatási helyzetkép' Magyar ifjúság 2012 – Tanulmánykötet](#), 90–125:).

### **Country definitions of formal, non-formal and informal education**

In ISCED 2011 for Hungary, formal education refers to school education from kindergarten (ISCED 2011 level 0) to tertiary education (ISCED 2011 levels 5–8) (initial education).

Formal education includes vocational education in schools or in other educational providers for qualifications that are equivalent to those of initial education (listed in the National Vocational Qualifications Register, i.e. state-recognised). Home-educated pupils are part of formal education.

Non-formal education refers to qualifications not listed in the National Vocational Qualifications Register (not state-recognised) and qualifications obtained through the economic chambers' training system.

Cultural institutions play a big role in informal education (the Lifelong Learning Strategies for Hungary emphasise these issues).

### **Sources of data from non-educational sectors – i.e. social, justice, health**

All data is from educational sectors.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

The data for Hungary covers all private institutions.

### **Private sector education in the country**

In Hungary, the private sector refers to institutions funded by the church or by business organisations (e.g. limited companies). They are considered government-dependent institutions (they receive public support from government or local government). There are some private institutions which do not receive state support, and there are some foreign institutions which also belong to the private sector.

### **Pupil population counted for each relevant question**

The data for private institutions derives from the same sources as the data for public institutions.



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## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 7 to 10

Usual pupil age ranges in the country at ISCED level 2: 11 to 14