

# **TEACHER PROFESSIONAL LEARNING FOR INCLUSION**

**Policy Mapping Grid: Hungary**



The European Agency for Special Needs and Inclusive Education (the Agency) is an independent and self-governing organisation. The Agency is co-funded by the ministries of education in its member countries and by the European Commission via an operating grant within the European Union (EU) Erasmus+ education programme (2014–2020).



Co-funded by the  
Erasmus+ Programme  
of the European Union

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The information in this document was current in February 2020.

Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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## SECTION 1: WIDER POLICY CONTEXT

### Wider policy context

The Hungarian state has a duty to ensure the right to free and generally accessible education. Every child is obliged to participate in institutional education in Hungary:

- Children shall participate in kindergarten activities no fewer than four hours a day from the starting date of the kindergarten year in the year in which they turn three before 31 August.
- Children are said to be of school age in the calendar year when they turn six years of age by 31 August (or in some special cases, the following year at latest).
- Compulsory education lasts until a learner turns sixteen years of age. The compulsory education of learners with special educational needs may be extended until the end of the academic year when they turn twenty-three years of age.

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

Public educational institutions which are maintained and operated by the state and the local governments (as well as by nationality self-governments) are free of charge for every learner:

- kindergarten education;
- compulsory primary education;
- secondary education, until attainment of the secondary school-leaving certificate as well as the training for the first (and under certain conditions for the second) vocational qualification;
- use of pedagogical assistance services;
- provision of hall of residence.

In addition, in all cases (not just for the first and the second vocational qualification) vocational training for disadvantaged learners and learners with special needs is free of charge.

The kindergarten education of children with special educational needs, and the school education of learners with special educational needs shall be conducted:

- in a special educational institution established for this purpose;
- in a non-special educational institution, in a kindergarten group or school form, partly or fully together with peers and learners in the same kindergarten group or school form.



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**Wider policy context**

Public education has a duty to provide early childhood development before school and to account for the special needs of children and learners with special educational needs or who face difficulties in integration, learning or behaviour. It also has a duty to support their most remarkable development adjusted to their individual needs as well as to establish possibilities for their most complete social integration. (Act CXC of 2011 on National Public Education)



## SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

### 2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	<p>2.1.1.1</p> <p>The main priorities for education and inclusive education in 2014–2020 are determined by the <a href="#">National Disability Programme 2015–2025</a>, the <a href="#">Human Resources Development Operational Programme 2014–2020</a> and the <a href="#">Public Education Development Strategy 2014–2020</a>.</p> <p>2.1.1.2</p> <p>The new strategies for 2021–2017 are under development.</p> <p>All of these policies have inclusive education sections and policies for teacher training, but the more concrete aims are in the National Disability Programme 2015–2025 and its medium-term action plan.</p>
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	–



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	–

#### Evaluative comments for 'Policy vision'

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## 2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	2.2.1.1 Every educational institution involved in special education has to employ special educators and conductors. Experts with appropriate professional qualifications required for the education of learners with special educational needs may also be provided through the mobile network of special educators or conductors.  Mainstream class teachers can choose further special trainings, but it is not obligatory.



Policy priorities	Findings
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	<p data-bbox="757 323 853 352">2.2.2.1</p> <p data-bbox="853 379 1973 528"><i>The special competences that the graduates of BA and MA teacher trainings and of undivided teacher trainings are expected to possess are stipulated in EMMI Decree 18/2016 and EMMI Decree 8/2013, respectively. As regards teacher training, the basic competences are as follows:</i></p> <ul data-bbox="902 555 2033 1066" style="list-style-type: none"><li data-bbox="902 555 2033 624">• <i>developing the student’s personality together with tailor-made treatment, based on individual needs</i></li><li data-bbox="902 651 1962 679">• <i>helping and improving the development of students’ groups and communities;</i></li><li data-bbox="902 707 1854 735">• <i>having knowledge of the special methodology and the special subject;</i></li><li data-bbox="902 762 1391 791">• <i>planning the pedagogical process;</i></li><li data-bbox="902 818 1711 847">• <i>supporting, organizing and managing the learning process;</i></li><li data-bbox="902 874 1603 903">• <i>assessing pedagogical processes and the students;</i></li><li data-bbox="902 930 1749 959">• <i>communication, professional cooperation and career identity;</i></li><li data-bbox="902 986 1984 1066">• <i>autonomy and responsibility.</i> (Eurydice, National Education Systems, Hungary, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</li></ul> <p data-bbox="757 1090 1995 1118">The special educator training (and the conductor training) have their own BA and MA trainings.</p>





Policy priorities	Findings
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.3.1 Mainstream class teachers can choose further special trainings, but it is not obligatory. Besides mainstream class teachers, every educational institution involved in special education has to employ special educators and conductors. One of the duties of the special educators is to provide help and methodological aid for teachers.
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.4.1 'In-service training includes inclusive education skills, but it is usually optional. For other professionals, there are vocational workshops' (European Agency, <a href="#">Country information for Hungary, Teacher education for inclusive education</a> ).
2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.5.1 The educational work of parents and teachers and the performance of the duties of educational institutions shall be assisted by pedagogical assistance services. In every county (and in the capital), there is one 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: <ul style="list-style-type: none"><li>• special education consulting, early development, education and care (early intervention and prevention, early childhood education and care);</li><li>• expert activity (professional diagnostical committee);</li><li>• educational guidance;</li><li>• speech therapy;</li></ul>



Policy priorities	Findings
	<ul style="list-style-type: none"><li>• further study and career counselling;</li><li>• conductive educational service;</li><li>• adapted physical education;</li><li>• school and pre-school psychology service;</li><li>• promotion of particularly talented learners.</li></ul>
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	–

**Evaluative comments for ‘Main principles’**

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## SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

### 3.1 Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	–
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	<p>3.1.2.1</p> <p><i>The special competences that the graduates of BA and MA teacher trainings and of undivided teacher trainings are expected to possess are stipulated in EMMI Decree 18/2016 and EMMI Decree 8/2013, respectively. As regards teacher training, the basic competences are as follows:</i></p> <ul style="list-style-type: none"><li>• <i>developing the student's personality together with tailor-made treatment, based on individual needs</i></li><li>• <i>helping and improving the development of students' groups and communities;</i></li><li>• <i>having knowledge of the special methodology and the special subject;</i></li><li>• <i>planning the pedagogical process;</i></li><li>• <i>supporting, organizing and managing the learning process;</i></li><li>• <i>assessing pedagogical processes and the students;</i></li><li>• <i>communication, professional cooperation and career identity;</i></li></ul>



Policy priorities	Findings
	<ul style="list-style-type: none"> <li>• <i>autonomy and responsibility</i>. (Eurydice, National Education Systems, Hungary, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</li> </ul>
<p>3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education</p>	<p>–</p>
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>–</p>
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>3.1.5.1</p> <p><i>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 defines the number of financed employees directly assisting educational work related to both segregated and inclusive institutions. ... the development objectives of education and inclusive education in the 2014–2020 period are determined by the <a href="#">National Disability Programme 2015–2025</a>, the <a href="#">Human Resources Development Operational Programme 2014–2020</a> and the <a href="#">Public Education Development Strategy 2014–2020</a>.</i></p>



Policy priorities	Findings
	<p><i>To achieve these strategies' goals, in 2016/2017 Hungary launched three projects for developing special education and the special support system:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional development of institutions on:</i> <ul style="list-style-type: none"> <li>○ <i>children with severe and multiple disabilities;</i></li> <li>○ <i>the pedagogical assistance services;</i></li> <li>○ <i>the mobile special educator/mobile conductor networks.</i></li> </ul> </li> <li>• <i>Professional development of further study and career counselling</i></li> <li>• <i>Cross-sectoral programme to harmonise early childhood services and supports (the education, social and healthcare sectors were involved in this project). (European Agency, <a href="#">Country information for Hungary, Systems of support and specialist provision</a>)</i></li> </ul>
<p>3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education</p>	<p>3.1.6.1</p> <p>Every school has its own pedagogical programme, which fits the National Core Curriculum. These documents contain the expectations for the academic and social achievements of all learners. According to the Act CXC of 2011 on National Public Education, education in kindergartens, at schools and in halls of residence is conducted in accordance with the pedagogical programme. The pedagogical programme is adopted by the educating staff and approved by the head of the institution. For provisions of the pedagogical programme that impose additional obligations on the operator, the consent of the operator is required in order to take effect. The pedagogical programme shall be made public.</p> <p>The educational programme of the institution determines (among other things):</p> <ul style="list-style-type: none"> <li>• the basic principles, values and objectives;</li> </ul>



Policy priorities	Findings
	<ul style="list-style-type: none"> <li>• the educational tasks and activities that ensure the development of the learner’s personality, related to preparation for community life and personal development, and promote the development of learners who require special attention;</li> <li>• activities to mitigate social disadvantages;</li> <li>• the child protection-related educational activities;</li> <li>• co-operation forms with the parent, the child and the teacher;</li> <li>• measures related to equal opportunities for learners;</li> <li>• additional principles deemed necessary by the teaching staff;</li> <li>• responsibilities of teachers;</li> <li>• the rights of students to participate in the institutional decision-making process;</li> <li>• the local curriculum.</li> </ul>
<p>3.1.7 There is a medium- and long-term review strategy for teachers’ professional learning opportunities to ensure they meet system requirements for an inclusive education system</p>	<p>3.1.7.1 According to the Act CXC of 2011 on National Public Education Act on Public Education (came to force in 2012), and the Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institution, the school operator evaluates the execution of tasks defined in the pedagogical programme of the educational institution. The school operator also evaluates 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 a school-based pedagogical evaluation at least once every five years, concerning every educational institution.</p>



### Evaluative comments for 'Goals'

*Since July 2016, the teacher career model has been extended to certain professionals at institutions providing pedagogy-related professional services, to teachers at institutions under the Act on Protection of Children (Act 1997/XXXI on Protection of Children and Guardianship Administration) and to pedagogical assistants with a professional qualification in pedagogy. The precondition of being advanced to the next career grade is the evaluation of the teacher's professional work and portfolio, through a certification procedure. (Eurydice, National Education Systems, Hungary, [Teachers and Education Staff](#))*

## 3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p><i>The most significant change in the field of CPD was brought about by the amendment of the Public Education Act in 1996, which introduced obligatory participation in in-service training for teachers lasting 120 hours in every 7 years. (Eurydice, National Education Systems, Hungary, <a href="#">Teachers and Education Staff</a>)</i></p> <p>3.2.1.2</p> <p><i>Teachers are subject to 120 hours' (45-minute lessons) in-service training obligation every 7 years. The in-service training obligation can be fulfilled by completing the following:</i></p> <ul style="list-style-type: none"> <li>• <i>30-60-120-lesson-long accredited in-service training program for teachers;</i></li> <li>• <i>teachers' special examination;</i></li> <li>• <i>completing tertiary educational training (undergraduate level or graduate level training, specialized extension training, training in a partial field) which authorizes the graduate to occupy in a teacher's job;</i></li> </ul>



Policy priorities	Findings
	<ul style="list-style-type: none"> <li>• <i>participating in complex development projects in cooperation with the teaching staff, potentially measured in the student's efficiency;</i></li> <li>• <i>trainings for ICT development;</i></li> <li>• <i>foreign language training. (Eurydice, National Education Systems, Hungary, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</i></li> </ul>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>–</p>
<p>3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education</p>	<p>3.2.3.1</p> <p>One pedagogical support institute type is the pedagogical professional service. The pedagogical professional service's duties include:</p> <ul style="list-style-type: none"> <li>• pedagogical evaluation;</li> <li>• professional counselling and special subject-related tasks;</li> <li>• provision of educational information;</li> <li>• public education administration services;</li> <li>• supporting and organisation of teacher training, in-service training and self-education;</li> </ul>





Policy priorities	Findings
	<ul style="list-style-type: none"><li>• organisation and harmonisation of study, sports and talent promotion competitions;</li><li>• information and counselling service related to learners;</li><li>• early-warning and pedagogical support system for preventing drop-out.</li></ul>
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	–

**Evaluative comments for ‘Continuum of support’**

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## SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

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### 4.1 Capacity building

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Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	–
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	–



Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	4.1.4.1 The Decree 32/2012. (X. 8.) EMMI on the issue of the Guideline for kindergarten education of children with special educational needs and of the Guideline for school education of students with special educational needs includes information, classification rules and detailed methodological aids by disability for teachers. It also includes possible deviations from the National Core Curriculum.
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	–
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–



Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	–
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–



Policy priorities	Findings
4.1.10 There are competences for professional learning in inclusive education for all teachers	<p data-bbox="763 323 875 352">4.1.10.1</p> <p data-bbox="862 379 1982 528"><i>The special competences that the graduates of BA and MA teacher trainings and of undivided teacher trainings are expected to possess are stipulated in EMMI Decree 18/2016 and EMMI Decree 8/2013, respectively. As regards teacher training, the basic competences are as follows:</i></p> <ul data-bbox="913 555 2004 1066" style="list-style-type: none"><li data-bbox="913 555 2004 624">• <i>developing the student's personality together with tailor-made treatment, based on individual needs</i></li><li data-bbox="913 651 2004 687">• <i>helping and improving the development of students' groups and communities;</i></li><li data-bbox="913 715 2004 751">• <i>having knowledge of the special methodology and the special subject;</i></li><li data-bbox="913 778 2004 815">• <i>planning the pedagogical process;</i></li><li data-bbox="913 842 2004 879">• <i>supporting, organizing and managing the learning process;</i></li><li data-bbox="913 906 2004 943">• <i>assessing pedagogical processes and the students;</i></li><li data-bbox="913 970 2004 1007">• <i>communication, professional cooperation and career identity;</i></li><li data-bbox="913 1034 2004 1066">• <i>autonomy and responsibility.</i> (Eurydice, National Education Systems, Hungary, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</li></ul>

**Evaluative comments for 'Capacity building'**

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## 4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

### Evaluative comments for 'Funding'

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## 4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	4.3.1.1 According to the Act CXC of 2011 on National Public Education and the Decree No 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public 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 a school-based pedagogical evaluation at least once every five years, concerning every educational institution. This is the national pedagogical-professional inspection system. The types of national pedagogical-professional inspection are: <ul style="list-style-type: none"><li>• supervision of the teacher (once every five years);</li><li>• supervision of the head of the institution (no sooner than the second and fourth year of their five-year mandate);</li><li>• institutional control (once every five years).</li></ul>



Policy priorities	Findings
	<p>4.3.1.2</p> <p>As stated in the European Agency’s <a href="#">Country Policy Review and Analysis: Hungary</a> report (2018):</p> <p><i>According to the Act CXC of 2011 on National Public Education, and the 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:</i></p> <ul style="list-style-type: none"> <li>• <i>Intern</i></li> <li>• <i>Teacher I</i></li> <li>• <i>Teacher II</i></li> <li>• <i>Master Teacher</i></li> <li>• <i>Researcher Teacher.</i> (p. 25)</li> </ul> <p>To enter a higher grade, the candidate has to participate in an evaluation process by the special professionals. Organising the evaluation process is the duty of the Educational Authority.</p> <p>4.3.1.3</p> <p>The educational institution’s teaching staff and parent community evaluate the work of the institution’s headmaster, in the second and fourth year of their five-year mandate.</p>
<p>4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed</p>	<p>–</p>





Policy priorities	Findings
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–



Policy priorities	Findings
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

#### **Evaluative comments for 'Monitoring'**

*According to the Act on Public Education, 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 conduct school-based pedagogical evaluation at least once every five years. (European Agency, [Country information for Hungary, Systems of support and specialist provision](#))*