

COUNTRY POLICY REVIEW AND ANALYSIS

Hungary

European Agency for Special Needs and Inclusive Education



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Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

The Hungarian state has a duty to ensure the right to free and generally accessible education. It shall be the public service duty of the Hungarian state to ensure, as laid down in the Fundamental Law, the right to free and compulsory primary education and free and generally accessible secondary education.

According to the Fundamental Law of Hungary (Article XI):

- Every Hungarian citizen shall have the right to education.
- Hungary shall ensure this right by extending and generalising public education, by providing free and compulsory primary education, free and generally accessible secondary education, and higher education accessible to everyone according to their abilities, and by providing financial support as provided for by an Act to those receiving education.

According to Act CXC of 2011 on National Public Education, the Hungarian state has a duty to ensure the right to free and generally accessible education (Section 2 (1)–(4), Section 3 (6), Section 8 (1)–(2), Section 45 (1)–(3), Section 47 (3)).

The general rules are same for all children and learners, with or without disability.

Every child is obliged to participate in institutional education in Hungary:

- Children shall participate in kindergarten activities in no less than four hours a day as 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 the latest).
- Compulsory school age lasts until a learner turns 16. The compulsory school age of learners with special educational needs may be extended until the end of the academic year when they turn 23.

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 to conduct such activity as laid down by statutory provisions. Kindergartens may also be established and operated by local governments.

A prioritised duty of public education is to provide for early childhood development before school and to account for the special needs of children/learners with special educational needs or facing social, learning or behaviour difficulties and to support their most remarkable development adjusted to their individual needs, as well as to establish possibilities for their fullest social integration.

Under Act CCIV of 2011 on National Higher Education, higher education is accessible to



Country priorities

everyone according to their abilities, and helped by financial, technical and human resource aids.

According to Act CLXXXVII of 2011 on Vocational Education (Section 1 (1), Section 29.), vocational training within the school system is supported from the state budget for the first (and, under certain conditions, for the second) vocational qualification.



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 Neither the previous nor the current Public Education Act includes any provisions where children with disabilities have to be educated in special education institutions/classes established for this purpose or together with other learners. It allows both options and stipulates compliance with the subjective and objective conditions required for specific education and teaching as a criterion.</p> <p>1.1.2 The education of children/learners with special educational needs requires the following conditions:</p> <ul style="list-style-type: none"> • the involvement of a special educator/conductor with appropriate skills to educate the children/learners and perform the developmental teaching of children/learners according to the type and the extent of their special educational needs, special curricula, course books and other instruments; • in case of individual progress education, integrated kindergarten education, school education, a special educator or conductor with appropriate skills to educate children/learners according to the type and the extent of their special educational needs in line with the requirements set by the committee of experts; furthermore, special curricula, course books for the classes and special medical and technical equipment; • the committee of experts' decision on the areas to be developed. <p>The previous and the current Public Education Act regulate this equally:</p> <p>Act LXXIX of 1993 on Public Education, Section 30 (2) was in force between 1 September 1993 and 31 August 2012</p>



Agency recommendation	Findings
	<p>(njt.hu/cgi-bin/njt_doc.cgi?docid=19431.225324)</p> <p>Act CXC of 2011 on National Public Education, Section 47 (3)–(4) came into force on 1 September 2012 (njt.hu/cgi-bin/njt_doc.cgi?docid=139880.247176).</p>
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 Hungary signed and ratified the:</p> <ul style="list-style-type: none"> • UN Convention on the Rights of the Child in 1991; • UN Convention on the Rights of Persons with Disabilities in 2007. <p>1.2.2 As a result of the inclusive education trends appearing in international practice, integration also became more prominent in Hungary in the 1980s. There are now integrated forms of schooling in most sectors of education. In the 2016/2017 academic year, 68% of the children and learners with disabilities participating in the public education system received education in an inclusive methodological framework. If we interpret children with severe and multiple disabilities as a separate group, then in 2017, 70% of the children and learners with disabilities participating in the public education system received education in an inclusive methodological framework.</p>
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 The main priorities for education and inclusive education are determined by the following strategies in the 2014–2020 period:</p> <ul style="list-style-type: none"> • National Disability Programme 2015–2025: www.kormany.hu/download/c/e4/60000/NDP_2015-2025.pdf • Human Resources Development Operational Programme 2014–2020: www.palyazat.gov.hu/download.php?objectId=53462) and Public Education Development Strategy 2014–2020 and 2010-2014. kormany.hu/download/d/72/21000/k%C3%B6zvetlen%C3%A9s%20fejleszt%C3%A9si%20strat.pdf. <p>The objectives of these strategies are:</p>



Agency recommendation	Findings
	<ul style="list-style-type: none"> • developing the SEN welfare system that provides the ability to recognise individual needs and characteristics and those additional services; • strengthening inclusive education in mainstream institutions; • strengthening the role of the uniform special educational, conductive pedagogical methodological institutions (USEMIs) in inclusive education (developing the USEMIs' so-called 'mobile special educator systems'); • improving supports for children with severe and multiple disabilities; • developing the pedagogical assistance services; • improving quality-based early childhood education and care; • career-building, further education, career counselling system, dissemination and practice of individual transfer programmes. <p>To achieve these goals, in 2017 Hungary published three project tenders for public educational institutions.</p> <p>The reforms and development objectives currently being developed put special emphasis on establishing the conditions for integrated education and teaching in as many institutions as possible.</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 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.</p> <p>Government Decision No. 1432/2015. (VI. 30.) on Inter-Ministerial Committee on Disability Affairs: njt.hu/cgi_bin/njt_doc.cgi?docid=176419.338812</p>



Agency recommendation	Findings
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	–
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	<p>Refer to 1.1.</p> <p>1.6.1 According to the Fundamental Law of Hungary (Article XI):</p> <ul style="list-style-type: none"> • Every Hungarian citizen shall have the right to education. • Hungary shall ensure this right by extending and generalising public education, by providing free and compulsory primary education, free and generally accessible secondary education, and higher education accessible to everyone according to their abilities, and by providing financial support as provided for by an Act to those receiving education. <p>According to Act CXC of 2011 on National Public Education, the Hungarian state has a duty to ensure the right to free and generally accessible education.</p>
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	–
1.8 Policy requires learning material to be accessible.	<p>1.8.1 According to Act CCXXXII of 2013 on the Textbook Market and Decree No. 17/2014. (III. 12.) EMMI on textbook accreditation and subsidy of textbooks, all learners with special educational needs are entitled to free textbooks.</p> <p>Act CCXXXII of 2013 on the Textbook Market, Section 4 (2): njt.hu/cgi_bin/njt_doc.cgi?docid=165758.328064</p>



Agency recommendation	Findings
	<p>Decree No. 17/2014. (III. 12.): njt.hu/cgi_bin/njt_doc.cgi?docid=167988.337151</p> <p>1.8.2 The curriculum is delivered with the help of special equipment, infrastructure and professionals with specialised training over the entire period or part of the education provision. Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions includes some special equipment, material and infrastructural criteria which are necessary for the education of children and learners with SEN.</p> <p>Decree No. 20/2012 (VIII. 31.): njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>1.9.1 Pedagogical assistance service institutions</p> <p>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:</p> <ul style="list-style-type: none"> • special education consulting, early development and care (early intervention and prevention, early childhood education and care); • expert activity (professional diagnostical committee); • 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.



Agency recommendation	Findings
	<p>The pedagogical assistance services work with children and learners directly.</p> <p>Act CXC of 2011 on National Public Education, Section 18: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p> <p>1.9.2 Institution providing pedagogical professional services</p> <p>Pedagogical professional services' duties include:</p> <ul style="list-style-type: none">• pedagogical evaluation;• professional counselling and special subject-related tasks;• provision of educational information;• public education administration services;• supporting and organisation of teacher training, in-service training and self-education;• organisation and harmonisation of study, sports and talent promotion competitions;• information and counselling service related to learners;• early warning and pedagogical support system for preventing dropout. <p>The pedagogical professional services work with teachers.</p> <p>Act CXC of 2011 on National Public Education, Section 19: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 48/2012 (XII. 12.) EMMI on Pedagogical Professional Services: njt.hu/cgi_bin/njt_doc.cgi?docid=156837.332958</p>



Agency recommendation	Findings
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.</p>	<p>1.10.1 The education of children/learners with special educational needs requires special conditions, refer to 1.1.1.</p> <p>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.</p> <p>1.10.2 In educational institutions catering for children with special educational needs, compulsory habilitation and rehabilitation class activities shall be organised for children with special needs, for health and pedagogical purposes. The learner shall take part in as many habilitation and rehabilitation class activities for healthcare and pedagogical purposes as necessary in order to reduce the disadvantage stemming from their special needs. The weekly time frame of compulsory habilitation and rehabilitation class activities for healthcare and pedagogical purposes is specified in Act CXC of 2011 on National Public Education. The weekly time frame may be reallocated between weeks in extremely justified cases without prejudice to the rights of the learners.</p> <p>The rehabilitation and habilitation class activities could be organised in the mainstream classroom too; in these cases, the mainstream teacher and mobile special teacher work as a team.</p> <p>1.10.3 According to Act CXC of 2011 on National Public Education, if the individual capabilities and the development of the learner with special educational needs so require, the principal shall exempt them, on the basis of the opinion of the expert committee, from:</p> <ul style="list-style-type: none"> • numerical evaluation and assessment and require written evaluation and assessment instead; • evaluation and assessment of certain subjects or parts of subjects, with the exception of practical training. <p>In the secondary school leaving examination, learners can choose another subject instead of the</p>



Agency recommendation	Findings
	<p>subjects as defined above, in accordance with the examination rules.</p> <p>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:</p> <ul style="list-style-type: none">• The time allotted for answering the written questions for the examinee with special educational needs shall be increased by a maximum of 30 minutes.• The examinee with special educational needs shall be allowed to use the tools generally used during their studies.• Examinees with special educational needs may sit an oral examination instead of a written examination.• 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. <p>1.10.4 According to Act CXC of 2011 on National Public Education, when calculating the number of learners in kindergarten groups, school classes or groups in hall of residence:</p> <ul style="list-style-type: none">• learners with mild intellectual disabilities, physical development disturbances or speech disorders shall be considered as two learners• learners with sensory (visual, hearing) or locomotor disturbances, moderate intellectual disabilities, autism spectrum disturbances or with multiple disabilities shall be considered as three learners. <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>



Agency recommendation	Findings
	<p>Decree No. 20/2012 (VIII. 31.): njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p> <p>1.10.5 Learners with disabilities applying to university will be given advantages during the process. Preferential treatment is granted in the form of 40 additional points available in the admission procedure for applicants with disabilities (minimum score to be reached by applicants for admission is 280 points). During university studies, Act CCIV of 2011 on National Higher Education states that conditions for studying and taking exams shall be adjusted to the given disability in the case of learners with disabilities. Moreover, learners with disabilities shall receive assistance for fulfilling obligations ensuing from their status as learners. In justified cases, learners with disabilities shall be exempted from taking certain modules, studying certain units or taking exams and being tested. If required, learners with disabilities shall be exempted from taking language examinations, a part of the exam or its level. A longer preparation period shall be ensured during exams. The use of technical aids, and therefore, in particular, typewriters and calculators, shall be ensured for compiling reports in writing, or by substituting a written exam with an oral one and vice versa. Exemptions granted under Act CCIV of 2011 on National Higher Education shall exclusively be ensured in connection with circumstances serving as the grounds for exemption and may not lead to exemption from fundamental academic requirements required for obtaining the qualifications attested by a certificate in higher vocational education or qualifications certified by a degree in Bachelor and Master programmes.</p> <p>Act CCIV of 2011 on National Higher Education: njt.hu/cgi_bin/njt_doc.cgi?docid=142941.329860</p> <p>Act CXC of 2011 on National Public Education', annex 2 of the Act: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>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, annex 4 of the Decree: njt.hu/cgi_bin/njt_doc.cgi?docid=162771.333156</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>



Agency recommendation	Findings
	Annex 6 of Act CXC of 2011 on National Public Education
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	–
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 Over the last 10 years, various special institutions have been transformed into uniform special educational, conductive pedagogical methodological institutions (USEMIs). These provide active co-operation to support collaboration for the benefit of inclusive education.</p> <p>A USEMI may be established for assisting the education of children/learners with special educational needs together with other children/learners. Within the framework of the institution, there shall be an institutional unit performing exclusively kindergarten, primary school, school or secondary school activities conducting developmental education catering only for children/learners with special educational needs, as well as a mobile network of special educators and conductors' tasks. USEMIs may also fulfil the tasks of family support services and school healthcare services, as well as the lending of special education and conductive education tools and aids, and it may operate a hall of residence.</p> <p>'Mobile special educator/mobile conductor' means the special educator or conductor employed by the respective mobile network of special educators or conductors, who perform their duties as specified in this Act regularly outside the location of their employer. The duty of the mobile network of special educators and conductors shall be to provide experts with appropriate professional qualification as required for the education of children/learners with special educational needs for educational institutions performing the pre-school or school education of children/learners with special educational needs partly or fully together with peers and learners in the same pre-school group or school class, in case the educational institution does not have an expert with special educator or conductor qualification.</p>



Agency recommendation	Findings
	<p>In the education of children with disabilities, the county pedagogical assistance services and the USEMIs work as supportive institutions.</p> <p>Act CXC of 2011 on National Public Education, Section 15/A: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>1.12.2 Specialist teachers working towards inclusion and experts from special schools assisted in developing the system for assessing pupils with special educational needs. The most recent form of professional assistance is in the special institutions where there are opportunities for in-service teacher training, for discussing and facilitating the quality and content of communication with parents and for professional and servicing work. This shift of tasks was made possible by Act CXC of 2011 on National Public Education (which came into force in 2012), which stipulates that unified special education methodology institutions can be established if this activity is carried out in the interest of pupils with special educational needs. Therefore, formerly segregated institutions can become professional centres and training and servicing institutions where professional support systems can be set up.</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>

Measure 1 evaluative comments

‘Children/learners with special educational needs’ means children/learners requiring special treatment who, based on the expert opinion of the committee of experts, have a physical disability, have perceptual (visual, hearing) or intellectual disabilities or speech disorders, have multiple disabilities in case of the simultaneous occurrence of several disabilities or have autism spectrum disorder or any other psychic disorder (serious disorder concerning learning or the control of attention or behaviour).

Beside the general rules of the education of learners with SEN, in Hungary, care for children with severe and multiple disabilities (mostly with severe intellectual disability) is also part of the educational system (and not part the medical or social system). Learners with severe or multiple



disabilities shall fulfil their compulsory education within the framework of ‘developmental education and teaching’ from the first day of the teaching year in which they turn six. The developmental education and teaching shall be provided by the special educational, conductive educational institution, either individually or in groups:

- in the group established for this purpose within its own institution;
- within the framework of home schooling;
- in the institution where the nursing and care for the child is provided.

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 learners with special educational needs includes classification criteria for the national categories of special educational need.

The hierarchy of the Hungarian rules are:

- Fundamental Law of Hungary
- Law
- Government Decree
- Decree of the Prime Minister
- Decree of a minister (related to education, the abbreviation for a decree by the Minister of Human Capacities is ‘EMMI’)
- Decree of a local authority, local self-government
- Another, for example: order, directive, decision, etc.

The (originally) uniform special education was divided in 1963. The two types are:

- Special education (special educators)
- Conductive education (conductors).

The special educator’s specialisations are:



- Intellectual and multiple disabilities
- Hearing impairment
- Visual impairment
- Speech and language therapy
- Behavioural disorders
- Physical disabilities
- Learning disabilities and difficulties
- Autism spectrum disorders.

The conductor's specialisations are:

- Physical disabilities caused by central nervous system injury (kindergarten age)
- Physical disabilities caused by nervous system injury (school age).

Annex 6 of Act CXC of 2011 on the National Public Education includes the weekly timeframe of financed activities for children and learners.

Healthcare and pedagogical habilitation and rehabilitation is a compulsory commitment relating to the support of the individual needs of children and learners with special educational needs, the overcoming of hindrances, the elaboration of new functions and the optimisation of environmental conditions, while taking into account the proposal for the development areas set out in the expert opinion of the committee of experts and for the experts needed for the development.

Healthcare and pedagogical habilitation and rehabilitation lessons always require a special educator/conductor.

Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
2.1 The full involvement of families in all	2.1.1 According to Act XXVI of 1998 on Rights and Equal Opportunities for People with Disabilities,



Agency recommendation	Findings
educational processes is outlined in legislation and policy.	<p>section 14, parents of learners with special educational needs have the right to be involved in decision-making about where their children are placed (njt.hu/cgi_bin/njt_doc.cgi?docid=34535.328036).</p> <p>2.1.2 According to Act CXC of 2011, on National Public Education, Section 47(2), Section 72 (5) and Decree No. 15/2013 (II. 26.), EMMI on Pedagogical Assistance Service Institutions, Section 16 (2), 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 diagnostical committee informs the parent based on the list of institutions where their child with special educational needs can take part in early development and care, kindergarten education or developmental education and fulfil compulsory education (njt.hu/cgi_bin/njt_doc.cgi?docid=35344.323242 and njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176)</p> <p>2.1.3 According to Act CXC of 2011 on National Public Education and Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, the main rights of parents are to:</p> <ul style="list-style-type: none">• 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;



Agency recommendation	Findings
	<ul style="list-style-type: none"> • personally or through their representatives, as defined by law, participate in school decisions; • send requests to the educational ombudsman. <p>The members of the school board are:</p> <ul style="list-style-type: none"> • representatives of the teaching staff; • representatives of parents or school parents' associations; • representatives of the learner union. <p>The school board decides on:</p> <ul style="list-style-type: none"> • approving the operation and work programme of the institution; • the election of officers; • in cases in which the teaching staff of the school board delegate for them. <p>The school board is involved in the examination of the appeals against the school decisions. The school board may issue an opinion on all matters relating to the functioning of the educational institution.</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of all actions.</p>	<p>2.2.1 Public education shall have in its focus the children/learners, teachers and parents whose rights and obligations shall form an integrated unit. (Act CXC of 2011 on National Public Education, section 3)</p> <p>2.2.2 The pedagogical assistance services assist in the educational work of parents and teachers, as well as in the performance of the educational institutions' duties (Act CXC of 2011 on National Public Education, section 18, and Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions)</p> <p>Act CXC of 2011 on National Public Education, Section 3 and 18:</p>



Agency recommendation	Findings
	<p>njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions : njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>
<p>2.3 Sharing information among professionals and families is a policy priority.</p>	<p>Refer to: 2.1.3 on rules and rights of the school board.</p>
<p>2.4 Policy has the goal of supporting parental interaction and communication with professionals.</p>	<p>2.4.1 Within public education, the duties of education shall be shared among the parents/legal representatives of the child, public education institutions and teachers. Such joint activity shall be based on trust and the professional credit of institutions and teachers. (Act CXC of 2011 on National Public Education, section 3)</p> <p>Refer to: 2.1.3 Rules and rights of the school board.</p> <p>2.4.2 The educational institution shall prepare an individual development plan for the child/learner with special educational needs with the help of the ‘inclusion helping teacher’ and shall record the results of the development at least once a year. The parents shall be informed of the content of the individual development plan and the results achieved. (Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Section 139).</p> <p>(njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176 and njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318)</p>
<p>2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.</p>	<p>–</p>



Measure 2 evaluative comments

The Educational Authority is the background institution of the Ministry of Human Capacities (the ministry responsible for education).

According to Act LXXXIV of 1998 on Family Support, families with a child with a long-term illness and/or severe disability shall receive an increased family allowance.

The 2014–2020 development period's projects usually have a non-obligatory project component about network-building. For example: 'EFOP 3.1.6' and 'EFOP 4.1.6' project (professional development of institution on children with severe and multiple disabilities, the pedagogical assistance services and the mobile special educator/mobile conductor networks).

'Mobile special educator/mobile conductor' means the special educator or conductor employed by the respective mobile network of special educators or conductors, who perform their duties as specified in Act CXC of 2011 on National Public Education regularly outside the location of their employer.

'Inclusion helping teacher' means the special educator or conductor employed by:

- the respective mobile network of special educators or conductors;

or

- the special educator or conductor employed by kindergartens and schools involved jointly or partly in the education of children/learners with special educational needs for the purposes of kindergarten education and school education of children/learners with special educational needs.

The Educational Authority collects the good practices on its website, which are available, downloadable and uploadable for everyone.

Good practices website: kosar.educatio.hu/index.php/intezmenyi_innovacio/jo_gyakorlatok_list/1346211711.edu



Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 The teacher career path system is regulated by 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. Entering a higher grade, the candidate has to participate in an evaluation process by special professionals.</p> <p>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 : njt.hu/cgi_bin/njt_doc.cgi?docid=162771.333156</p>
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>3.2.1 Under Act CXC of 2011 on National Public Education, which came into force in September 2012, and Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions, institutions involved in special educational needs diagnosis and educational and rehabilitative service provision were organised into regional networks. The service capacity was revised and restructured. The aim of the structural change was to operate as a coherent system and to provide more stable access to services.</p> <p>3.2.2 These days, the significance of selection mechanisms and medical diagnosis aspects in the inclusive education of children and learners with special educational needs is decreasing. There is a growing emphasis on development opportunities adapted to different educational needs. The ‘expert activity’ (diagnostical committee) is one of the pedagogical assistance service institution’s duties. In these cases, the pedagogical assistance service institution ‘appears’ as a professional diagnostical committee. The professional diagnostical committee of the county pedagogical assistance service institution shall draw up an expert opinion on the basis of complex psychological, pedagogical-special educational and medical examination, and shall make suggestions as to the education of children/learners with special educational needs or facing difficulties in integration, learning or behaviour within the framework of special treatment, as well as the method, form and place of</p>



Agency recommendation	Findings
	<p>education. The professional diagnostical committee shall conduct a review procedure ex officio one academic year later. The expert opinion must be reviewed ex officio every second academic year after the first ex officio review until the academic year in which the learner reaches the age of 10, then every three years thereafter until the academic year in which the learner reaches the age of 16.</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p> <p>3.2.3 General monitoring organisations:</p> <ul style="list-style-type: none"> • Office of the Commissioner for Fundamental Rights • Office of the Commissioner for Educational Rights • Equal Treatment Authority.
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p>–</p>
<p>3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.</p>	<p>3.4.1 The focus of the Central Project No. TÁMOP 3.4.2/B (2013–2015) was on the development of pedagogical assistance services.</p> <p>The protocols (common standards for every pedagogical assistance service's duty) and the uniform electronic registration system were implemented in 2015. Using the uniform electronic registration system is obligatory. The pedagogical assistance service institutions have to implement the common standards, or create own standards inside the framework of the common standards. The common standards are downloadable: www.educatio.hu/projektjeink/tamop342b/eredmenyek/szakszolgalati_protokollok</p>



Agency recommendation	Findings
	The uniform electronic registration system: inyr.hu/szakszolgalat
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	Refer to 2.1.3 and 3.1.1.
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	<p>3.7.1 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, Section 145, 193 (20), from 2016 every educational institution must carry out self-evaluation once every five years. The types of institutional self-evaluation are:</p> <ul style="list-style-type: none">• the teacher’s self-assessment;• the institution’s management self-assessment;• the institution self-assessment. <p>njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>

Measure 3 evaluative comments

According to Act CXC of 2011 on National Public Education and 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 school-based pedagogical evaluation at least once every five years, involving every educational institution. This is the national pedagogical-professional



inspection system.

Furthermore, 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).

These are general rules for every institution.

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

Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	<p>4.1.1 The operation of the public education system (including inclusive education) is ensured by the state budget and financial resources contributed by the operator. The operator ensures coverage for the extra services and number of learners they authorise.</p> <p>4.1.2 The budgetary allocation earmarked for providing core educational activities (including inclusive education) is determined in the annual budget act. The budget ensures funding for the provision of</p>



Agency recommendation	Findings
	<p>other public education activities.</p> <p>4.1.3 The amount of budgetary funding covers the remuneration and salary – including taxes and contributions – paid to teachers and employees directly involved in the provision of educational activities required for operating the educational institution (including inclusive education), the pedagogical assistance service and the pedagogical professional service.</p> <p>4.1.4 Decree No. 48/2012 (XII. 12.) EMMI on Pedagogical Professional Services defines the timeframes of services provided within the framework of the pedagogical professional service. The operator concludes a vocational training (including inclusive education) agreement with the Government Office, which constitutes a precondition for using budgetary funding in the case of vocational schools not operated by the state.</p> <p>Act XC of 2016 on Hungary’s budget for 2017: njt.hu/cgi_bin/njt_doc.cgi?docid=196082.323548</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 48/2012 (XII. 12.) EMMI on Pedagogical Professional Services: njt.hu/cgi_bin/njt_doc.cgi?docid=156837.332958</p>
<p>4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.</p>	<p>4.2.1 According to the annual budgetary act (current: Act XC of 2016 on Hungary’s budget for 2017), the nationality self-governments, churches, other organisations and local governments get subvention from the central state budget to operate educational institutions. The amount of the subvention depends on the number of children/learners. When calculating the number of children/learners in the inclusive classes:</p> <ul style="list-style-type: none"> • learners with mild intellectual disabilities, physical development disturbances or speech disorders shall be considered as two learners; • learners with sensory or locomotor disturbances, moderate intellectual disabilities, autism spectrum disturbances or with multiple disabilities shall be considered as three learners.



Agency recommendation	Findings
	<p>4.2.2 The state-maintained institutions' budgets are part of the central state budget (shared among the 'educational districts'), regarding the above rules (4.2.1). The financing condition of the state-maintained institutions and the institutions which are maintained by other organisations (refer to 4.2.3) are compared (and, if necessary, revised) every year, to ensure equal opportunities.</p> <p>4.2.3 According to Act CCXXXII of 2013 on the Textbook Market, all learners with special educational needs are entitled to free textbooks.</p> <p>Act XC of 2016 on Hungary's budget for 2017: njt.hu/cgi_bin/njt_doc.cgi?docid=196082.323548</p> <p>Act CCXXXII of 2013 on the Textbook Market, Section 4 (2): njt.hu/cgi_bin/njt_doc.cgi?docid=165758.328064</p> <p>Act CXC of 2011 on National Public Education, annex 6 of the Act: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>
<p>4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.</p>	<p>Refer to 4.2.1–4.2.3 on main rules.</p> <p>4.3.1 Furthermore, the Minister of Education (in Hungary: Minister of Human Capacities) can contract so-called 'public educational agreements' with those organisations, which have special curriculum, special duties or outstanding professional performance. Based on the public educational agreement, the organisation/institution gets extra subventions from the state. The public educational agreement's period of time is one to five years (based on the Ministerial decision).</p> <p>Act CXC of 2011 on National Public Education, Section 31 (2) e), (3), (4), Section 33: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>
<p>4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.</p>	<p>4.4.1 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 (www.kormany.gov.hu).</p>



Agency recommendation	Findings
	<p>4.4.2 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 continuously working on improving the questionnaires and the instructive guidance for special needs education because the data for private institutions is not available yet.</p> <p>Act CXC of 2011 on Public Finance: njt.hu/cgi_bin/njt_doc.cgi?docid=142897.287805</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>

Measure 4 evaluative comments

Institutions operated by churches and non-government organisations: the operation of the public education system is ensured by the state budget, which is complemented by fees paid by the learners, service fees paid by the learners, and tuition fees in the case of institutions authorised to charge tuition in accordance with the regulations governing the Act on Public Education. The operator ensures coverage for the extra services and number of learners they authorise. The budgetary allocation earmarked for providing core educational activities is determined in the annual budget act. The budget ensures funding for the provision of other public education activities. The budget ensures funding for the provision of public education activities by institutions not operated by the state on the condition that the institution undertakes activities in compliance with its operating licence. The amount of budgetary funding covers the remuneration and salary – including taxes and contributions – paid to teachers and employees directly involved in the provision of educational activities required for operating the educational institution and the pedagogical professional service. Funding of educational activities for institutions operated by churches, as well as minority self-governing institutions, is provided from the budget and allocated according to the general rules applicable to state-financed institutions and at an identical rate.



Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
<p>5.1 Policy clearly respects the rights and the needs of children and their families.</p>	<p>5.1.1 It shall be the prioritised duty of public education to provide for early childhood development before school and to account for the special needs of children/learners with special educational needs or facing difficulties in integration, learning or behaviour and to support their most remarkable development adjusted to their individual needs, as well as to establish possibilities for their fullest social integration. (Act CXC of 2011, on National Public Education, section 3)</p> <p>5.1.2 The kindergarten education of children with special educational needs, and of learners in education institutions and halls of residence, shall be conducted in a special education, conductive education institution established for this purpose, in a conductive education institution, in a kindergarten group or school class, partly or fully together with peers and learners in the same kindergarten group or school class. (Act CXC of 2011, on National Public Education, Section 47 (3))</p> <p>5.1.3 Parents can select the 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. (Act CXC of 2011, on National Public Education and Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions).</p> <p>5.1.4 According to Act XXVI of 1998 on Rights and Equal Opportunities for People with Disabilities, the parents of learners with special educational needs have the right to be involved in decision-making about where their children are placed.</p> <p>Act CXC of 2011 on National Public Education, Section 47 (2): njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Act XXVI of 1998 on Rights and Equal Opportunities for People with Disabilities, Section 14: njt.hu/cgi_bin/njt_doc.cgi?docid=34535.328036</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions, Section 16 (2):</p>



Agency recommendation	Findings
	njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>5.2.1 According to Act LXXXIV of 1998 on Family Support, families with a child with a long-term illness and/or severe disability shall receive an increased family allowance.</p> <p>Different early screening methods are available in hospitals immediately after birth to help the early diagnosis of children with special needs.</p> <p>5.2.2 According to Act LXXXIV of 1998 on Family Support, a mother shall receive childcare leave until the child is three years old. The father (after their child is one year old) shall also receive a childcare allowance during that period. The parents of a child with a long-term illness or severe disability may receive this allowance until the child is 10 years old.</p> <p>5.2.3 According to Act LXXXIII of 1998 on Compulsory Health Insurance and Government Decree 85/2007. (IV. 25.) on Public Travel Discounts, children/learners with disabilities and their families get travel discounts or receive reimbursement of travel expenses.</p> <p>Act LXXXIV of 1998 on Family Support: njt.hu/cgi_bin/njt_doc.cgi?docid=35344.323242</p> <p>Act LXXXIII of 1997 on Compulsory Health Insurance: njt.hu/cgi_bin/njt_doc.cgi?docid=30386.331689</p> <p>Government Decree 85/2007. (IV. 25.) on Public Travel Discounts: njt.hu/cgi_bin/njt_doc.cgi?docid=110816.330294</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 According to Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions, 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. One of the pedagogical assistance services' duties is 'special education consulting, early development and care' (English form: early childhood intervention). The duty of 'special education consulting, early development and care' is complex early childhood prevention, consulting and development from the time of determination of eligibility for care for the purposes of promoting the development of the</p>



Agency recommendation	Findings
	<p>child, strengthening the competences of the family and supporting the social inclusion of the child and the family. If the child has reached the age of three, they can attend early development, education and care if, based on the expert opinion of the professional diagnostical committee, they cannot join kindergarten education. If the child can joint kindergarten education, then according to the main rules, they have to participate in kindergarten activities for no less than four hours a day (including mainstream, inclusive and special kindergartens as well).</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>
<p>5.4 Policy states that in risk situations, the child's rights should come first.</p>	<p>5.4.1 In risk situations, the educational institution has to contact the Government Office or the guardianship authority, if co-operation with the parents is inefficient or impossible.</p> <p>5.4.2 Act XXXI of 1997 on Child Protection and Guardianship Administration includes (among other things):</p> <ul style="list-style-type: none"> • the right of the children, generally; • definition of the risk situation; • description of the children with disadvantages or multiple disadvantages; • the rules of the child protection system; • the possible guardianship measures. <p>According to Act XXXI of 1997, a child protection warning system is operated by the network of social and health services and schools to support children and learners at risk.</p> <p>5.4.3 According to Act C of 2012 on Penal Code, it is a crime to seriously risk a child's physical, intellectual, moral and emotional development.</p>



Agency recommendation	Findings
	<p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Act XXXI of 1997 on Child Protection and Guardianship Administration: njt.hu/cgi_bin/njt_doc.cgi?docid=29687.331681</p> <p>Act C of 2012 on Penal Code: njt.hu/cgi_bin/njt_doc.cgi?docid=152383.323277</p>
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	Refer to 1.9.1 and 1.9.2.
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	<p>5.6.1 At present, early childhood guidance is sectorial. In 2016, the Hungarian Government launched a cross-sectoral programme to harmonise early childhood services and supports (during process). The educational, social and healthcare sectors are involved in this project; the leader of the project is the State Secretariat of Family Affairs. The project will run until 2020.</p> <p>Refer to 1.4.1.</p>
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	Refer to 1.9.1 and 1.9.2.



Agency recommendation	Findings
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	Refer to 5.3.1. 5.8.1 According to Act CLXXXIX of 2011 on Local Governments of Hungary, one of the main duties of the local governments (municipalities) is kindergarten education (also including inclusive kindergarten education). Act CLXXXIX of 2011 on Local Governments of Hungary: njt.hu/cgi_bin/njt_doc.cgi?docid=139876.329300 Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 Those public educational institutions which are maintained and operated by the state and local governments (as well as by nationality self-governments) are free of charge for all children. Act CXC of 2011 on National Public Education, Section 2 (1)–(4), Section 3 (6): njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i>	Refer to 5.8.1.

Measure 5 evaluative comments

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Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 Act CXC of 2011 on National Public Education serves for the education of children and learners with special educational needs by providing additional services and indicating provisions for positive discrimination. Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 Act CXC of 2011 on National Public Education sets out the following: <ul style="list-style-type: none">• 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, 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 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:<ul style="list-style-type: none">- 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;



Agency recommendation	Findings
	<ul style="list-style-type: none">- 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. <p>6.2.2 The learner council is a member of the school board. Refer to 2.1.3.</p> <p>6.2.3 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 two Learner Parliamentary periods, an executive learner board (elected from the members of the Learner Parliament) monitor the implementation of the recommendations.</p> <p>These rules concern both inclusive and non-inclusive educational institutions.</p> <p>Act CXC of 2011 on National Public Education, Section 48, Section 78 (8): njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>
6.3 Teaching, support and guidance has the goal of empowering all learners.	<p>6.3.1 Irrespective of whether education and teaching are carried out separately or together with learners without disabilities, in institutions participating in education and teaching for children with special educational needs (disabilities), compulsory healthcare and education rehabilitation class activities are organised, in addition to those defined for each school. It based on Annex 6 of Act CXC of 2011 on National Public Education.</p> <p>6.3.2 In a case of severe and permanent disorder of cognitive functions, development activities are organised. The rehabilitation timeframe depends on the type of disability. The individual grades and classes may rearrange the timeframe during the academic year between school weeks.</p> <p>Annex 6 of Act CXC of 2011 on National Public Education</p>



Agency recommendation	Findings
	<p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Section 138: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 Act CXC of 2011 on National Public Education serves for the education of children and learners with special educational needs by providing additional services and indicating provisions for positive discrimination.</p> <p>6.4.2 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. (Act CXC of 2011 on National Public Education, Section 56)</p> <p>6.4.3 During examinations, learners with special educational needs are allowed more time for preparation. Aids used during school studies (typewriter, computer, etc.) are allowed or, if necessary, written examinations may be replaced by oral ones or vice versa. (Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Section 68, Section 71)</p> <p>6.4.4 When calculating the number of inclusive classes and inclusive groups, one child/learner with disabilities is regarded as two or three people, depending on the type of disability. This rule guarantees lower class numbers in integrated education. The maximum number of classes organised for them may be between 5 and 13. This binding rule applies to all fields of kindergarten and school education.</p> <p>Refer also to 1.9.1.</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>



Agency recommendation	Findings
	<p>6.4.5 Special needs education shall be provided in line with the pedagogical assistance service committee's expert opinion. The head of the committee is a special teacher with professional skills corresponding to the type of disability, and its members are psychologists and specialists. They draw up an expert opinion on the child examined and, based on this, 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 expert committees may make a proposal not only for the child's admission to special classes, but also for their transfer from special classes to a mainstream school.</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 The head teacher may exempt a learner with special educational needs from evaluation and assessment in certain subjects or parts of subjects based on the expert and rehabilitation committee's proposal. In cases of exemptions, the development and catching-up of the learner concerned shall be organised as individual activities based on an individual development plan.</p> <p>6.5.2 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. The curriculum is delivered with the help of special equipment, infrastructure and professionals with specialised training over the entire period or part of the education provision.</p> <p>6.5.3 In all institutions, individual development plans comprise the basis of assessment. The assessment of pupils with special educational needs is based on the contents and requirements to be met, as set out in the development plans.</p> <p>6.5.4 Specialist teachers working towards inclusion and experts from special schools assisted in developing the system for assessing pupils with special educational needs. The most recent form of professional assistance is in the special institutions where there are opportunities for in-service teacher training, for discussing and facilitating the quality and content of communication with parents and for professional and servicing work. (Refer to 1.9.1 and 1.9.2.)</p>



Agency recommendation	Findings
	<p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Government Decree No. 110/2012. (VI. 4.) on the issue, introduction and implementation of the National Core Curriculum</p> <p>Government Decree No. 277/1997. (XII. 22.) on Teachers' Further Training: njt.hu/cgi_bin/njt_doc.cgi?docid=31239.332569</p> <p>Decree No. 48/2012 (XII. 12.) EMMI on Pedagogical Professional Services: njt.hu/cgi_bin/njt_doc.cgi?docid=156837.332958</p> <p>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 learners with special educational needs: njt.hu/cgi_bin/njt_doc.cgi?docid=154929.229241</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>

Measure 6 evaluative comments

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Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
<p>7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.</p>	<p>7.1.1 In the educational institutions, professional teams of teachers (of the same subjects) work. At least five teachers from an educational institution may form a professional team of teachers of the same subject. There may be not more than 10 professional teams of teachers of the same subject in one educational institution. The professional team of teachers of the same subject participates in the control, planning, organisation and audit of the professional activities of the educational institution. Inter-institutional team of teachers may be established to perform the tasks of the professional teams upon the initiative of teachers.</p> <p>Act CXC of 2011 on National Public Education, Section 71: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Section 118: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
<p>7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.</p>	<p>7.2.1 The operator may instruct the director of the institution to present a comprehensive overview of the activities undertaken in the institution once every school year at most.</p> <p>7.2.2 In the academic year, the teaching staff can use five to seven (depending on the type of the institution) days for specific educational purpose (for example, communication days, team building, internal training, etc.).</p> <p>These are general rules for every institution, including inclusive education as well.</p> <p>Act CXC of 2011 on National Public Education, Section 71: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 14/2017 (VI. 14.) EMMI on the order of the 2017/2018 Academic Year</p>



Agency recommendation	Findings
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	–
7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs. <i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i>	7.4.1 In September 2006, bachelor’s and master’s degree programmes (built on each other) in special education studies were introduced, instead of the previous parallel college and university education system. Besides bachelor’s and master’s degree programmes, qualifications in special education can now be obtained through postgraduate specialist training courses. This was introduced by Act LXXX of 1993 on Higher Education (and from 2012: Act CCIV of 2011 on National Higher Education). Refer to 1.10.2 and 8.2.1 on special institutions and services. Act CCIV of 2011 on National Higher Education: njt.hu/cgi_bin/njt_doc.cgi?docid=142941.329860
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	7.5.1 Every school has its own pedagogical programme, which fits the National Core Curriculum. These documents contain the principles of expectations for the academic and social achievements of all learners. According to 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 for it to take effect. The pedagogical programme shall be made public. 7.5.2 The educational programme of the institution determines (among other things): <ul style="list-style-type: none"> • the basic principles, values and objectives; • the educational tasks and activities that ensure the development of the child’s/learner’s



Agency recommendation	Findings
	<p>personality, related to preparation for community life, personal development, promoting the development of children/learners requiring special attention;</p> <ul style="list-style-type: none"> • activities to mitigate social disadvantages; • the child protection-related educational activities; • co-operation forms with the parent, the child and the teacher; • measures related to equal opportunities for children/learners; • additional principles deemed necessary by the teaching staff; • responsibilities of teachers; • the rights of learners to participate in institutional decision-making processes; • the local curriculum. <p>In case of educating children with special educational needs, pupils of the local curriculum have to include the local development programme of the children/learners with SEN.</p> <p>Individual development plan is fitting to local and national curriculum.</p> <p>Act CXC of 2011 on National Public Education, Section 26: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Sections 6–11: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning	Refer to 7.5.1 and 7.5.2.



Agency recommendation	Findings
tools and opportunities.	
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	<p>7.7.1 The educational programme (refer to 7.5.1 and 7.5.2) determines (among other things):</p> <ul style="list-style-type: none"> • co-operation forms with the parent, the child and the teacher; • measures related to equal opportunities for children/learners; • the rights of learners to participate in institutional decision-making process. <p>Rules of the school board: refer to 2.1.3.</p> <p>Rules of the learner council: refer to 6.2.1.</p>
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	<p>Refer to 7.1.1, rules of the professional teams</p> <p>Refer to 2.1.3, rules of the school board</p> <p>Refer to 6.2.1, rules of the learner council</p>

Measure 7 evaluative comments

We can experience a lot of efforts in some schools to achieve this goal. In some schools, there is an active participation of the learner council and we can find a lot of programmes involving all learners.



Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention¹

Agency recommendation	Findings
<p>8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.</p>	<p>Refer to 1.1.2 and 1.3.1. Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p>
<p>8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. <i>(Support structures prevent early tracking and streaming of pupils at an early age).</i></p>	<p>8.2.1 Professionals (teachers, physicians, psychologists, social workers) specialising in the given field assess children’s special rehabilitation needs (complex diagnosis). The curriculum is delivered with the help of special equipment, infrastructure and professionals with specialised training over the entire period or part of the education provision. 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 learners with special educational needs includes the information, classification rules and detailed methodological aids for teachers disability by disability, and includes the possible deviations from the National Core Curriculum. Besides diagnostics and counselling, the county pedagogical assistance service institution (as an education guidance service in this situation) also provides therapy and family care. (Refer to 1.9.1 and Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions.) Act CXC of 2011 on National Public Education, Section 47 (7), annex 4 of the Act and annex 6 of the Act: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176 Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of</p>

¹ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
	<p>names of public educational institutions, Section 138: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p> <p>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 learners with special educational needs: njt.hu/cgi_bin/njt_doc.cgi?docid=154929.229241</p> <p>Government Decree No. 110/2012. (VI. 4.) on the issue, introduction and implementation of the National Core Curriculum: njt.hu/cgi_bin/njt_doc.cgi?docid=149257.256438</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 According to a recent modification of the regulation (Government Decree No. 134/2016. (VI. 4.) on the national maintenance organisations and on the Klebelsberg Centre), at the educational district level the national institution maintenance centre (two or three per county) is responsible for arrangements for learners with disabilities.</p> <p>8.3.2 National and county-level expert committees ascertain physical, sensory, intellectual and speech disabilities. The expert committee examining sight, hearing and speech operates at national level, while those examining learning abilities operate in Budapest and in each county. There are 29 expert committees in Hungary to examine disabilities.</p> <p>8.3.3 Diagnostic tests and diagnostic and therapeutic protocols are being prepared for successful identification, placement and programming for children and learners with special educational needs. Under the Social Renewal Operative Programme 3.4.2/B, started in January 2013, the focus is on the development of pedagogical assistance services, which provide special education consultation, early development, education and care, developmental education, expert and rehabilitation activity examining learning ability, national expert and rehabilitation activity, educational guidance, etc.</p> <p>Government Decree No. 134/2016. (VI. 4.) on the national maintenance organisations and on the</p>



Agency recommendation	Findings
	Klebelsberg Centre: njt.hu/cgi_bin/njt_doc.cgi?docid=195850.333218 Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496
8.4 Data is available relating to learners' rights to age appropriate education.	8.4.1 The data is available in the central statistical data collection.

Measure 8 evaluative comments

According to the central statistical data collection, we can submit the data from which you can track all learners in various school type or education forms (even if the learners with SEN are in special or integrated classes/schools). All data can be submitted according to ages as well.

Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ²	9.1.1 Low achievement in public education is defined by Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions. Low achieving schools are required to produce an action plan if: <ul style="list-style-type: none"> • at least half of sixth grade learners did not reach level 2 in reading and mathematics literacy in the National Assessment of Basic Competencies (NABC); • at least half of eighth grade learners did not reach level 3 in reading and mathematics literacy;

² This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
	<ul style="list-style-type: none"> • at least half of tenth grade learners did not reach level 3 in reading and mathematics literacy. (Threshold levels were identified by linking PISA and NABC data). <p>9.1.2 The first main principle creating an action plan is the frame of establishing the education programme of the school, which is (preparation and content) provided by Act CXC of 2011 on Public Education. The two areas of professional education and educational administration can help to prepare and review the educational programme. The following are intended to improve the quality of education and support schools' work:</p> <ul style="list-style-type: none"> • education-professional inspection (refer to 3.1.1) • teacher's career path (refer to 3.1.1) • supplying teachers' training and methodology of development pedagogical service bodies.
<p>9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>Refer to 3.7.1 and 10.5.1.</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p>
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative</i></p>	<p>9.3.1 In all institutions, individual development plans comprise the basis of assessment. The assessment of pupils with special educational needs is based on the contents and requirements to be met, as 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. (Refer to 6.5.1; Government Decree No. 110/2012. (VI. 4.) on the issue, introduction and implementation of the National Core Curriculum and Decree 32/2012. (X. 8.) EMMI on the issue of the</p>



Agency recommendation	Findings
<p><i>teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>Guideline for kindergarten education of children with special educational needs and of the Guideline for school education of learners with special educational needs.)</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>9.4.1 According to Act CXC of 2011 on National Public Education, the parents and children/learners may not be disproportionately burdened in respect of enforcing their right to education. A disproportionate burden shall be defined as educational conditions significantly more difficult than the average and imposing significantly higher costs for the child, learner or parent, taking account of the age and the special educational needs of the child/learner. According to this general principle, in Hungary, it is necessary (to seek) to enable every child to attend the nearest school available.</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>9.5.1 An early warning and pedagogical support system has been developed to fight against dropout. It was introduced in November 2016. The system is operating to support necessary interventions at both learner and school level. Specific interventions must be elaborated for those learners who would definitely drop out of the educational system without such interventions.</p> <p>Government Decree No. 229/2012. (VIII. 28.) on the implementation of Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=154051.332960</p> <p>9.5.2 In 2014, the Government introduced the Mid-Term Strategy Against School Leaving Without Qualification (in short: Early School Leaving Strategy; Gov. resolution 1603/2014. (XI. 4.)). School leaving without a qualification has partly demographic (the ratio of disadvantaged/multiply disadvantaged or vulnerable learners and learners with special educational needs) and partly educational causes (in general, public education is less able to drive the disadvantaged learners towards completing secondary education). It draws the attention to the fact that in order to reduce school leaving without a qualification, there is a great need for measures designed to enhance the quality, efficiency and effectiveness of the inclusive education system and improve the qualification level.</p>



Measure 9 evaluative comments

The system is collecting data on the number of learners who are at risk of dropout and collecting data on the causal factors of risks up to ISCED level 3. It is also collecting information about supports offered by schools to improve learners' performance. Data provided by schools every year is supplemented and joined with the data on school performance available from the annual National Assessment of Basic Competencies (NABC), in which every school takes part. At learner level, the warning system monitors signals for early school leaving, such as absenteeism, grade repetition, underachievement, home-schooling, social factors, SEN, etc. These characteristics show a significant correlation to failure and lack of success in school. The aim of the warning system is to have a comprehensive view of learners' needs and ensure that learners at risk receive the tailored support they need. At school level, the regulation obliges underperforming schools to reconsider and improve their pedagogical and school management tasks. Pedagogical Education Centres monitor data provided by schools and provide pedagogical support to school leaders and teachers to improve performance at school level. An early school leaving early warning system is operating and collecting data on a local, institutional and county level. This means the data can be analysed on several levels – institution/site, regional, national – thus supporting more exact planning of the interventions.

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 In September 2006, bachelor's and master's degree programmes (built on each other) in special education studies were introduced, instead of the previous parallel college and university education system. Besides bachelor's and master's degree programmes, qualifications in special education can now be obtained through postgraduate specialist training courses. This was introduced by Act LXXX of 1993 on Higher Education (and from 2012: Act CCIV of 2011 on National Higher Education).</p> <p>10.1.2 Since the autumn of the 2012/13 academic year, full-time bachelor's degree students can, for the first time in Europe, pursue an autistic spectrum disorder pedagogy specialisation course in Eötvös Loránd University Bárczi Gusztáv Faculty for Special Education.</p> <p>Act CCIV of 2011 on National Higher Education: njt.hu/cgi_bin/njt_doc.cgi?docid=142941.329860</p>



Agency recommendation	Findings
	Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions : njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496
10.2 Policy supports the development of high quality and appropriately trained teacher educators. <i>(With improvements in recruitment, induction and continuing professional development.)</i>	10.2.1 There are a lot of efforts and projects developing teacher training educators. Two years ago, the Government introduced a system of classification for teachers, which aimed at continuous professional development. This is part of the teacher career path system. 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 : njt.hu/cgi_bin/njt_doc.cgi?docid=162771.333156 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 learners with special educational needs includes the information, classification rules and detailed methodological aids for teachers disability by disability, and includes the possible deviations from the National Core Curriculum. 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 learners with special educational needs: njt.hu/cgi_bin/njt_doc.cgi?docid=154929.229241
10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers. <i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching</i>	10.3.1 According to Government Decree No. 277/1997. (XII. 22.) on Teachers' Further Training, all of the teachers (in practice) can obtain at least 120 credits (120 hours/lessons) in the teacher further training system during every seven-year period. The website of the teacher further training system: pedakkred.oh.gov.hu/PedAkkred/Catalogue/CatalogueList.aspx Teacher further training aims at the renewal and development of knowledge and skills, which are necessary for education and teaching. Implement Government Decree No. 277/1997. (XII. 22.) on Teachers' Further Training, every



Agency recommendation	Findings
<i>practice.)</i>	institution has to make and accomplish a five year-period local (institution-level) further training plan. Government Decree No. 277/1997. (XII. 22.) on Teachers' Further Training: njt.hu/cgi_bin/njt_doc.cgi?docid=31239.332569
10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies. <i>(Such as learning to learn and active learning approaches.)</i>	Refer to 1.9.2 (pedagogical professional services). 10.4.1 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 learners with special educational needs includes the information, classification rules and detailed methodological aids for teachers disability by disability, and includes the possible deviations from the National Core Curriculum. 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 learners with special educational needs: njt.hu/cgi_bin/njt_doc.cgi?docid=154929.229241
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	10.5.1 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 (refer to 10.2.1). Upon entering a new grade, the teacher has to participate in a classification process, when special professionals examine their previous professional life. During the classification process, the assessed teacher competencies are: <ul style="list-style-type: none"> • 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 or behavioural difficulty; methodological preparedness related to the inclusive education of children with special educational needs;



Agency recommendation	Findings
	<ul style="list-style-type: none"> • promote the development of communities and the learner groups, create equal opportunities, 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. <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Decree No. 20/2012 (VIII. 31.) EMMI on the operation of educational institutions and on the use of names of public educational institutions, Sections 6–11: njt.hu/cgi_bin/njt_doc.cgi?docid=154155.333318</p> <p>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: njt.hu/cgi_bin/njt_doc.cgi?docid=162771.333156</p>
<p>10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.</p>	<p>–</p>
<p>10.7 Policy supports research into the effectiveness of different routes into teaching.</p> <p><i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the</i></p>	<p>10.7.1 Research is conducted in this field, mainly in the faculties of education of different universities in Hungary. According to Act CCIV of 2011 on National Higher Education, a higher educational institution (university, college) is an organisation established for education, scientific research and artistic activity. The senate of the higher educational institution defines the tasks of teaching and researching, monitors their implementation and accepts its research and development innovation strategy. The details of the research activity are regulated by Act LXXVI of 2014 on Scientific Research,</p>



Agency recommendation	Findings
<i>diverse needs of all learners.)</i>	<p>Development and Innovation.</p> <p>10.7.2 The results of the research activity are implemented (among other things) to teacher training. Decree No. 18/2016 (VIII. 5.) EMMI on Higher Education courses, training and output requirements bachelor and master courses and Decree No. 8/2013 (I. 30.) EMMI on common requirements for teacher training programmes and individual trainings include the specific rules.</p> <p>Act CCIV of 2011 on National Higher Education: njt.hu/cgi_bin/njt_doc.cgi?docid=142941.329860</p> <p>Act LXXVI of 2014 on Scientific Research, Development and Innovation: njt.hu/cgi_bin/njt_doc.cgi?docid=172811.328188</p> <p>Decree No. 18/2016 (VIII. 5.) EMMI on Higher Education courses, training and output requirements bachelor and master courses: njt.hu/cgi_bin/njt_doc.cgi?docid=196922.333562</p> <p>Decree No. 8/2013 (I. 30.) EMMI on common requirements for teacher training programmes and individual trainings: njt.hu/cgi_bin/njt_doc.cgi?docid=158734.333490</p>

Measure 10 evaluative comments

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Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p>11.1.1 The National Qualifications Register includes the list of qualifications which may be awarded by vocational schools. The National Qualifications Register (and its modifications) was discussed with some concerned organisations, for example, with the Hungarian Chamber of Commerce and Industry. Vocational education is under common control: the Ministry of Human Capacities and the Ministry for National Economy. (The State Secretariat of Education is part of the Ministry of Human Capacities). The National Qualifications Register was published by Government Decree No. 150/2012. (VII. /.) on the National Qualifications Register.</p> <p>11.1.2 The Government makes a special decision every academic year (so-called: Decision on Structure of Qualifications). The Decision on Structure of Qualifications includes the supported vocational training and qualifications county by county and the supported training quotas. This Decision on Structure of Qualifications reflects the opinions of labour market representatives. Related to the 2016/2017 academic year, the Decision on Structure of Qualifications is Government Decree No. 297/2015. (X.13.) on the Decision on Structure of Qualifications. The Decision on Structure of Qualifications is revised every academic year.</p> <p>Government Decree No. 150/2012. (VII. /6.) on the National Qualifications Register: njt.hu/cgi_bin/njt_doc.cgi?docid=151461.319060</p> <p>Government Decree No. 297/2015. (X.13.) on the Decision on Structure of Qualifications: njt.hu/cgi_bin/njt_doc.cgi?docid=191602.322714</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>11.2.1 Based on the National Core Curriculum, and based on the National Qualifications Register, all of the qualifications' vocational curriculum were implemented. Besides the 'regular' vocational curricula, adapted vocational curricula were developed related to a lot of trainings/qualifications for learners with special educational needs.</p>



Agency recommendation	Findings
	<p>The vocational framework curricula and the adapted vocational framework curricula are available on the website of the National Office of Vocational Education and Training and Adult Learning.</p> <p>Vocational framework curricula: www.nive.hu/index.php?option=com_content&view=article&id=533</p> <p>Adapted vocational framework curricula: www.nive.hu/index.php?option=com_content&view=article&id=534</p>
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	<p>11.3.1 More of the vocational schools are members of the vocational training centre (a vocational training centre is a united multi-purpose institution for vocational training; there are two to three per county).</p> <p>11.3.2 According to Act of 2011 CLXXXVII on Vocational Education, the practical training of learners may take place based on a co-operation agreement concluded between the vocational training school organising and providing the practical training and the economic entity or budgetary agency. Before and after concluding a co-operation agreement, vocational training schools shall verify on an on-going basis that the personal and material conditions for practical training are met in the organisations providing practical training meeting and shall make sure that the practical training of learners follows the framework curriculum of vocational training.</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Act CLXXXVII of 2011 on Vocational Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139866.323411</p>
<p>11.4 Policy outlines how transition from education to employment is supported by adequate provision.</p>	<p>–</p>



Agency recommendation	Findings
<p>11.5 Policy supports the availability of meaningful VET options for learners to choose from.</p>	<p>Refer to 11.2.1.</p> <p>11.5.1 At present, the National Qualifications Register includes 768 vocational trainings/qualifications. Government Decree No. 150/2012. (VII. /6.) on the National Qualifications Register: njt.hu/cgi_bin/njt_doc.cgi?docid=151461.319060</p>
<p>11.6 Policy supports the availability of supervised practical training.</p>	<p>11.6.1 The Hungarian vocational training system is ‘dual training’. This dual education system combines practical training in a company and theoretical education in a vocational school in the same training.</p> <p>11.6.2 Once a year, the minister responsible for vocational qualifications makes a proposal to the minister responsible for education on the vocational training schools to be involved in the pedagogical-professional control of vocational training within the school system, pursuant to Act CXC of 2011 on National Public Education.</p> <p>11.6.3 The vocational training activities of an organisation organising practical training listed in the register shall be controlled by the chamber of economy, in accordance with the general rules on administrative procedures. At the request of the vocational training school, the student has student status, the student, or, in case of minor student, the parent (guardian) or ex officio.</p> <p>11.6.4 The Government makes a special decision every academic year (so-called: Decision on Structure of Qualifications). The Decision on Structure of Qualifications includes the supported training quotas (for example: how many baker students will probably be needed in the next year). This Decision on Structure of Qualifications reflects the opinions of labour market representatives. The Decision on Structure of Qualifications is revised every academic year.</p> <p>Act CXC of 2011 on National Public Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139880.247176</p> <p>Act CLXXXVII of 2011 on Vocational Education: njt.hu/cgi_bin/njt_doc.cgi?docid=139866.323411</p> <p>Government Decree No. 297/2015. (X.13.) on the Decision on Structure of Qualifications:</p>



Agency recommendation	Findings
	njt.hu/cgi_bin/njt_doc.cgi?docid=191602.322714
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	–
11.8 Policy outlines how VET programmes are reviewed periodically. <i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i>	11.8.1 Refer to 11.1.2. 11.8.2 Although the legislation does not include an obligation to revise the VET programmes periodically, in reality it is established practice. The National Qualifications Register and the curricula were revised in 2012 and in 2016 as well.

Measure 11 evaluative comments

At present, the National Qualifications Register includes 768 vocational trainings/qualifications.

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases. <i>(There are well-organised transition processes among services to ensure continuity in the support required when</i>	12.1.1 One of the duties of the county pedagogical assistance service institutions (refer to 1.9.1) is the expert activity (professional diagnostics committee). If the learner with special educational needs wishes to change school, the parent of the learner shall inform the professional diagnostical committee of such decision in writing. If the school into which the learner requests their takeover or admission is on the list of institutions with regard to special educational needs, the professional diagnostical committee shall acknowledge the notification within 15 days, and modify the provisions



Agency recommendation	Findings
<p><i>learners move from one form of provision to another.)</i></p>	<p>of the expert opinion on the designation of school and the enrolment in school.</p> <p>12.1.2 If school education cannot be organised in a school class together with other children/learners, because there is no adequate kindergarten or school on the list of institutions (with regard to the special educational needs), the professional diagnostical committee sends its expert opinion to the school district principal. The school district principal shall arrange – in case of learners in vocational training or applying for vocational training, the school district principal with the consent of the head of the vocational training centre – that the educational institution ensuring compulsory admission is designated.</p> <p>12.1.3 If the education of the learner in a special educational institution cannot be organised, because there is no adequate school on the list of institutions (with regard to special educational needs) held by the pedagogical assistance service institution, the professional diagnostical committee shall send the expert opinion to the school district principal. The school district principal ensures that an educational institution ensuring compulsory admission for the learner is designated.</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions, Section 20: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 Career orientation in the public education system operates on two levels:</p> <ul style="list-style-type: none"> • School level (basically direct activities of large groups of learners, embedded in the school processes and embedded in school subjects) • Pedagogical assistance service institution level: the ‘further education and career counselling’ duty (contact – and co-ordinating tasks – status assessment, diagnostic aptitude, motivation mapping). <p>12.2.2 School level: During the school career orientation process, the learners get to know themselves, and inquire about the professions and labour market conditions in the school classes, workshops and programmes. This principle appears in the National Core Curriculum. The school career orientation is</p>



Agency recommendation	Findings
	<p>guided by the school teachers.</p> <p>12.2.3 Pedagogical assistance service institution level: One of the duties of the county pedagogical assistance service institutions (refer to 1.9.1) is 'further study and career counselling'. The task of further study and career counselling is the competent assessment of the capabilities and learning abilities, orientation of the learner, and the proposal of a school accordingly. Further study and career counselling assists the career orientation activities at school with pedagogical, psychological and health information/publications. The school career orientation is guided by special professionals.</p> <p>These rules are related to inclusive and non-inclusive educational institutions and to learners with and without SEN.</p> <p>National Core Curriculum (Government Decree No. 110/2012. (VI. 4.) on the issue, introduction and implementation of the National Core Curriculum): njt.hu/cgi_bin/njt_doc.cgi?docid=149257.256438</p> <p>Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions: njt.hu/cgi_bin/njt_doc.cgi?docid=159102.333496</p>

Measure 12 evaluative comments

Evaluation comment for 12.1.1: If the school is not included on the list of institutions or is not included with regard to the disability concerned, the professional diagnostical committee shall prepare a new expert opinion following the examination of the learner, if necessary. The examination of the learner may be neglected, if it is not necessary to supplement the examination results available. The provisions shall apply to any change in the kindergarten, hall of residence, early development, education and care and the institution co-operating in developmental education. The measures contained herein may be performed, in case the examination of the child/learner is not needed, by the head of professional diagnostical committee or the member of the professional diagnostical committee designated by them.