

Inclusive Education in Hungary

Prague, 16th November, 2011
Zsuzsa Vaczy

Present situation

- **Large special needs education system beside the mainstream**
- **Growing co-operation between the two systems**
- **Successful transformation of special schools into methodological service centres continues**
- **Real possibility for parents to choose an educational setting for their child**
- **Individual education plan becomes a practice in classroom**
- **Shift from a psycho-medical tradition to an education-oriented practice**

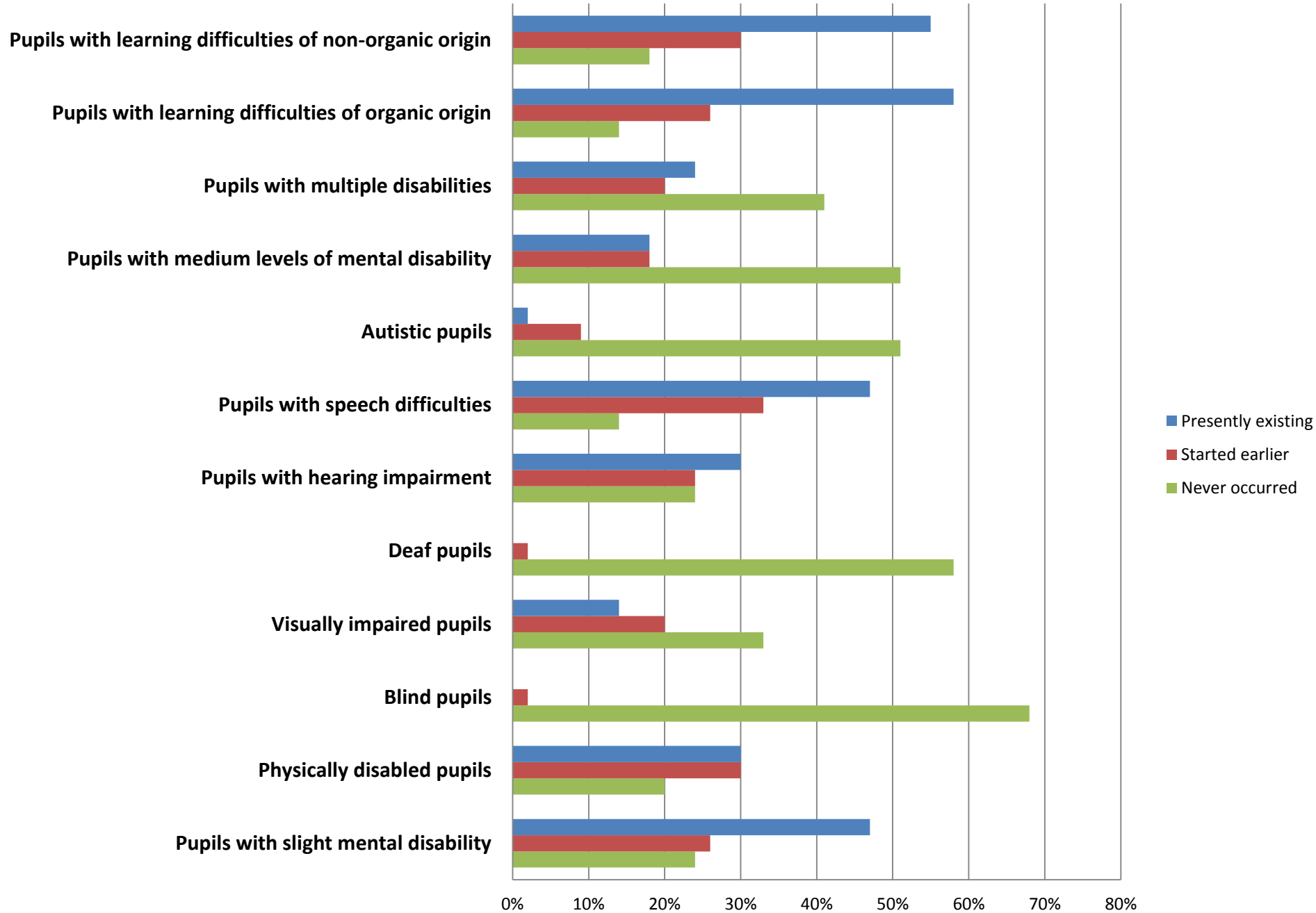
Expected result from inclusion

- **Success at individual and general educational levels,**
- **New, more effective methodological models (cooperativ learning),**
- **New values: tolerance, acceptance, cooperation among teachers, teachers and pupils, parents and teachers etc.,**
- **Well prepared and trained teachers for inclusion,**
- **Learner-centred, differentiated , individualised teaching in classrooms,**
- **„No child left behind” or every child is equally important**
- **Reduced selectivity of the system, smaller number of segregated schools,**
- **Good practices of inclusion, classroom practices and cooperation between schools and families .**

Trends of inclusion in the last two decades

School Year	Kindergarden			Elementary School		
	Number of children	Share in total number of kindergarden pupils (%)	Share of children in integrated education (%)	Number of pupils	Share in total number of pupils (%)	Share of pupils in integrated education (%)
1990/91	821	0,2	-	35420	3,0	-
1996/97	2667	0,7	55,3	38475	3,9	5,0
2000/01	3117	0,9	78,5	45596	4,8	14,7
2006/07	5324	1,6	72,1	61585	7,4	54,0
2007/08	4660	1,5	70,5	57 931	7,6	56,4
2008/09	4917	1,45	71,3	52950	7,1	56,8

Types of SEN in schools



Development Programmes (2004-2006, 2007-2013)

Main goals (those related to our topic):

- Transition from the selective to an inclusive school system**
- To create the optimal (financial and human resources) conditions in all educational institutions**
- To establish professional partnerships between special institutions, mainstream schools and other stakeholders (eg. NGOs, experts, parents)**
- To build a strong network among special, mainstream and service institutions**
- To provide in-service teacher trainings in the field of inclusive education**

An Integrated Programme for Teaching and Learning

Elements of the Programme

strategy

**the analysis of
the competence
and equity**

What is
developed?

curriculum

**stages
focuses
content**

When?
Why? What
is the
context?

teacher's kit

**methods
organisation
activities
sources
tasks
solutions**

How?

**learner's
kit**

**assess-
ment**

**diagnosis
(input)
results
(output)**

What is the
outcome?

Support:

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

Mid-term results

We have achieved the following:

- **Thinking and working together**
- **Cooperation makes the stakeholders of education more active**
- **Significant changes in classroom practice**
- **Schoolstaff, parents, students, headteachers and maintainers working more and more successfully together**
- **Continuous learning, new knowledge acquired**
- **More and more challenges...**

THANK YOU FOR YOUR ATTENTION