



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – HUNGARY

1. ACCESS, PROCEDURES AND PARTICIPATION

Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Guiding questions	Country response
<p><i>Legislation and policy at national level</i></p> <p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision?</p>	<p>The mainstream early childhood education institution in Hungary is kindergarten. Kindergarten used to be optional, but was made compulsory from the age of 3 by an amendment of the law in 2011 (2011, CXC).</p> <p>The change in the law gives support to children from disadvantaged families before they start primary school. It supports them in moving away from the disadvantage they are coming from and allows for the identification of any special needs, providing a solution for families and children in need.</p> <p>ECE is compulsory between the ages of 3 and 6.</p> <p>The transition from kindergarten to primary education is supported by projects. Kindergartens are allowed to choose best practices which focus on the transition and to use different methods to prepare children for school.</p> <p>The national education programme for all kindergarten provisions states inclusion as a goal. After the abovementioned law modification, there was a need to create more kindergarten spaces, which is still in progress. There are no further legislation measures to support children starting kindergarten, although the initial adaptation period is highlighted in kindergarten programmes.</p> <p>In Hungary, the main professional background for Early Childhood Education is the 'National Curriculum for Early Childhood Education' provided by ÓNAP. It enables</p>



Guiding questions	Country response
<p>Is there a policy making ECE accessible to all children?</p> <p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p>inclusion opportunities for every child in local kindergarten programmes.</p> <p>There are no financial promotions provided for families whose children go to kindergarten, but a family contribution can be attained from the government by families who can prove that their children attend kindergarten.</p>
<p><i>Practice at national level</i></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"> • 3 years • 4 years • 5 years (if not primary) • 6 years (if not primary)? <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-</p>	<p>There is no exact data for this, but given the above, there is a high inclusion rate of toddlers in early childhood education. In less developed parts of the country, where the service is less available, the mainstream kindergarten attendance rate is lower but there is no precise data at present.</p> <p>The biggest difficulty in reaching goals is poverty. Families are simply unable to take their children to kindergarten because of the journey which, in some cases, is quite long and expensive.</p> <p>There is no exact data about children in special ECE settings.</p> <p>In the 2014–15 school year, the number of children with special educational needs (SEN) increased by 4.5% to 7,500. Of these children, 81% are in inclusive settings. (http://www.ksh.hu/docs/hun/xftp/idoszaki/oktat/oktatas1415.pdf)</p> <p>There is a so-called ‘warning system’ for child protection, which means that local specialists are in touch with colleagues (social, educational and health care) to provide official help if needed.</p>



Guiding questions	Country response
<p>service collaboration to enable children's attendance and participation?</p> <p>5. What proportion of children is formally identified as having additional needs at:</p> <ul style="list-style-type: none">• 3 years• 4 years• 5 years• 6 years	



2. WORKFORCE

Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>A bachelor’s degree is mandatory for kindergarten teachers.</p> <p>In the case of other professionals, high school diplomas are required. For nannies, primary education is acceptable if they complete a special course.</p> <p>Two kindergarten pedagogues, who should alternate, are provided for 22 children. This ratio can be even lower in some regions.</p> <p>Language therapists, psychologists and specialist teachers also support children, but their ratios are awaiting amendment.</p> <p>The initial training of staff does include understanding children with SEN but only theoretically. There are no opportunities for practice. This is true of teaching and other staff. Working in partnership with families is also a theoretical study.</p> <p>In-service training does include inclusive education skills but in-service training is always optional, although most kindergarten pedagogues are happy to undertake the training. For other professionals, there are vocational workshops.</p>



Guiding questions	Country response
<ul style="list-style-type: none"> • for teachers? • for other staff? <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	
<p><i>Practice at national level</i></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. Please describe any proposed changes to the required qualifications.</p> <p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p> <p>4. Provide any data on staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE</p>	<p>Staff cannot be employed without the required qualifications.</p> <p>The need to boost the practical training on inclusion is urgent and crucial.</p> <p>The inclusion potential of the kindergarten and the creation of inclusive settings depend on the approach of the provision leader. The National Programme (curriculum) gives a background but also provides freedom, so there can be huge differences between institutions with regard the approach and professional orientation of the leader.</p> <p>A new specialist support system is being created in which the kindergarten pedagogue can get professional support, while at the same time ensuring professional monitoring and control.</p> <p>Financial support is guided by the law and goes through the specialist pedagogical services. Access in underprivileged regions is highly problematic, for the reasons mentioned above.</p> <p>The kindergarten pedagogues lead special support. Support assistants are not in a position to make decisions in pedagogical cases; the kindergarten pedagogue solves these.</p>



Guiding questions	Country response
settings? 7. Describe the role of support assistants in the ECE setting?	



3. CURRICULUM

Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual children?</p> <p>7. Is there awareness of the impact of labelling on children's participation</p>	<p>The ÓNAP, mentioned previously, is the national ECE curriculum. It contains principles, and is flexible and broad. It can be further divided so inclusion can be introduced into most of the local programmes.</p> <p>The curriculum only gives the opportunity for inclusion. The profile is defined by the ECE setting's local programme, but it mentions inclusive education.</p> <p>New technologies are not included, but can be implied.</p> <p>Parents are not involved in the formation of the Educational Programme.</p>
<p><i>Practice at national level</i></p>	<p>There are no standards in evaluation and assessment and the methods are chosen by the individual kindergarten.</p>



Guiding questions	Country response
<p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children's functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p> <p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and learning?</p> <p>9. What provisions are there for meeting children's additional</p>	<p>However, continuous follow-up is the method recommended by professional guidelines. The aim is to carry out continuous follow-up and not direct evaluation.</p> <p>In Hungary, kindergarten groups are made up of children from different age groups and the teachers adapt the activities for children's development levels. Where problems connected to cultural and linguistic diversity appear, they are dealt with individually.</p> <p>Contact with parents is continuous and they get regular updates about their children.</p> <p>Children take part in the learning process voluntarily. They choose to join in when they want to. The processes and the children's participation are followed by the teacher to enable feedback.</p> <p>ICT is not typical and is only rarely used.</p>



Guiding questions	Country response
needs? 10. How is the environment adapted to the needs of all children?	



4. EVALUATION AND MONITORING

Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>Quality is guaranteed by the national curriculum, which was created based on a professional consensus.</p> <p>Kindergartens use measures adapted to their local needs. This ensures differentiated education for all.</p> <p>All ECE settings are required to have a local Pedagogical Programme. The measures and methods applied are adapted within their programme to monitor child development.</p>
<p><i>Practice at national level</i></p> <p>1. How do staff monitor and evaluate the participation and</p>	–



Guiding questions	Country response
learning of all children? 2. How are parents involved in this process? 3. How are children themselves involved in this process?	



5. GOVERNANCE AND FUNDING

Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>The on-going monitoring and summaries make up the evaluation. The pedagogical team informs the parents every 2–3 months about their child’s development.</p> <p>The staff perform monitoring during daily activities and play time, so children are not aware of it.</p> <p>The teaching staff decide which of the available measures is used. Some measures are preferred and, as such, are used more often. The measures for shadowing are most popular, instead of direct measuring.</p>



Guiding questions	Country response
<p data-bbox="150 320 464 398"><i>Practice at national level</i></p> <p data-bbox="150 427 491 600">1. How far does the standard of ECE provision vary across regions and localities?</p> <p data-bbox="150 629 501 887">2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p> <p data-bbox="150 916 501 1128">3. What proportion of children (3 years to primary education) make use of additional funding?</p> <p data-bbox="150 1158 432 1330">4. How well does additional funding support inclusive education?</p>	–