



ACT-INCLUSIVE – Actors of Change Towards Inclusive Education  
Grant Agreement No. 101090038 — ACT-INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



## PRESS RELEASE 1

*On Country Sheets*



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#### *ACT-INCLUSIVE Project Unveils Comprehensive Report on Inclusive Education in Hungary*

**Budapest, Hungary – September 1, 2024** – The ACT-Inclusive project, funded by the Erasmus+ programme under the "Partnership for Cooperation in the field of Education and Training" (ERASMUS-EDU-2022-PCOOP-ENGO), is excited to announce the release of its comprehensive report on inclusive education in Hungary. The comprehensive report, that may be found on the project's [website](#), developed by ETA, details the current structures, challenges, and opportunities within mainstream schools for students with disabilities.

This press release aims to inform educators, policymakers, researchers, and the public about the current state of inclusive education in Hungary and the necessary actions to foster a more inclusive educational environment for all students.

#### *What is Inclusive Education?*

Inclusive education means that every child has the right to quality education and learning. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

#### *Why Inclusive Education?*

Inclusive education is critical. It promotes diversity, equity, and social justice. It recognizes that every student is unique and has different learning needs. It seeks to create an environment that is responsive to those learning needs.

#### *Inclusive Education: A Historical and Legislative Overview*

Inclusive education has been developing in Hungary since the late 1970s, with significant legislative milestones over the years. The 1993 Public Education Act marked a critical shift by allowing integrated education as an alternative to special institutions. Further amendments in 2003 expanded the categories of disabilities recognized for special care, including autism and other developmental disorders. Despite these advancements, full inclusion in Hungary remains a work in progress, with many institutions still lacking the necessary resources and infrastructure.

#### *Current Structures and Support Systems*

Hungary's education system includes both mainstream and special education settings, with a growing emphasis on inclusiveness. However, several structural challenges remain:

- **Inadequate Resources and Support Staff:** Many schools lack sufficient special education teachers, educational assistants, and development specialists, impacting their ability to support students with disabilities.
- **Large Class Sizes:** Overcrowded classrooms make individualized attention for students with disabilities challenging.
- **Physical Accessibility:** Many schools are only partially accessible, limiting access for students with mobility impairments.

### *Challenges and Barriers to Inclusiveness*

While efforts towards inclusiveness are underway, the report identifies several barriers:

- **Limited Professional Development:** Teachers often lack the training needed to effectively support students with disabilities.
- **Rigid Educational Framework:** The centralized education system in Hungary can restrict the flexibility required to accommodate special educational needs.
- **Social Barriers:** Bullying and lack of awareness among peers and staff can hinder the integration of students with disabilities.

### *Voices from the Field*

The report is enriched with perspectives from 75 teachers and 126 students across 7 mainstream schools in Hungary. Their insights highlight the practical challenges and successes of implementing inclusive education on the ground. Teachers and students both emphasize the need for more resources, better training, and a more inclusive school culture.

### *Looking Ahead: Recommendations for Policy and Practice*

To enhance inclusive education in Hungary, the report offers several recommendations:

- **Increase Investment in Specialized Staff and Training:** Allocate more resources for hiring and training specialized staff to support students with disabilities.
- **Improve Physical and Learning Environments:** Enhance the accessibility and adaptability of school environments to better support all students.
- **Promote Awareness and Inclusivity:** Implement awareness-raising campaigns to foster an inclusive culture within schools.

### *About ACT-INCLUSIVE*

The ACT-INCLUSIVE project aims to spread inclusive practices and materials suited for raising awareness within school communities and empowering students with disabilities. The project is supported by the European Association of Service Providers for Persons with Disabilities (Belgium) and educational centers from Spain, Hungary, Cyprus, France, and Slovenia.

### *More Information*

For more information, please visit our [website](#) and/ or follow us on [FB](#) and [LinkedIn](#).

