



ANED country report on equality of educational and training opportunities for young disabled people

Country: Hungary

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The information contained in this report was compiled by the Academic Network of European Disability experts (ANED) in May 2010.

The [Academic Network of European Disability experts](#) (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network will support the future development of the EU Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People.

This country report has been prepared as input for the Thematic report on the implementation of EU Equality of educational and training opportunities in European countries with reference to equality for young disabled people.

The purpose of the report ([Terms of Reference](#)) is to review national implementation on equality of educational and training opportunities for young people, and in particular the National Strategic Reports of member states from a disability equality perspective in education and training, and provide the Commission with useful evidence in supporting disability policy mainstreaming.



Section 1: Executive summary and conclusions

People with disabilities legally have equal rights and are entitled to dignity, equal treatment, independent living and full participation in society. In the last two decades, the legal framework has been established regarding the integration and equal treatment of disabled persons in education. This legal framework is based on the Constitution, Public Education Act, Equal Opportunities Act, and the Higher Education Act.

According to the Public Education Act (1993), children and students with a physical, mental, sensory, speech or other handicap have the right to receive pedagogical, special pedagogical or conductive pedagogical provision, in the framework of special care, in line with their conditions, from the time the handicap is diagnosed. Special care should be guaranteed in the framework of early development and care, kindergarten education, school education, teaching and developmental nurturing. Special care depends on children's and students' ages and should be provided in accordance with the expert opinion of a specialist and rehabilitation committee. The Higher Education Act (2005) also declares that the student has the right to freely select a higher education institution where he/she wishes to pursue their studies and has the right to receive provisions and services in accordance with his/her condition, personal capabilities, or disability.

In 2002, only 271 disabled persons were studying in higher education. This number rose to 1,176 in 2008. One of the most important reasons for this growth was the 50 extra points (see Section 3) in the entrance examination process, which were given to disabled persons by the Act of Higher Education.

General teacher training does not include the treatment of people with disabilities. To be able to treat these persons, teachers must complete special pedagogical training, which is available at two universities. Universities must establish a committee on equal rights to promote adequate education and the equal rights of disabled students. Every institution has to employ a coordinator of disability affairs to help disabled students. The schools with integrated education receive higher amounts of normative support from the government (EUR 450 per person per year), which is dispensed by the coordinator of disability affairs. The Government may order preferential treatment for disadvantaged student groups and disabled applicants.

Disabled students can apply for two kinds of financial support. They may receive financial support on the one hand as a person with disability, and on the other hand as a student. General financial disability supports are family allowance, temporary invalidity annuity, regular social allowance, public medical service, transportation allowance etc. Students may get stipends, extraordinary social stipends, a minister's stipend for foreign students, and other supports that depend on and come from the university. The most important social support is the allowance for new school students in the first semester.



Section 2: Legal and policy context

People with disabilities legally have equal rights and are entitled to dignity, equal treatment, independent living and full participation in society. In the last two decades, the legal framework has been established regarding the integration and equal treatment of disabled persons in education. This legal framework is based on the following basic laws:

- The Constitution of the Republic of Hungary (Act XX of 1949)¹,
- UN Convention on the Rights of the Child², which was signed on 20 November 1989 and ratified by the Act LXIV of 1991,
- Act LXXIX of 1993 on Public Education (integrated with the Act LXVIII of 1999),³
- Act XXVI of 1998 on Provision of the Rights of Persons Living with Disability and Equality of Opportunities⁴,
- Act CXXXIX of 2005 on Higher Education.⁵

According to the Article 67 of the Constitution:

- (1) 'In the Republic of Hungary, every child has the right to enjoy the care and protection on the part of their families, and by the State and society, that is necessary for satisfactory physical, mental and moral development.'
- (2) 'Parents are entitled to the right of choosing the kind of education their children are to receive.'

According to Act XXVI of 1998, every person living with disabilities has the right to a man-made environment that presents no obstacles and can be perceived as safe. Disabled people also have the right to access information and supporting services. Equal opportunities must be realized in health care, education, employment, choice of residence, sport and culture. Furthermore, the aim of the Act is to define the rights of persons living with disability and the instruments for the exercise of these rights, to further regulate rehabilitation, and as a result, to ensure equal opportunities, independent living and active participation in the life of society for persons living with a disability.

Section 24 of the Act XXVI of 1998 established the National Disability Council. The Council should assist the Government in carrying out its tasks related to disability affairs. It takes initiatives, makes proposals, gives opinions, co-ordinates decision-making concerning persons living with disabilities and carries out analysis and evaluation in the process of implementation of decisions.

¹ <http://net.jogtar.hu/jr/gen/getdoc.cgi?docid=94900020.tv&dbnum=62>

² <http://www.unicef.org/crc/>

³ <http://www2.ohchr.org/english/bodies/cescr/docs/E.C.12.HUN.3-Annex11.pdf>

⁴ <http://text.disabilityknowledge.org/The-Law.htm>

⁵ http://www.okm.gov.hu/letolt/nemzet/naric/act_cxxxix_2005.pdf

The Council also gives its opinions on draft regulations affecting persons living with a disability; makes proposals for decisions; takes part in the co-ordination of activities affecting the affairs of persons living with a disability; and regularly informs the Government on trends in the situations of persons living with disability. The Council elaborates the National Disability Affairs Program and monitors its implementation.

The detailed legal regulation is contained in the Act LXXIX of 1993 on Public Education and the amendment Act LXII of 1996. According to Article 30 of this Act: 'Children and students with a physical, mental, sensory, speech or other handicap have the right to receive pedagogical, special pedagogical or conductive pedagogical provision, in the framework of special care, in line with their condition, from the time the handicap is diagnosed. Special care should be guaranteed in the framework of early development and care, kindergarten education, school education and teaching, developmental nurturing, depending on children's and students' age and state, in accordance with the expert opinion of the specialist and rehabilitation committee.'

The Act on Public Education 1993 provides two choices for children with disabilities: education in special schools or in regular pre-schools and schools; both systems will continue in the future. The Act in itself can be recognized as a positive step. Some details of the Act are listed below:

- The yearly amount allocated by the government for the costs of education is three times higher in the case of a child with a disability (in both a segregated or integrated setting) than for a non-disabled child.
- Parents may turn to their local authority (mayor) to request help if they have the support of a Professional Rehabilitation Committee (PRC). However, they will not receive official support if the pre-school has not earlier declared a willingness to receive children with one or more specific disabilities.
- If a child attends a regular school, he/she has the right to receive extra hours for habilitation/rehabilitation. The number of remedial lessons allowed is dependent on the number of children with disabilities in a particular establishment and on the nature of the disability.
- Extra lessons can be taken by special teachers, or by regular teachers if they are given guidelines by a special teacher. The regular school that pupils with disabilities attend has to contract with the person who delivers the support.
- Class sizes may be lowered, as children with disabilities are equivalent to two or three regular children, depending on the problem (e.g. deaf = 3, mildly mentally handicapped/learning disabled = 2).
- Children with a disability may be exempted from being formally graded in certain subjects, with the permission of the headteacher. This can happen in the first grade for all subjects, if the child receives a special expert's report from the PRC. In such a case, the child would repeat the first class without any negative consequences. The headteacher may also permit so-called individual development until the 4th grade, so the child does not have to fulfill the same requirements as the others in the first three classes.

- Children with disabilities have the right to examinations under modified conditions (longer duration, oral or written reports).
- Certain subjects may be changed (according to exam regulations) during the final examination.
- School buildings (and all other public buildings) should have been barrier-free by 2005 (the deadline will be some years later in reality).⁶

The context and structure of the direct school activities are regulated by the National Curriculum teaching programme, which provides considerable independence to schools to create their own work according to local facilities and tasks. Young persons with disabilities study with the support of complementary pedagogical and educational methods.

The Equal Opportunities Act (XXVI of 1998)⁷ regulates extensively the whole life of people with disabilities. Regarding the education and training of disabled people, the Act declares in Article 13:

- (1) 'It is the right of the person living with disability to take part in early development and care corresponding to his or her condition and depending on age, to kindergarten training, school training and education and development preparation for such education, in keeping with the provisions of the Act on Public Education.'
- (2) 'If it is advantageous for development of the capabilities of the person living with disability – in keeping with the opinion of the expert and rehabilitation committee set up for this purpose – the person living with disability shall take part in kindergarten training and school education together with other children and pupils, in the same kindergarten group or school class.'

The Higher Education Act (CXXXIX of 2005) defines a "student with disability" and declares that in the event that the higher education institution stipulates an assessment examination for admission purposes under the terms of this Act, disabled applicants should be granted exemption and special arrangements must be made in order to take the examination. This right should also be extended to persons who were not granted such opportunities as a result of their disability in secondary education but who can in fact provide proof of their disability.

The Higher Education Act also declares that the student has the right to freely select the higher education institution where he/she wishes to pursue their studies and has the right to receive provisions and services in accordance with his/her condition, personal capabilities, or disability. The state-funded period may be prolonged by four semesters in the case of students with disabilities. Article 61 of the Act declares that disabled students shall be offered convenient circumstances for preparation and examination, and shall be assisted in their fulfillment of obligations arising from their student status.

⁶ Csányi Yvonne: Steps towards inclusion in Hungary. *Eur. J. of Special Needs Education*, Vol. 16, No. 3 (2001), pp. 301–308,

⁷ <http://text.disabilityknowledge.org/>



Where appropriate, they should be exempted from the obligation to take certain course units, certain parts thereof or undergo assessment. If necessary, such students shall be exempted from a language examination or a part of it, or the related requirements of such language examinations. Disabled students should be given more time to prepare for examinations, and be afforded the opportunity to use aids at the written test (typewriter, computer, etc.), or if necessary, to have a written test instead of an oral test, or an oral test instead of a written one. The exemption shall exclusively be granted in the context of the condition justifying such exemption and may not result in exemption from basic academic requirements needed for professional Bachelor and Masters qualifications or vocational qualifications, which are evidenced by the certificate of higher-level vocational training.

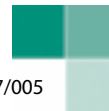
Act CXXV of 2009 on Hungarian sign language⁸ is also a new law, which defines the community of hearing impaired persons as members of a linguistic minority by acknowledging Hungarian sign language. The Act defines the deaf and blind person's right to learn and to use special communication systems. In the future, deaf and blind persons will be able to communicate at offices with the help of sign language interpreters. From September 1st 2017, education in Hungarian sign language will be obligatory for deaf children in special schools, while in integrated schools they will become eligible even if only one parent of the child chooses it. In 2017 it will be obligatory to organize bilingual education in deaf children's schools for the children who have chosen it. The Act also declares that kindergartens, equivalent pre-schools and other schools educating a child living with disability shall be chosen by the parent on the basis of the information provided by the expert and rehabilitation committee. The expert and rehabilitation committee is regulated by the Public Education Act.

According to Government decree of 8/2005 (I. 19.) on training and maintenance of normative support in higher education institutions, these institutions are entitled to complementary normative support according to their number of students with disabilities. The normative support covers the costs of the special needs of disabled students.

Two ministries are involved in elaborating laws and policies concerning disabled persons: the Ministry of Social Affairs and Labour and the Ministry of Education and Culture. Both ministries are responsible for their own areas but they cooperate regarding these issues. The new government may change the structure of ministries and create a general ministry of human politics in 2010. The main initiation of the Ministry of Social Affairs and Labour is the New National Program of Disability Affairs⁹, which is a medium-term action plan including four important chapters: a) rehabilitation related objectives, b) actions to induce a positive change in the attitude of the society towards people with disabilities, c) improving the quality of life of people with disabilities and d) promoting the active participation of people with disabilities in social life.

⁸ http://www.fszk.hu/fszk/tudastar/jogszabaly/hazai/A_jelnyelvi_torveny_angolul.pdf

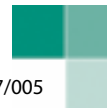
⁹ <http://www.szmm.gov.hu/main.php?folderID=1295>



The main goals of the New National Program of Disability Affairs are that teacher training for children and adults with disabilities should be an integral part of the teaching profession. In order to extend the different forms of integrated education, special curriculum programs should be developed in higher education institutions and other forms of training accredited. Therefore teachers can get experience in communicating with children with disabilities (“using sign language”, Braille writing, augmentative communication), and they may prepare to overcome behavioral and learning difficulties of children with disabilities even in a regular elementary school. Training and further training of teachers for such special requirements has to be provided continuously.

The ministries involved, especially the Ministry of Social Affairs and Labour and the Ministry of Education and Culture cooperate with the national organizations of disabled persons in order to agree on the most important initiations. The main national organizations are ÉFOÉSZ (Hungarian Association for Persons with Intellectual Disability), ÉTA (Hungarian Federation of NGOs for People with Mental Difficulties), MVGYOSZ (Hungarian Federation of the Blind and Partially Sighted), MEOSZ (National Federation of Disabled Persons' Associations), SINOSZ (Hungarian Association of the Deaf and Hard of Hearing), Siketek-vakok Országos Egyesülete (National Association of Deaf/Blind People), and Végtaghiányos Gyermekekért Alapítvány (Foundation for Limbless Children).

There is no available data or research on whether these rights and support for equal opportunities apply equally to learning opportunities beyond the compulsory schooling age, and the impact of the UN Convention in discussion of reform to education and training policies.



Section 3: Evidence of outcomes and progress towards inclusion

According to the 2001 census data¹⁰, 13.2 % of people with disabilities studied in special elementary schools. People with physical disabilities usually have higher qualifications than an elementary education, while fewer people with sensory disabilities gain qualifications at a higher level than elementary education. Students with intellectual disabilities are practically totally excluded from higher education.

Students with learning difficulties (people with a mild intellectual disability) can study in 126 special vocational schools; their total number was 8,369 (Census data, 2001). This number has doubled since 1991. The education level of people with disabilities is usually lower than that of the whole population. According to the 2001 census, 32% of people with disabilities had not finished elementary school, and only 39% finished elementary education. This is a significant increase compared with the 1991 census data (when 7% finished elementary education), yet it is far behind those who live without any disabilities. In 2001, 25% of disabled people had vocational qualifications, while only 5% of people with disabilities graduated at universities or colleges.

More information on vocational training may be found in the 2009 ANED Employment Report on Hungary:¹¹

‘Conversely, good portions of the vocational rehabilitation services are tied to social insurance legal status that can only be accessed by being employed. Therefore, when people born with disabilities reach the labour market they do not receive rehabilitation allowances thus they are not entitled to rehabilitations services either. The snake bites his own tail’ (ANED Hungary Employment Report, 2009: p. 6).

In 2002 only 271 disabled persons were studying in higher education. This number rose to 1,176 in 2008.¹² One of the most important reasons for this growth was the 50 extra points in the process of the entrance examination, which was given to disabled persons by the Act of Higher Education. The detailed rules on access to higher education institutions and preferential treatment of disabled applicants in this procedure is regulated by the Government Decree 267/2006. Disabled students are granted 50 extra points above the maximum 480 points resulting from their secondary education marks and secondary school final exams.

The state, degree and the status (permanent or temporary) of disability is determined by specialist and rehabilitation committees according to the impairment of the disabled student. Approximately 1,200 disabled students were studying in higher education institutes in Hungary in 2008. There are 549 special primary and secondary institutions providing segregated education for 40,505 students in 6,337 classes, with the help of 8,386 employees.¹³

¹⁰ <http://www.nepszamlalas.hu/eng/volumes/volumes.html>

¹¹ <http://www.disability-europe.net/en/countries/Hungary?jsEnabled=1>

¹² <http://einclusion.hu/2009-02-16/megduplazodott-a-fogyatekos-hallgatok-szama-a-felsooktatásban/>

¹³ <http://www.ofi.hu/tudastar/fogyatekos-tanulok>

Universities must establish a committee of equal rights (Esélyegyenlőséget Biztosító Bizottság) to promote adequate education and equal rights of disabled students. However, there is no information or evidence on the work and results of these committees. The main task of these committees is to support the assistance, exemption and allowances of disabled students. Every institution has to employ a coordinator of disability affairs to help the disabled students and keep continuous contact with the Department of Studies and also the students. The coordinator is appointed by the head of the university.

It is clear that the Hungarian legislative system has opened the door on integration. However, it is a slow process and a new one still for schools and parents. The following positive developments can be noted:

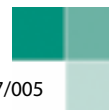
1. Early intervention for children with any kind of deficiency has been improving.
2. The network of peripatetic special teachers has steadily increased. A significant number of special schools for sensory and physically disabled pupils have started to serve as resource centres. They offer early intervention programmes and support through the provision of peripatetic teachers for integrated children. This is in addition to their original function as special schools.
3. Real inclusion exists in some schools, with a so-called alternative programme (these are usually not state schools, but financed by foundations).
4. All special teachers who graduated after 1994 have been prepared in setting up support strategies and in working in partnership with regular teachers.
5. A written handbook on inclusion has been prepared for the Professional Rehabilitation Committees (PRC), and for all parents who are referred to a PRC. Parents can learn about their rights, and the PRCs about their possible duties concerning support in inclusive settings.
6. The Ministry of Education is showing interest in integration in higher education. A university can claim 15 per cent more financial support for a student with a disability.
7. A handbook has been published to inform coordinators and staff in higher education settings on types of disabilities, resulting special needs and ways of meeting them.¹⁴ The 2001 Census showed that the total number of disabled people aged 15-24 was 2,569. Of that number, 1, 602 people were unemployed and 967 were seeking a job. The following table includes information from two tables on the Census website:¹⁵

Table 1: 2001 Employment Status of Disabled Young People

Age	Total	Employed	Unemployed	Inactive	Dependent	Job Seeking*
15-19	13, 882	560	388	1,189	11, 745	276
20-24	16,162	3,852	1,214	5,578	5,518	691

¹⁴ Csányi Yvonne: Steps towards inclusion in Hungary. *Eur. J. of Special Needs Education*, Vol. 16, No. 3 (2001), pp. 301–308

¹⁵ http://www.nepszamlalas.hu/eng/volumes/12/tables/load1_2_14.html



*Note that Job-seeking is probably a part of the 'dependent' category (although not directly stated in the Census User's Guide), as it is not included in the total. Also it is from a separate table¹⁶.

Table 2: 2001 Employment Status of Young Male Disabled Persons¹⁷

Age	Total	Employed	Unemployed	Inactive	Dependent
15-19	8 090	371	275	702	6 742
20-24	9 676	2 429	851	3 126	3 270

Table 3: 2001 Employment Status of Young Female Disabled Persons¹⁸

Age	Total	Employed	Unemployed	Inactive	Dependent
15-19	5 792	189	113	487	5 003
20-24	6 486	1 423	363	2 452	2 248

One can compare these statistics with the data from the 1990 Census on the same website.

There is no available data about participation or qualification rates by gender, socio-economic status, impairment or ethnicity. There is no recent research or evaluation study comparing the education of disabled and non-disabled people.

¹⁶ http://www.nepszamlalas.hu/eng/volumes/12/tables/load1_2_14.html

¹⁷ http://www.nepszamlalas.hu/eng/volumes/12/tables/load1_2_1_5.html

¹⁸ http://www.nepszamlalas.hu/eng/volumes/12/tables/load1_2_1_5.html



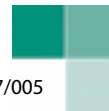
Section 4: Types of support for students and trainees

The general teacher training does not include the treatment of people with disabilities. To be able to treat these persons, teachers may need to finish a special pedagogical training, which is available only at the Bárczi Gusztáv Faculty of Special Education (Eötvös Loránd University) and the Apaczai Csere Janos Faculty (University of West Hungary). The schools have many faculties in the field of special education: the pedagogy of hearing impairment, sight impairment, speech, mobility, intellectual disabilities, etc. The courses also provide special training such as music therapy, rehabilitation or teaching of persons with learning difficulties – for primary school teachers, primary school teaching for slightly disabled children, sport for the disabled or speech therapy.

Act LXXIX of 1993 on Public Education describes disabled children's integrated and segregated education. Schools with integrated education receive higher amounts of normative support from the government. The annual amount of the support is 120.000 HUF (EUR 450) per person, which is distributed by the coordinator of disability affairs, who is appointed by the institution. The central budget should provide normative budgetary contributions to state bodies, local authorities, maintainers of institutions run by non-state or non-local authorities for the operation of educational institutions, depending on the strength of children, students and the provided tasks.

According to Act CXXXIX of 2005 on Higher Education, the Government may order preferential treatment for disadvantaged student groups and for disabled applicants, provided that this does not result in an exemption from the basic academic requirements required for Bachelor or Master degree qualifications, or vocational certificate qualifications.

Section 44 of the Higher Education Act declares that disabled higher education applicants should be granted the same exemption as in secondary education and special arrangements must be made in order for them to take examinations. This right should also be extended to those who were not granted such opportunities as a result of their disability in secondary education but can in fact furnish proof of their disability. According to Section 30 of the Public Education Act: Children / students with special educational needs have the right to receive pedagogical, therapeutic educational, and educational service corresponding to their condition within the scope of special care after their legitimate claim has been established. Special care shall be provided within the scope of early intervention and care, kindergarten education, school education and teaching and developmental preparation. The special care provisions depend on the age and condition of the child / student, as stated in the expert opinion of the specialist and rehabilitation committees of experts. Early intervention and care may be realised within the scope of home care, crèche nurture, care provided at homes tending to and taking care of the disabled, care provided at children's homes, therapeutic educational counselling, and development and care. There is no data on the numbers of students who did and did not get opportunities in secondary education.



Section 55 declares that the student is entitled to pursue studies in higher education for twelve semesters as a state-funded student (generally the first degree is exempted from tuition fee), including higher-level vocational training. The state-funded period may be prolonged by four semesters in the case of students with disabilities. The state-funded period also includes any uncompleted state-funded semesters the student has enrolled for, if for instance the student was unable to complete such a semester due to illness, childbirth, or other reason through no fault of his/her own.

According to section 61, disabled students shall be offered appropriate circumstances for preparation and examination, and shall be assisted in their fulfillment of obligations arising from their student status. Where appropriate, they should be exempted from the obligation to take certain course units or certain parts of these or to undergo assessment. If necessary, students may be exempted from the language examination or a certain part thereof, or the level related requirements of such language examinations should be flexible. Disabled students shall be given more time to prepare for an examination, and shall be afforded the opportunity to use aids during the written test (typewriter, computer, etc.), or if necessary, to have a written test instead of an oral test, or an oral test instead of a written one.

Education and training opportunities falling outside formal education are mostly regulated by the Adult Education Act (Act CI of 2001). The Act establishes general rules for all adult training providers (educational institutions, legal or natural persons, etc.) regarding the organization and financing of any adult training programme. Since adult education is strongly supply driven, the financing of adult education and training is based on the shared responsibilities of all main stakeholders (the State, the employer and the individual). The government covers the defined costs of adult education of disabled persons. In principle, all persons shall be entitled the right to participate in adult education, however, in practice several disadvantaged groups, especially disabled people are excluded from this opportunity.¹⁹ Unfortunately there is no available evidence, data or statistics on what actually happens in practice and what students actually experience.

There is no information available on the support in vocational training schemes. There is no research or evaluation study about the quality, outcomes, economic costs or benefits of each type of support.

¹⁹ <http://twilight.vein.hu/>



Section 4a: Financial support

Disabled students may apply for two kinds of financial support. They can receive financial support on the one hand as a person with a disability, and on the other hand as a student. General financial disability supports include family allowance, temporary invalidity annuity, regular social allowance, public medical service, transportation allowance etc. Students may receive stipends as well: an extraordinary social stipend, a minister's stipend for foreign students, and other supports which depend on and come from the university.

The Public Education Act regulates the normative support for integrated education. The annual amount of the support is 120.000 HUF (EUR 450) per person and administered by the coordinator of disability affairs. This support must be spent on the education of disabled students by the university. According to section 118, the state budget shall provide this normative support to state bodies, local authorities, and to the administrators of institutions run by non-state or non-local authorities for educational-teaching institutions.

The most important social support is an allowance for school beginners in the first semester, which may be freely spent by the student. Any eligible full-time student (see below) can apply for this support, which is financed by the state. The people who are eligible for this support are disabled people, those who have a child/children, who receive a nursing fee, who support two brothers or sisters, or who are a guardian of two children or orphans up to the age of 25. The annual amount of this kind of financial support is 50 percent of the student's normative support (59,500 HUF, EUR 221) and 75 percent (83,300 HUF, EUR 310) for an MA degree.

A regular social stipend is also available for anyone who applies for it as a result of his/her social situation. The minimum amount is 20 percent of the student's normative support (23,800 HUF, EUR 88) for those who are disabled, disadvantaged, maintain a family, have a large family, have a child/children, receive a nursing fee, support two brothers or sisters, or are the guardian of two children or orphans up to age 25. The support is granted by the social committee of the students' union each semester.

According to Section 119 of the Higher Education Act, if a non-Hungarian national has no residence in the territory of Hungary, prior to acquiring student status he/she shall obtain an entry visa and a residence license as stipulated by other laws. If the student enrolls for state-funded training, he/she should only be eligible for maintenance, welfare, textbook, accommodation or other grants on the basis of an international agreement, law, work plan or reciprocal arrangement. Studies may be supported from the central budget through scholarships awarded on the basis of applications.



There is no data on the number of people benefiting from these types of support. There is no published evidence about the equity or effectiveness of these financial supports.

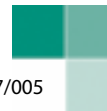


Section 4b: Personal assistance, equipment and adaptations

Practical assistance is available for any disabled student in higher education. According to the Higher Education Act, the Government may order preferential treatment for disadvantaged student groups, for those on unpaid leave for childcare purposes, or who receive pregnancy-maternity benefits, childcare allowance, child rearing allowance or childcare benefits. Preferential treatment may only be granted with respect to the condition justifying preferential treatment, and may not result in exemption from the fulfilment of basic academic requirements that are a requisite for the granting of professional qualifications certified as Bachelor or Master degree, or the vocational qualification evidenced by the certificate of higher-level vocational training. The rules pertaining to the establishment and proof of disability, the criteria for preferential treatment and the rules of procedure shall be defined by the Government. The principles governing the studies of disabled students, shall be defined by the Government. Higher education institutions shall determine in their statutes the rules for executing institutional tasks concerning disabled students.

In accordance with the Equal Opportunities Act, the person living with a disability has the right to a man-made environment that presents no obstacles and is safe. Section 6 declares that persons living with a disability, their family members and helpers must be ensured the possibility to access information of public interest, as well as to information related to the rights to which the disabled are entitled and the services provided for them. Information is accessible if the person with a disability can understand it and if the possibility of receiving appropriate interpretation is ensured for him or her. The conditions for mutually comprehensible information must be made possible when persons with substantial communication impediments make use of public services. Section 13 declares the right of the person living with a disability to take part in early development and care corresponding to his or her condition and, depending on age, the right to take part in kindergarten training, school training and education and development preparation for such education, in keeping with the provisions of the Act on Public Education.

According to the Government Decree 79/2006, disabled students shall be offered appropriate circumstances for preparation and examination, and shall be assisted in their fulfilment of obligations arising from their student status. Where appropriate, they should be exempted from the obligation to take certain course units or certain parts thereof or to undergo assessment. If necessary, such students shall be exempted from the language examination or a certain part thereof, or the level related requirements of such language examinations. Disabled students shall be given more time to prepare at the examination, and shall be afforded the opportunity to use aids at the written test (typewriter, computer, etc.), or if necessary, to have, in the case of such students, a written test instead of an oral test, or an oral test instead of a written one.



The exemption shall exclusively be granted in the context of the condition justifying such exemption and may not result in exemption from the fulfillment of basic academic requirements that are requisite to the award of the professional qualification certified by the Bachelor and the Master degree, or of the vocational qualification evidenced by the certificate of higher-level vocational training.

The Government Decree establishes slightly different conditions for disabled students, as the university must guarantee the partial or full exemption of practical assessments or change the course expectations if needed. For example, the oral test may be replaced by a script and vice versa, the student may be exempted from practical designing tasks if he or she can't use the necessary tools. If needed, handicapped students may have a longer preparation period than other students and they can use a personal helpmate (classmate) as well. In the case of deaf students, the oral test must be replaced by a written test and they may be exempted from the state-recognized language exam. Those who are unable to carry out the state-recognized 'C' type language exam may take an 'A' type oral test. In the case of an oral exam, the university must guarantee a sign language interpreter. For better understanding, the questions must be written and oral at the same time. They also have the right to use visual tools such as a calculator or explanatory dictionary. If needed, they can have a longer preparation period.

For blind or sight impaired students, the university must guarantee the oral test or in case of written exam they students may use special tools to complete it. For those who are unable to complete the state-recognized 'C' type language exam, they can be assessed on the 'B' type written exam. The blind student may be exempted from practical design tasks if he or she can not use the necessary tools. The questions must be accessible by cassettes, Braille text or large print and personal assistant; also necessary light and longer preparation periods must guaranteed by institutions. Speech impaired or other disabled (dyslexia, dysgraphia, dyscalculia) students may complete any course by a written exam with a longer preparation period, may choose the type of language exam or use aids such as a typewriter, calculator, dictionaries etc.

Hungarians living outside the borders of Hungary have the right to enrol into state-financed higher education in accordance with the provisions of Act LXII of 2001 on Hungarians living in neighbouring countries (Benefit Act). Students enrolled in a non-State-financed Training Programme may apply for the partial or full reimbursement of their expenses related to their stay in Hungary or their studies. The scholarships available to Hungarians living outside the borders of Hungary are determined by the Minister of Education and Culture.

There is no information on the following questions: Can disabled students control their own financial budgets for practical assistance with their learning? Who decides what equipment or adaptation each student receives, and how is this assessment done? How many people are benefiting from this type of equipment or adaptation? There is no published evidence about the equity or effectiveness of equipment or adaptations provided for the purposes of education and training.



Section 5: Evidence of good practice

The ELTE University of Budapest signed an agreement with IBM Hungary²⁰ in 2009 to improve the infrastructure of higher education. In the framework of this cooperation (IBM Academic Partnership Programme), the University developed a special language lab for students with disabilities with the participation and financial support of IBM. The university bought special furniture and information technology devices especially designed for disabled students to promote their language studies. The main purpose of this agreement was to guarantee the development of barrier-free foreign language courses for disabled students. The agreement provides better chances for disabled students on the labour market to get jobs. There are 13,000 students studying at the university campus including 200 disabled students, who are receive help from a new Committee on Students with Special Needs.

The Public Foundation of Equal Opportunities for Persons with Disabilities has launched an accredited training program²¹ (2010) for health workers with the support of the Institute for Basic and Continuing Education of Health Workers. The training programme includes communication development between non-disabled and disabled people, to guarantee equal opportunities for patients with special needs in the health service.

There is no research or evaluation of these programmes.

²⁰ <http://www.ibm.com/news/hu/hu/2009/06/05/p565695t31403e58.html>

²¹ <http://www.fszk.hu/fszk/felnottkepzes/Kepzesi-tajekoztato-az-akkreditalt-egeszsegugyi-tovabbkepzesekrol.pdf>



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<http://www2.ohchr.org/english/bodies/cescr/docs/E.C.12.HUN.3-Annex11.pdf>

Act XXVI of 1998 on Provision of the Rights of Persons Living with Disability and Their Equal of Opportunities

<http://text.disabilityknowledge.org/The-Law.htm>

Act CXXXIX of 2005 on Higher Education

http://www.okm.gov.hu/letolt/nemzet/naric/act_cxxxix_2005.pdf

New National Programme of Disability Affairs

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