

Theses of doctoral dissertation (PhD)

**Different Dimensions of Interpretations of
Inequalities in Inclusive Education for SEN Learners**

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Objective of the thesis, definition of the topic

Inclusive education is one of the most important current education policy goals, based on equal access and equity (OECD, 2023; UNESCO, 2021). As a principle, all students should participate in education in the least restrictive environment (Papp, 2012; Mitchell & Sutherland, 2020), which requires pedagogical, social, and human rights conditions (United Nations, 2006; UNESCO, 2021). European scholars of inclusive education – e.g. Meijer (2020) and Ainscow (2020) – emphasise that inclusion requires re-evaluation at the levels of policy, practice, and research, and that promoting equal opportunities likewise calls for systemic lessons to be learned. The European Commission (2020) identifies three domestic challenges: affordability, early selection and discrimination against the Roma. The role of social background is especially disadvantageous for SEN students (Tóth & Szelényi, 2018). Inclusive education of SEN students is a complex task that involves not only individual development and differentiated classroom

support of students, but also the coordinated operation of the entire support system – professionals, institutions, maintaining authorities, and families. National and international reports and empirical studies unanimously indicate that the effectiveness of inclusion is closely related to the accessibility and capacity of professionals, including SEN teachers, the preparedness and continuous professional learning of educators, and the quality of cooperation with mainstream educators (OECD, 2023; EASNIE, 2021; Sundqvist & Hannås, 2020; Taberner, 2023; Bacskai et al., 2023; Fónai & Szabó, 2024a,b). The functioning of these factors is also influenced by the institutional and policy conditions of professional autonomy (Siegrist, 2021).

In Hungary, Unified Special Education Methodological Institutions (hereinafter abbreviated as “EGYMIs”) and the travelling special education network operated by them play a key role in the integration of SEN students, ensuring development and professional support of teachers and educators. Due to capacity constraints, regulatory gaps, and differences in maintaining

authorities, however, the quality and accessibility of services are uneven in the region (Szabó, 2015b; Szabó, 2024b). The Central Hungary region is a suitable area for the study, as there are significant differences between the capital city and the surrounding settlements in terms of resources, services, and the quality of inclusion.

The subject of the research. The focus of the study is on the systemic context of inclusive education of SEN students, with a particular focus on how institutional, policy and social conditions shape the content and functioning of special education as a profession. The research examines the transformation of special education as a profession through the analysis of inclusive education in the Central Hungary region, with special attention to the role of travelling SEN teachers, as well as the operation and development opportunities of the travelling network organised by EGYMIs. In addition to the specific challenges of the region, the results of the research also make it possible to formulate national-level proposals for the systemic development of inclusive education. The study uses a transdisciplinary approach that combines not

only pedagogical but also social, policy, institutional and human rights dimensions. Empirical studies are based on the experiences of those concerned – mainstream educators, SEN teachers, parents, and partially maintaining authorities – and on the analysis of data from the Graduate Career Tracking System (Diplomás Pályakövetési Rendszer, hereinafter referenced as DPR) operated by the Educational Authority.

The objective of the research is to explore how the content, role interpretation and operation of special education as a profession have changed due to the systemic conditions of inclusive education, as well as the expectations and experiences of those concerned. Within this frame, the aim is to identify the policy, institutional, social and human rights dimensions of inequalities and barriers, and to formulate practical proposals for the sustainability and quality implementation of inclusion (United Nations, 2006; UNESCO, 2021; Szabó 2025 I.2–I.3).

A professional theoretical framework and semi-professional nature of special education. The dissertation

interprets the profession of SEN teachers building on the classical and critical approaches of professional theory (Etzioni, 1969; Freidson, 1986, 2001; Parsons, 1939; Siegrist, 2021) and describes special education as semi-professional. With a strong, institutionalised knowledge and training background, professional autonomy is limited; decision-making independence is reduced due to organisational hierarchies, maintaining authority decisions, and mandatory collaborations. The semi-professional character can be grasped in the operational regulation, the dominance of consultative and team-based roles, and the continuous and structural presence of external control (maintaining authority, expert committee, regulatory frameworks). This structural embedding also has a direct impact on the day-to-day practice and sustainability of inclusion.

Scientific novelty and practical significance of the research. The scientific novelty of the research lies in its dual focus. On the one hand, it examines the content and structural transformation of special education professions in the context of inclusive education (e.g. professional

roles, competencies, autonomy) from the inside. On the other hand, it analyses the systemic, social, and policy factors affecting the operation of the professional from the outside. All these allow research to reveal both the internal development and external determinations of the profession.

The *transdisciplinary nature of the research* lies in combining the theoretical framework of educational science, sociology, law, and policy. Not only does it integrate scientific methodologies and interpretation methods, but it also includes the practical knowledge of the participants concerned – educators, travelling SEN teachers, parents, and maintaining authorities – in the interpretation horizon. Therefore, it enables context-sensitive and systemic interpretation of inequalities and barriers related to inclusive education.

Thus, the scientific novelty of the research lies not only in new empirical data, but also in the fact that it synthesises the professional and systemic frameworks and reveals the professional content and operational framework of the role of the SEN teacher in a novel way.

The quality of education can be greatly influenced by the application of the principles of integration, inclusion, acceptance, and equal opportunities in all public education institutions. The results of the literature support that pedagogy tailored to individual needs can improve the differences between opportunities (OECD, 2012; OECD, 2023). Ensuring equal opportunities has clearly become a quality issue of education today, as a result of which, one of the focus points of education policy is the equalisation of social disadvantages and the provision of equal opportunities related to education (OECD 2012; OECD, 2023), an important support tool of which is the travelling special education service.

Practical relevance of interview studies. The results of the interviews contribute to the harmonisation of travelling special education services. Uniform operation, teacher competencies, and task sharing can be clarified with their help. The research provides a practical basis for developing methodological guides and procedures and for standardising the legal and professional framework of services.

Research questions and hypotheses

Thematic Block 1 – Public Policy, Education Policy and Legislation

Q1. What policy and legal frameworks define the conditions for inclusive education of SEN learners in Hungary, especially in the Central Hungary region?

Q2. How do these frameworks appear in educational policy documents and professional positions?

H1: The conceptual and categorisation differences in the domestic regulatory environment cause distortions in the diagnosis and care of SEN students.

H2. The lack of coherence between policy documents and legislation is hampering the practical implementation of inclusion.

Thematic Block 2 – Educator attitudes, self-efficacy and institutional conditions

Q3. What factors influence teachers' attitudes and professional self-efficacy towards inclusion in the integrated education of SEN learners?

Q4. What is the relation between the institutional

background, professional support and the quality of inclusion?

H3: The willingness of teachers to accept is related to professional support and the availability of further education opportunities.

H4. Institutional support and the extent of resources determine the quality of inclusion.

Thematic Block 3 – The semi-professional nature of the special education profession and the sustainability of inclusion

Q5. How does the semi-professional nature of the SEN teacher profession appear in Hungarian inclusive practice?

Q6. How does the semi-professional nature affect professional autonomy, role development and cooperation structures?

H5: The semi-professional nature (limited autonomy, external control, high administrative burden) hinders the effective and sustainable implementation of inclusion.

Outline of the methods used

The thesis used a mixed methodology, a combination of quantitative and qualitative procedures (questionnaire survey, semi-structured interviews, document analysis, secondary analysis of DPR data). The choice of method was justified by the fact that, in order to fully achieve the research objectives and the multidimensional nature of the research questions, it was necessary to interpret the results of numerical data, in-depth interview experience and document analysis together. The *transdisciplinary approach*, which integrated social science, policy, pedagogical and human rights perspectives, provided methodological flexibility and the opportunity to compare data.

The study used *three levels* of triangulation: methodologies, data sources, and theoretical. 1) *Methodological triangulation* involved a combination of questionnaire survey, semi-structured interviews, document analysis, and quantitative second analysis of DPR data; 2) data source triangulation involved

mainstream educators, travelling and inclusive educators, parents, and maintaining authorities; 3) *theoretical triangulation* involved the combined use of professional theory and the international framework for inclusion.

The research was limited in time and space: it was based on *data collections in the Central Hungary region between 2015 and 2024*. Sample selection made it possible to explore regional specificities. During the data collection, each methodological element appeared as an independent sub-research component, but they are closely related to each other, and together they provide an image of the systemic connections of inclusive education of SEN students.

The first sub-research was a comparative document analysis, which examined international and domestic (legislation, professional materials, strategies) documents published from 2015 to the present day. The aim was to explore the impact of the policy and legal environment on legislation, implementation and professional positions; the analysis was carried out with qualitative content analysis

and thematic coding (see Szabó, 2024a; Szabó, 2025 VI.1.1–VI.1.4. (Annex 3)

The second sub-research was a questionnaire study conducted among mainstream teachers teaching SEN learners. The questionnaire (see Szabó, Annex 6, 2025) contained open and closed questions and examined the attitudes towards inclusion, the impact of demographic and institutional factors, and the differences by settlement type. Data were collected both in person and online, and the analysis was carried out using descriptive statistics, cross-tables, Chi-square tests and correlations (see Szabó, 2016; Szabó, 2025 V.4.2; VI.2.1–VI.2.2).

The third part of the study was a series of semi-structured interviews that mapped the experiences of travelling SEN teachers, inclusive educators, and parents. The interview questions (see Szabó, Annex 5, 7-9 of 2025) were organised around everyday inclusive practices, cooperation, availability of resources and human rights dimensions. Data collection was done in person, with note-taking and voice recording; the analysis was done by inductive thematic method, using manual coding, which

ensured flexibility in coding categories and context-sensitive interpretation of data. (see Szabó, 2015b; Szabó, 2025 V.4.3; VI.3.1–VI.4.2).

The fourth sub-study was the second analysis of Graduate Career Tracking System (DPR) data, which examined the social background of special education teachers, the transition from training to the labour market, staying on track and professional support (Fónai & Szabó, 2024b,c). The analysis was made using descriptive and conclusive statistical methods.

The sub-research components are closely linked: the document analysis established the policy-legal context of the questionnaire and interview studies; the questionnaire quantified the trends that received deeper interpretation in the interviews; and the DPR analysis showed the socio-economic embeddedness of the profession. This integration strengthened internal coherence and increased the validity and reliability of the research.

Thesis-like list of results and new results of the research

F1. Regulatory lack of coherence and practical fragmentation of inclusion

According to our first hypothesis, the target system, conceptual use, and approach of domestic policy and legal documents do not constitute a uniform, coherent system, which causes distortions in the diagnosis and care of SEN students. The 2015–2024 document analysis (VI.1.1-VI.1.4) shows that the inclusion principles represented by the CRPD, UNESCO and OECD are only partially reflected in domestic regulations; project-like developments and conceptual uncertainties contribute to a distorted interpretation of inclusion, which manifests itself in fragmentation of diagnostic practice, care decisions and professional communication. This is confirmed by questionnaire data (differences by settlement and institution type), semi-structured interviews (lack of protocols, time and resource constraints, travelling network congestion) and DPR analysis (persistent

capacity limits) (VI.2; VI.3–VI.4; VI.5). Document analysis, questionnaire, interviews, and DPR analysis all support the same thing. The historical and international comparison makes it clear that the sustainability of inclusion is subject to systemic coherence conditions (VI.1). The results presented support our first hypothesis. *Novelty*: by comparing the document analysis (VI.1.) and the regional empirical studies (VI.2-VI.5.), we present that the lack of coherence appears in structural patterns during implementation: differences in settlement and school type, lack of cooperation protocols, time and capacity constraints, and congestion of the travelling network; all this is supported by the concurrent results of questionnaire, interview and DPR data.

F2. Multi-factor determination of the willingness to accept

Our second hypothesis is that teachers' willingness to accept is shaped by both structural (demographic, institutional) and subjective (role perception, self-efficacy) factors. The questionnaire research shows that

there is a significant relationship between professional support, continuing education participation and previous inclusive experience and inclusiveness; in addition, demographic factors (especially settlement type, age and years spent on the track), and institutional variables (e.g. school type) also play a significant role (VI.2.1–VI.2.2). At the same time, the level of knowledge/awareness alone did not prove to be decisive (Spearman $\rho = 0.027$; $p = 0.72$), which suggests that inclusion is not only a matter of attitude, but is also linked to the coexistence of pedagogical, organisational and systemic conditions (VI.2). In conclusion, our second hypothesis was only partially confirmed. *Novelty*: based on the questionnaire results (VI.2.1-VI.2.2), the role of declarative knowledge and support/institutional background is empirically distinguished: willingness to accept is significantly related to professional support, continuing education participation and previous experience, while the relationship with knowledge level is not significant (Spearman $\rho = 0.027$; $p = 0.72$).

F3. Cooperation constraints and skills shortages as structural barriers

According to our fourth hypothesis, the practical implementation of inclusive education is systematically affected by the limitations of cooperation and the lack of special education teachers. In the semi-structured interviews, we revealed that the overload of travelling SEN teachers, the scarcity of time frames and the lack of uniform protocols hinder professional cooperation; communication disorders and the possibility of cooperation are common in teacher-parent-SEN teacher relations; and the weakness of horizontal professional relationships and coordination mechanisms worsens the continuity and quality of support (VI.3-VI.4). The questionnaire data confirm this with institutional and settlement differences, indicating that these are not individual but organisational and systemic problems that contribute to the persistence of inequalities (VI.2; VI.3–VI.5). Overall, our fourth hypothesis was confirmed. *Novelty:* by comparing qualitative (VI.3-VI.4) and quantitative (VI.2) results, we document a consistently

recurring relation: in addition to the lack of protocols, time and capacity constraints, and the overload of the travelling SEN teacher network, cooperation disorders occur more frequently and the continuity of care is disrupted more frequently; instead of focusing on attitude, the lack of cooperation is associated with specific organisational coordination deficits (network operation, lack of protocols, time and capacity constraints), and the existence of these deficits is supported by the more frequent occurrence of continuity and quality risks.

F4. Semi-professional and professional space: relation based on the Graduate Career Tracking System

According to our third hypothesis, the profession of SEN teachers is semi-professional, which results in structural disadvantages and indirectly weakens the sustainability of inclusion. Second analysis of Graduate Career Tracking System (DPR) data (VI.5.1-VI.5.3) and semi-structured interviews (VI.3-VI.4) show that the social background, training path and professional status of special education teachers are heterogeneous: entering the profession is

characterised by high vocation and female dominance, while professional autonomy is limited. Travelling teacher status, parallel constraints, poor pay and organisational subordination are hallmarks of semi-professionalism, which narrows the professional space, worsens the chances of keeping on track, and negatively affects the sustainability of inclusion (I.2–I.3; VI.5). Overall, our third hypothesis is confirmed. *Novelty*: by synthesising DPR and interview sub-research results (VI.5.1-VI.5.3; VI.3-VI.4), we present the structural indicators of semi-professionalism (limited autonomy, low prestige, organisational marginalisation, overload) and their relation with professional space and staying on track. Our findings are supported by consistent results from the two empirical research strands.

F5. Sustainable inclusion: a need for cross-level harmonisation

According to our fifth hypothesis, the sustainability of inclusion requires the coordination of policy, institutional and professional levels. Our empirical results show that

there is an inadequate alignment among policy objectives, institutional practices and professional space; coherence of legislative and policy frameworks is therefore a prerequisite for structural maintenance of inclusion. Strengthening support professional systems – especially the travelling network, team co-operation and supervision – is key, and improving teachers’ professional self-efficacy is essential to increasing inclusiveness. Reducing regional disparities is a prerequisite for effective access equality, while the interpretation and practical strategies of inclusion require a transdisciplinary approach (VI.2.2; VI.3-VI.4; VI.5.3; VII). Overall, our fifth hypothesis was indirectly supported. *Novelty*: by comparing the regional empirical studies (VI.2-VI.5) and the national Graduate Career Tracking System patterns (VI.5), we set out the harmonisation conditions for sustainable inclusion in a structured framework, legislative-policy coherence, supportive professional systems (travelling network, team cooperation, supervision), teacher-efficacy development, regional balancing, marking their main contact surfaces on

the axis of regulatory-institutional operational-professional practice.

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List of publications related to the dissertation

Hungarian book chapters (1)

1. Fónai, M., **Szabó, D.**: Pályakezdő gyógypedagógusok társadalmi háttere és a pályakezdés jellegzetességei.
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2. **Szabó, D.**: A SNI tanulókat érintő oktatási egyenlőtlenségek értelmezéseinek szakpolitikai, társadalmi és emberjogi dimenziói.
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3. Fónai, M., **Szabó, D.**: Gyógypedagógia szakos hallgatók és pályakezdő gyógypedagógusok társadalmi háttere, pályaelképzelései és a pályakezdés jellegzetességei I.
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7. Szabó, D.: Utazó gyógypedagógiai szolgáltatás a résztvevők oldaláról: a Közép-magyarországi régióban végzett interjú vizsgálat tapasztalatai.
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