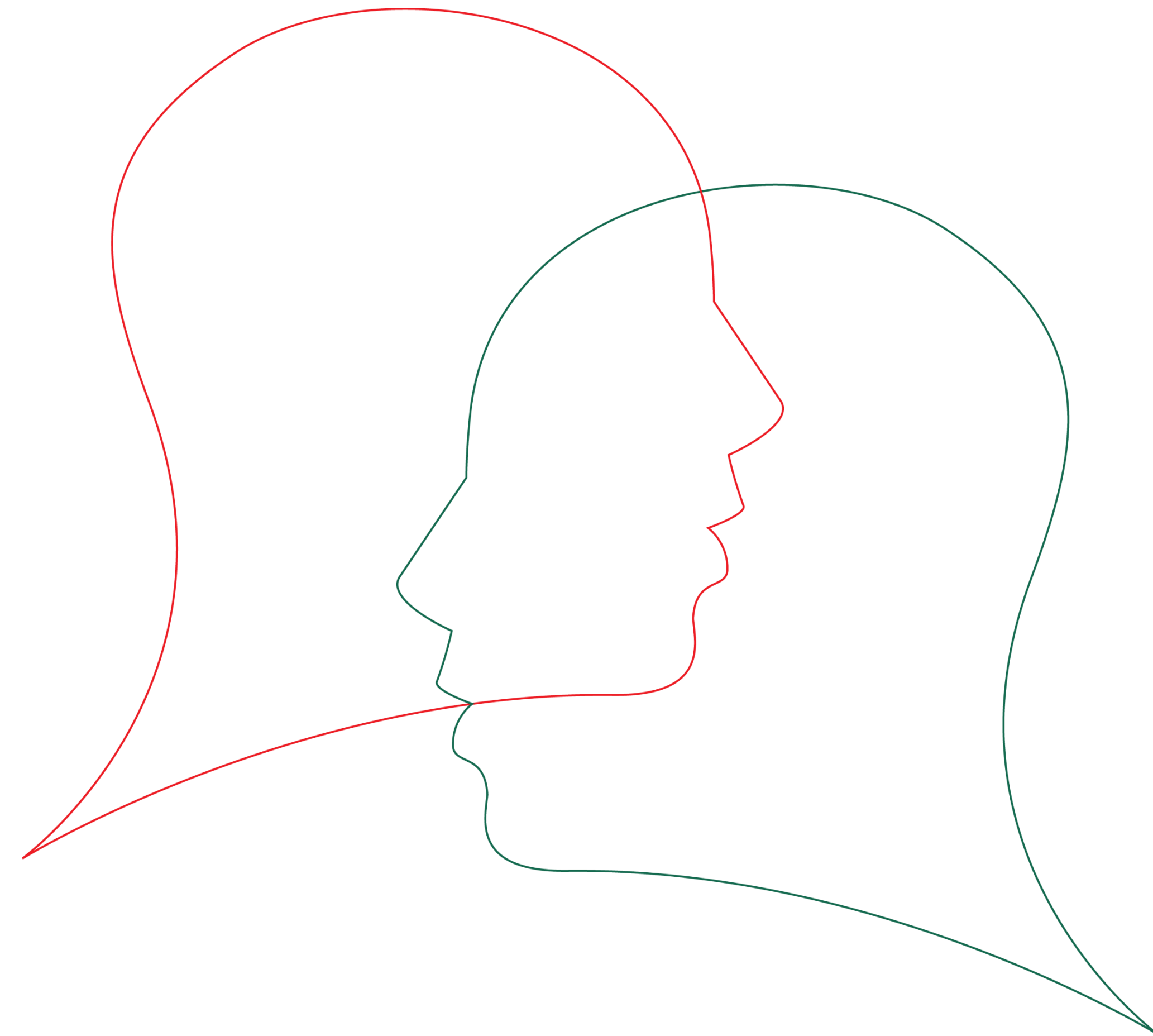


**Ministry of Culture and
Innovation**

Peer Learning Activities and Resources to Underpin the Principles
and Guidelines for Social Dimension - PLA 3

Principle 3: Connecting policies of inclusion in the educational
system from early childhood to adult learning

Online video-conference
13-14 June 2023





Hungary's regulation in supporting the realization of indicators of PG3 -

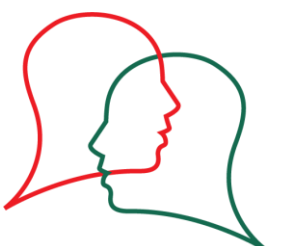
Top-level coordination structures/mechanisms in place between educational levels

Education and Training Coordination Working Group

coordination **at all levels of education and training**, with the participation of the fields of

- ✓ family affairs (early childhood and childcare)
- ✓ public education
- ✓ higher education
- ✓ vocational education and training
- ✓ and adult education

- to develop **national strategic orientations for education and training** in a coherent way
- a forum for discussing **cross-cutting policy issues** in all areas of education and training
- chaired by a senior policy officer for **higher education**, and its deputy general secretary is the senior policy officer in charge of **public education**
- the permanent members of the Working Party are the senior policy officers responsible for **higher education, vocational training, adult education, public education and for family affairs**
- the necessary **social consultations** are carried out by the relevant fields
- meetings: 1-2 times a year



Committee for Social Inclusion and Roma Affairs

Government Decision 1199/2010 (IX. 29.)

- the Government has set up **the Committee** in order to **coordinate government action** to improve the living conditions and social situation of Roma people and people living in extreme poverty in general, and to promote their **social integration**
- aiming at a long-term **national strategy** for social inclusion and a short-term **action plan**
- the **number of members** is between 14 and 20, depending on the government structure
- the members include representatives from the fields of **health, social affairs, culture, sport, employment, social inclusion**, a delegate from the **Central Statistical Office** and the **Government Commissioner for Roma Relations**
- meetings: at least 2 times a year



Economic
Development and
Innovation
Operational Program
Plus (EDIOP Plus) of
Hungary, 2021-2027

Hungary's Operational Programs for the 2021-2027 development period have been prepared on the basis of extensive public consultation.

Within the framework of the **EDIOP Plus program**, equal access to quality and effective higher education and training is promoted, especially for disadvantaged social groups.

- a key project involving the *Tempus Public Foundation* supports **the mobility of disadvantaged students through language competence development, mobility support scholarships** and the improvement of **inclusion** in HE institutions through **staff mobility**
- another key project involving the *National Conference of Student Self-Government* supports **the decreasing of drop-out of disadvantaged students** and promotes their inclusion in HE via **complex mentoring and social competence development**
- a standard project involving *state-recognised HE institutions* supports **the decreasing of drop-out of disadvantaged students in HE via mentoring, with special focus on a supportive learning environment**, especially in the fields of medical and health sciences, STEM, agriculture and teacher training

<https://www.palyazat.gov.hu/download.php?objectId=1096833>



Model change in HE institutions: focusing on performance-based funding, contracts containing performance indicators, eg the **promotion of equal opportunities**

the change of the educational model results in a more efficient, **quality- and performance-based higher education** that is more open to the needs of the economy and cooperates more closely with companies

the structural change involved 10 institutions in the first phase, with 11 further universities joining later, resulting in a **total of 21 universities** being transformed

at the model-changing universities **support is based on performance**, that is also a feature of European higher education

the framework agreement contains the **public tasks** recognized and supported by the state and their financing method

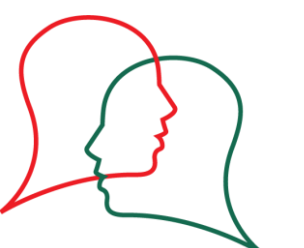


Target values
defined in
performance
indicators adopted
from international
funding practices

The new funding system provides more resources that universities can spend on environments and **inclusive institutional cultures**. A number of **performance indicators** are directed at the promotion of **equal opportunities**

- ✓ reducing student drop-out rate
- ✓ number of students with disabilities
- ✓ students from areas with a high concentration of disadvantages
- ✓ number of students with children

These goals must also be taken into account in **infrastructure development**.



Legal environment for equal opportunities and for the promotion of inclusion

Government Decree No. 423/2012 (29th December) on the **admission procedure** for higher education

Act 204 of 2011 on National Higher Education

HE institutions can create their own programs, many of which are **one-year master programs**. Such programs also help the disadvantaged to join higher education.

HE institutions also offer courses in the form of so-called **dual training**: the **theoretical education** takes place at the HE institution while the **practical training** at a chosen partner organization (factory/ company/ firms) involving experts.

[Act LIX of 2022 on amending certain laws relating to higher education, vocational education and training and adult education](#)

- the Hungarian Government abolished the requirement of the **mandatory foreign language test**, which was a prerequisite for obtaining a diploma
- foreign language training → part of the HE training program
- this helps students in a **less advantageous economic situation**, since they cannot afford to acquire the necessary language skills by attending an external language course
- HE institutions **define the necessary language skills** for that given field
- according to the same amending act, students for whom a one-year master program is too long, can join a **short-term training program** leading to a **micro-credential**



Support in HE for parents

Adults raising children are supported in multiple ways

- at the admission they get **extra points**
- during their studies they are entitled to **financial support** and they can take **student loan** at more favorable conditions

A **new amendment** states that if a female borrower

- under the age of 30 has a child or adopts a child during her higher education studies in Hungary, or within two years after their successful completion (obtaining the diploma), after January 1, 2023

- and her child lives in the same household as her

the Student Loan Center will release **100% of her student loan debt.**

Source: <https://diakhitel.hu/csaladtamogatas>

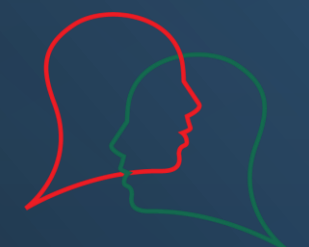


STEM – Government developments in Hungary – WOMEN in STEM

Shifting Gears in HE Mid-term Policy Strategy 2016

- increasing the number of **female students in STEM fields** (mathematical, scientific, technical, IT) and reducing their drop-out rate
- increasing the number of **female lecturers and researchers** in underrepresented fields and in leading positions
- promotion of **part-time and remote work opportunities** for women
- instruction via **multi-functional labs**
- campaigns, **conferences**, language courses
- implementing **child-friendly solutions** at the sites (diapering and breastfeeding areas, children's corners, childcare); 34 child-friendly developments were implemented
- an institutional best practice: University of Miskolc initiated the so-called '*Knowledge Program*' with its **subproject 'MEnők – Women in the world of Science'**: the university published a book with interviews for the younger generation about outstanding scientific achievements in STEM-related academic fields by women

https://www.uni-miskolc.hu/tudas-var-a-miskolci-egyetem-EFOP-3_4_4-16-2017-0008/



Empowering Women Action Plan 2021–2030



- several goals and measures for empowering women, ranging from enhancing the **participation of women in education and science** to the **prevention of social disadvantages** of women
- an important aspect for both HE students and staff is the **family-friendly nature of higher education institutions** to reconcile family life and work/study
- in Hungary, **27 HE institutions have some form of family-friendly provision** (such as baby-changing and/or breastfeeding room, play areas, in-house childcare, and other family-friendly programmes)
- **career orientation sessions** in secondary education to promote STEM professions for young women
- **awareness raising** for young women who are about to choose a career, their parents and teachers, emphasizing the importance of **gender equality in relation to STEM professions**
- **promoting the research career** in higher education
- **preventing dropouts in STEM courses** in higher education, with particular attention to female students

<https://cdn.kormany.hu/uploads/document/a/a4/a4d/a4dcd97363ec031dc896ff8d092c9dcc63e7c420.pdf>



Women in Science Association („Nők a tudományban”)

The Association organises the **Girls' Day** since 2012, a **national career orientation day** for female students promoting professions close to the fields of STEM.

- it brings together **the best technology companies, research institutes and university laboratories** in the country
- the events of the Girls' Day have reached 15,000 girls since 2012, 190 institutes from 40 cities joined to the program
- on an average, 1600 girls take part in 70 events a year

The Association also launched the **Women in Science Excellence Award** in 2013, under the patronage of the Hungarian National Commission for UNESCO and the Hungarian Academy of Sciences.

- the aim of the Award is to **motivate young women scientists and researchers** to achieve prominent and practical scientific results, as well as to promote the position of Hungarian women in the field of science



<https://nokatud.hu/eng/>

<https://lanyoknapja.hu/infografikak/>

<https://nokatud.hu/kivalosagi-dij/>



Specific programmes and scholarships for social inclusion from early childhood to adult learning

Government decree 311 of 2021. (7th June) on complex recovery trainings

„Nő az esély - **Chances are getting higher**” programme for women of disadvantaged background, mainly for Roma women – **training embedded into practice: kindergarten nanny, childcare educator, child and youth supervisor, social worker and nurse, social assistant courses** → 1220 women involved, 66 locations, 81% of them successfully employed

„Aktívan a tudásért - **Actively for Knowledge**” program – to raise the level of **basic competencies** of people aged 18-55 with low-level primary education or no education, 16,943 people completed the programme

„**Tanoda – Learning centres**” – with the involvement of EU funds:

- an innovative, **disadvantage-compensating** initiative **based on local characteristics**, the voluntary participation and individual needs of children and young people
- it provides a **complex service** taking into account the whole of personality development of children and young people who are less successful in the **public education system** and who are on the social periphery
- involving 5400 children/year, encouraging further learning in secondary schools and in HE, in 2022, 2812 M Ft support from state budget for 183 centres



Further forms of talent management and disadvantage compensation

Scholarship programs for socially disadvantaged students, embracing different educational levels

„Útravaló/Company on the Road” Scholarship Program – Gov. Decree 152 of 2005 (2nd August)

- providing **personal mentoring, scholarship for disadvantaged**, mainly Roma students, its main components are „*Road to the secondary school*”, „*Road to the school-leaving exam*”, „*Road to vocational training*” and „*Road to diploma*”

<https://net.jogtar.hu/jogszabaly?docid=a0500152.kor>; <https://emet.gov.hu/utravalo-osztondijprogram>

Bursa Hungarica Scholarship Program – supporting the completion of studies in HE for disadvantaged students

Government Decree 51/2007 (26th March) and on the Act 204 of 2011 on National Higher Education

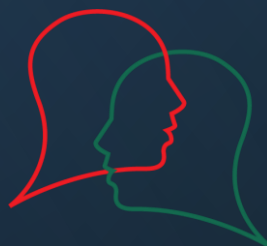
<https://emet.gov.hu/bursa-hungarica-programrol/>

Talent management in HE - Government Decree 24 of 2013 (5th February) „**Excellence Decree**”

- the **national scientific student circle** (<https://otdk.hu/>), a form of **self-education** supplementing the training system of HE
- and the traditions of the „**colleges of advanced studies**” (<http://romaszakkollegiumok.hu/>) helping disadvantaged, mainly Roma, young people **admitted to higher education institutions to obtain their diplomas** by reducing drop-out rates, strengthening their social role and community activity and by providing **Roma role models** as motivation
- 180 registered colleges, among which 11 Roma colleges, supported by the **National Talent Program** (350-400 M Ft/year)

In general: HE institutions can use available funds for student allowances:

- **regular social scholarship** – a monthly benefit provided for a training period based on the students’ social situation
- **extraordinary social scholarship** – a one-time benefit paid to alleviate the unexpected deterioration of the students’ social situation



The „Let’s Teach for Hungary” program – starting in 2019

The program rests on **4 main pillars**: **university** mentor program, **secondary school** mentor program (both for primary school students), **National Conference of Student Self-Government**-mentor program (for first year HE students) and **business** mentor program

- university students from the Universities of Pécs, Miskolc, Nyíregyháza and Debrecen participating in the **university mentor program** work with a given number of 7th grade primary school students – they receive a monthly scholarship + free traveling for the activity
- based on the finding that the academic results of talented young people who participated in mentoring initiatives in the U.S. or the U.K. **improved by as much as 15-20 percent** – we are seeking similar results
- **primary school students** living in small towns and villages are the target group for the program
- the participating **mentors as role models** show them the world full of opportunities existing beyond their direct environment - zoos, museums, secondary schools, businesses - to give them an idea of how many different professions and versions of the future they can choose from
- the **secondary school** part of the program will launch in 2023 – the 50-hour community service can be performed this way
- In the **business mentor program** companies join and open their doors to show their operation to primary school students

Weblink: <https://www.tanitsunk.hu/en/page/program>



The Academic Year 2022/2023 in numbers:

- 17 universities involved
- 111 primary schools involved
- 1148 participating mentors
- 4723 mentored students



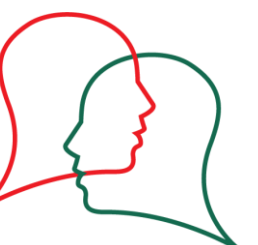
Challenges

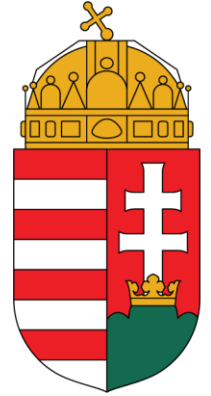
In Hungary the complete pathway of disadvantaged, underrepresented groups is not implemented yet.

Therefore, it is difficult to follow the **educational pathway** of these groups currently, and consequently it is difficult **to identify individual development needs**.

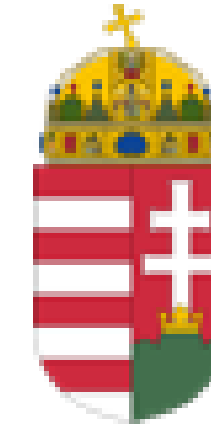
Question to PLA participants:

It would be interesting for us to learn **how data is collected and stored** regarding disadvantaged/underrepresented students, how their **educational pathway is assessed and monitored**.





KULTURÁLIS
ÉS INNOVÁCIÓS
MINISZTERIUM



**Ministry of Culture and
Innovation**

Thank you for your attention!

julia.komlovszki@kim.gov.hu

Ministry of Culture and Innovation, Hungary
Department for Higher Education Strategy and Institutional Development

