



Youth Wiki national description

Youth policies in Hungary

2020

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

Hungary	7
OVERVIEW.....	7
1. Youth Policy Governance.....	10
1.1 Target population of youth policy.....	10
1.2 National youth law.....	12
1.3 National youth strategy.....	12
1.4 Youth policy decision-making.....	16
1.5 Cross-sectoral approach with other ministries.....	21
1.6 Evidence-based youth policy.....	21
1.7 Funding youth policy.....	23
1.8 Cross-border cooperation.....	26
1.9 Current debates and reforms.....	27
2. Voluntary Activities.....	27
2.1 General context.....	28
2.2 Administration and governance of youth volunteering.....	30
2.3 National strategy on Youth Volunteering.....	34
2.4 Youth Volunteering at national level.....	35
2.5 Cross-border mobility programmes.....	37
2.6 Raising awareness about Youth Volunteering opportunities.....	38
2.7 Skills recognition.....	40
3. Employment & Entrepreneurship.....	41
3.1 General context.....	41
3.2 Administration and governance.....	44
3.3 Skills forecasting.....	46
3.4 Career guidance and counselling.....	49
3.5 Traineeships and apprenticeships.....	51
3.6 Integration of young people in the labour market.....	55
3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities.....	58
3.8 Development of entrepreneurship competence.....	59
3.9 Start-up funding for young entrepreneurs.....	63
3.10 Promotion of entrepreneurship culture.....	66
3.11 Current debates and reforms.....	67
4. Social Inclusion.....	67
4.1 General context.....	68
4.2 Administration and governance.....	71
4.3 Strategy for the social inclusion of young people.....	74

4.4 Inclusive programmes for young people	78
4.5 Initiatives promoting social inclusion and raising awareness.....	83
4.6 Access to quality services	86
4.7 Youth work to foster social inclusion.....	89
4.8 Current debates and reforms.....	89
5. Participation.....	89
5.1 General context.....	90
5.2 Youth participation in representative democracy.....	92
5.3 Youth representation bodies	95
5.4 Young people's participation in policy-making.....	102
5.5 National strategy to increase youth participation.....	105
5.6 Supporting youth organisations	110
5.7 “Learning to participate” through formal, non-formal and informal learning.....	113
5.8 Raising political awareness among young people	117
5.9 E-participation.....	119
5.10 Current debates and reforms.....	119
6. Education and Training	120
6.1 General context.....	121
6.2 Administration and governance	126
6.3 Preventing early leaving from education and training (ELET)	130
6.4 Validation of non-formal and informal learning	136
6.5 Cross-border learning mobility.....	138
6.6 Social inclusion through education and training.....	140
6.7 Skills for innovation	142
6.8 Media literacy and safe use of new media	142
6.9 Awareness-raising about non-formal and informal learning and quality youth work	146
6.10 Current debates and reforms.....	147
7. Health and Well-Being	148
7.1 General context.....	149
7.2 Administration and governance	150
7.3 Sport, youth fitness and physical activity	152
7.4 Healthy lifestyles and healthy nutrition	155
7.5 Mental health.....	161
7.6 Mechanisms of early detection and signposting of young people facing health risks	164
7.7 Making health facilities more youth friendly	168
7.8 Current debates and reforms.....	168

8. Creativity and Culture.....	168
8.1 General context.....	169
8.2 Administration and governance	172
8.3 National strategy on creativity and culture for young people.....	176
8.4 Promoting culture and cultural participation.....	178
8.5 Developing cultural and creative competences.....	181
8.6 Developing entrepreneurial skills through culture.....	183
8.7 Fostering the creative use of new technologies	183
8.8 Synergies and partnerships.....	185
8.9 Enhancing social inclusion through culture	186
8.10 Current debates and reforms.....	187
9. Youth and the World	188
9.1 General context.....	188
9.2 Administration and governance	192
9.3 Exchanges between young people and policy-makers on global issues.....	196
9.4 Raising awareness about global issues	197
9.5 Green volunteering, production and consumption	208
9.6 Intercontinental youth work and development cooperation.....	209
9.7 Current debates and reforms.....	210
10. Youth Work	211
10.1 General context.....	211
10.2 Administration and governance of youth work	213
10.3 Support to youth work	218
10.4 Quality and innovation in youth work.....	220
10.5 Youth workers	221
10.6 Recognition and validation of skills acquired through youth work.....	222
10.7 Raising awareness about youth work	223
10.8 Current debates and reforms.....	223
Glossary	224
References	227
Archive	270

Hungary

OVERVIEW

Youth Policy in Hungary

From the democratic transition of Hungary in 1989 to 2010 there was no top-level youth strategy that overarched alternating governmental cycles. This tendency of discontinuity was broken with the adoption of the National Youth Strategy, which was passed by the Hungarian Parliament under resolution 88/2009. (X. 29.). The completion of the strategy received strong support from the government, and it was also built on a wide consensus between NGOs, experts and political parties. The strategy's structure is introduced in sub-chapter [1.3 National Youth Strategy](#), but changes are currently ongoing. (Source: Youth Policy Review in Hungary, 2016, Manuscript)

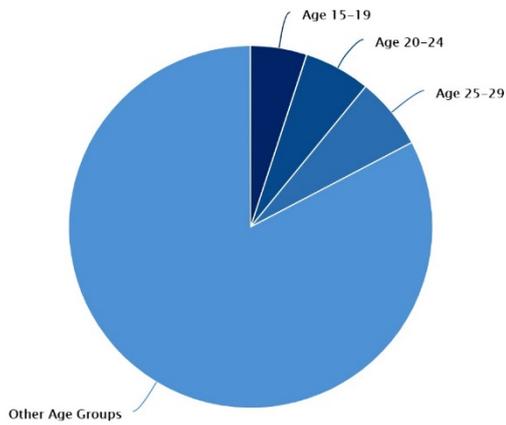
In 2010 the government established top-level bodies by integrating formerly independent ministries. Youth policy was moved under the umbrella of the largest single body of the administration, the Ministry of Human Capacities (Emberi Erőforrások Minisztériuma) [Between 2010 and 2012 its name was Ministry of National Resources (Nemzeti Erőforrás Minisztérium)]. The reason behind the creation of an integrated ministry was the intention to incorporate the different fields of the human sphere: social policy, education, culture, health into one organizational unit (but keeping them separate in their daily work). (For more information see sub-chapter [1.4 Youth Policy decision-making](#).) (Source: Youth Policy Review in Hungary, 2016, Manuscript)

The current youth policy framework programme of the government was published in 2012 entitled 'For the Future of the New Generation' (see sub-chapters [1.3 National Youth Strategy](#) and [1.4 Youth Policy decision-making](#)). The implementation of the framework programme was assigned to the Ministry of Public Administration and Justice through the services of the New Generation Centres. (Source: Youth Policy Review in Hungary, 2016, Manuscript)

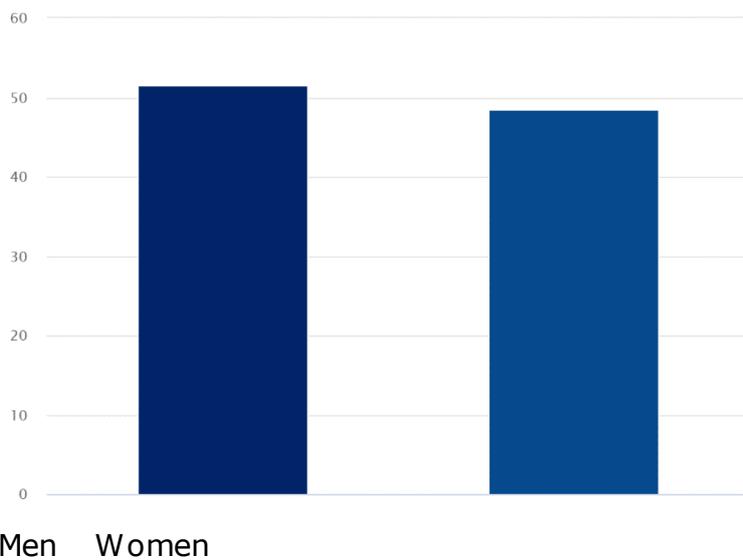
After the 2014 elections no major changes were made to the basic structure of the government, but youth policy was separated from sports and moved to a newly formed State Secretariat for Family, Youth and International Affairs, where a deputy secretary of state was assigned to youth affairs. As a part of this reorganization, the implementation of New Generation framework programme was also taken over by the State Secretariat. Furthermore, a consultative body was created in 2013: the Youth Expert Forum (Ifjúsági Szakmai Egyeztető Fórum, ISZEF – see sub-chapter [1.6 Evidence-based Youth Policy](#)), the task of which is to advise and coordinate between the different youth policy actors. (Source: Youth Policy Review in Hungary, 2016, Manuscript)

The two most important umbrella youth organizations of Hungary are the National Youth Council ([Nemzeti Ifjúsági Tanács](#)), founded in 2012 acting as an institution for supporting young people and representing youth organizations of Hungary, as well as the Hungarian Youth Conference Alliance ([Magyar Ifjúsági Konferencia](#)) (established in 1999) – a forum of Hungarian youth and their organizations in Hungary and the neighboring countries. (Source: Youth Policy Review in Hungary, 2016, Manuscript)

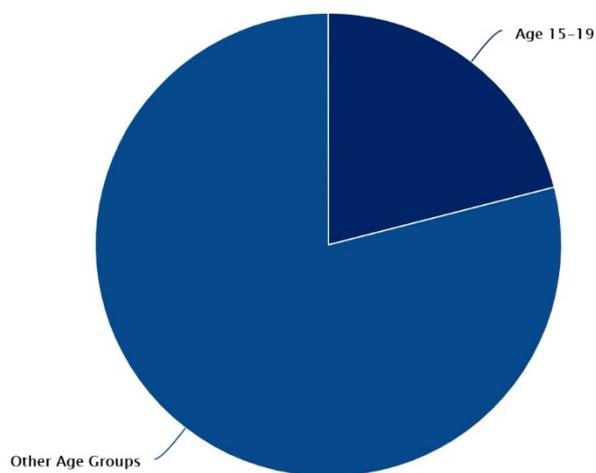
Ratio of young people in the total population on 1st January



Ratio of men and women in the youth population



Ratio of young immigrants in all immigrants from non-EU countries



Statistic references

References:

Ratio (%) of young people in the total population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Absolute number of young people on 1 January for the age group 15-29 (2017): Eurostat, yth_demo_010 [data extracted on 4/09/2018].

Ratio (%) of men and women in the youth population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Young immigrants from non-EU countries (2016): Eurostat, yth_demo_070 [data extracted on 4/09/2018].

1. YOUTH POLICY GOVERNANCE

Due to the lack of a youth law in Hungary, there is no 'set in stone' definition for youth; therefore, it differs across legislations of different policy fields. The strategical framework of Hungarian youth policy consists of two primary documents,

1. the National Youth Strategy 2009- 2024 (accepted by the parliament in 2009) and
2. the 2012 Programme for the Future of the New Generation, which came into force as a government decree.

The Strategy, as a core document, determines the main directions of improvement through the implementation of specific action plans, which take into account the constant revision of the conditions. The Strategy's revision is work in progress. The Programme for the Future of the New Generation is the conceptual basis for the mostly EU-funded youth-related projects within the framework of New Generation Plus followed by the New Generation Reloaded Programmes. (For more information see sub-chapter [1.3 National Youth Strategy](#).)

Youth policy is partly administered in the Ministry of Human Capacities (most notably in its Division for Family and Youth Policy Development) and by the Minister without Portfolio Responsible for Families, whose administration includes the Deputy State Secretariat for Young People. The Ministry of Finance coordinates the Youth Guarantee Scheme. An advisory body on youth policy is the Roundtable for Youth, where youth experts and organisations can channel their expertise to decision making. As of 2020, the Roundtable is being reorganised.

1.1 Target population of youth policy

Currently, there is no universal definition for youth. In most cases, the group is referred to with the terms young people or youth. The definition of youth differs in the legislations of different policy fields. Adulthood, the upper age limit of compulsory education, the right to vote, and other topics more or less coincide with most of the European Union countries. In most fields, the age of 18 represents the boundary between childhood and (young) adulthood, however, the school-leaving age was reduced from 18 to 16 in 2011 ([OECD 2015](#)).

Hungarian Fundamental Law

The [Hungarian Fundamental Law](#) mentions young people twice. The National Avowal contains a more general, moral statement about the role of the future generation: 'We trust in a jointly-shaped future and the commitment of younger generations. We believe that our children and grandchildren will make Hungary great again with their talent, persistence and moral strength.' Apart from this section, there is only one reference to young people in Article XVIII. According to this, '[...] by means of separate measures, Hungary shall ensure the protection of young people and parents at work.'

The two latest youth-related documents are the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia, hereinafter referred to as NYS) and the Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)) – Youth Policy Framework Programme, which entered into force as a government programme. Both of these contain definitions for youth.

National Youth Strategy

The strategy that was adopted by the Parliament in 2009 (Parliament Resolution 88/2009. [X. 29.] OGY on the National Youth Strategy) describes young people in the following way:

'The target group of the strategy – in its connotative meaning – extends from the appearance of the peer group to responsibility taken for one another. [...] This time

horizon classifies people aged between approx. 8- 12 years and approx. 25- 30 years as youth (the international and national practice of law defines childhood as the age group between 0- 18 years).' ([National Youth Strategy](#))

However, trends evolving in society and professional dilemmas imply that in the youth field, it is necessary to leave more space to approaches that focus on individual characteristics regardless of age. Although classifications by age groups provide a scientifically approved theoretical basis, they do not prevail over the principle inherent in youth policy that the individual is unique and inimitable, and – taking into account their biological development and social status - can only be classified into categories with reservations. (NYS, 2009 p. 6.)

It should be noted that the Strategy requires large-scale quantitative youth research conducted every four years, which targets the age group of 15-29-year-olds, in accordance with the traditions of the international and national youth researches. The 1995th LXIV. Law on Children and Youth Fund ([Gyermek és Ifjúsági Alap](#), hereinafter referred to as GYIA) also refers to this age group as youth.

New Generation Reloaded Project

The current New Generation Reloaded Project ([Új Nemzedék Újratöltve](#)) defines the age group of 15-25 year-olds as its target group in line with the Youth Guarantee Programme.

Child Protection Act

Other important laws and legislations refer to young people as well: the Act XXXI of 1997 on Child Protection ([1997. évi XXXI. törvény a gyermekek védelméről és a gyámügyi igazgatásról](#)) determines the age of youth in the following way:

'b) juvenile is a person who:

ba) had reached the age of 14 at the time of an offence committed,

bb) had reached the age of 14 at the time of a crime committed before 1 July 2013,

bc) had reached the age of 12 at the time of a crime committed after 30 June 2013 but had not reached the age of 18 or the age of 21 in case of having been raised in a juvenile detention centre,

c) young adult is a person who has reached adulthood but has not reached the age of 24.'

By the law, young adults are eligible for certain support and mentoring, especially via rehabilitation and aftercare.

Labour and Civil Code

As determined in the [Labour Code](#) ([Munka Törvénykönyve](#)), a young worker is a 'worker who has not reached the age of 18'. As minors, they have specific rights in the terms of employment regarding work duration, and health and safety in the workplace. The [Civil Code](#) ([Polgári Törvénykönyv](#)) regards those as minors, who are under the age of 18. As for their legal status, minors above the age of 14 usually are of diminished capacity.

Criminal Code

The [Criminal Code](#) ([Büntető Törvénykönyv](#)) reduced the age limit for being liable from the age of 14 to 12 in case of juvenile delinquents (the referred part from the Child Protection Act implies the same, as well). The crimes where the age limit is to be applied include robbery and pilferage, too. Nonetheless, this measure has not transformed significantly the legal practice due to the low number of juvenile detainees; in 2019 only 2 young people were detained. ([Börtönstatisztikai Szemle 2020](#))

1.2 National youth law

Existence of a National Youth Law

Currently there is no dedicated law on youth, but its necessity arose in each governance cycle during the past 10-15 years. On the whole, there were serious professional and political debates, arguments and counter-arguments over whether Hungary needs a law that summarises and regulates the roles and responsibilities of governmental and the municipal actors in the field of youth. (Youth Policy Review, 2016) The current Government is not planning to introduce a youth law.

Scope and contents

Currently, there is no national law on youth.

Revisions/updates

Currently, there is no national law on youth.

1.3 National youth strategy

Existence of a National Youth Strategy

National Youth Strategy 2009-2024 (Nemzeti Ifjúsági Stratégia 2009-2024)

The [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#), hereinafter referred to as NYS) was adopted as a parliament resolution with Decision No. 88/2009 [[88/2009. \(X. 29.\) OGY határozat](#) a Nemzeti Ifjúsági Stratégiáról]. Its aim is

- to give long term directions for the improvement of living conditions of youth,
- to help all the stakeholders of the field in order to plan, to organise, and
- to implement measures related to youth.

The Strategy as a core document determines the main directions of improvement through the implementation of specific action plans, which take into account the constant revision of the conditions.

Programme for the Future of the New Generation 2012 (Új Nemzedék Jövőjéért Program 2012)

Besides the sustainable frameworks of NYS, the Government also launched its framework programme called Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)) (hereinafter referred to as PFNG), which came into force as a Government Decision. The programme is based on project-finance principle and implemented within the framework of New Generation Plus followed by the New Generation Reloaded Programme ([Új Nemzedék Újratöltve](#)). The programme is financed by EU grants and is in close cooperation with other projects of the Government such as the Digital Immune Strengthening Program ([Digitális Immunerősítő Program](#)). (For further information see sub-chapter [6.8 Media literacy and safe use of new media](#)).

Scope and contents

The National Youth Strategy

Main elements

The overall aim of the Strategy is to 'help exploit the resources young people possess and support the social integration of age groups', which is to be implemented through the system of horizontal and specific aims.

The document determines implementation guidelines and time frames and appoints the administrative or executive authorities responsible. The Strategy is implemented via two-year action plans set up by the Government.

The main aim of the Strategy is

- to determine the direction of the development of young people,
- to create a social environment that helps the improvement of living conditions, and
- to support youth workers in shaping, organising, and implementing the policy measures.

The NYS is based on the following principles:

- Integration and participation,
- Solidarity and responsibility,
- Success and value creation,
- Subsidiarity and transparency,
- Independence and development.

Responsibility of the state, horizontal objectives

The Strategy regards youth as a resource; thus, its main aim is to support young people in individual and community activities. The **responsibility of the state** appears especially in

1. fostering integration into adult society,
2. maintenance of the necessary institution system and
3. providing services.

The **horizontal objectives** of the Strategy are the following:

- Fostering equal opportunities,
- Living the identity of being Hungarian and European,
- A liveable environment.

'Fostering equal opportunities – To prevent social exclusion and marginalisation of youth groups and young people.

Living the identity of being Hungarian and European - To develop the relationship between Hungarian youth living in Hungary and beyond the borders, pass down their cultural traditions to future generations; and to represent in youth policy actions the values and objectives of the social and youth policies declared by the European Union and the Council of Europe.

A liveable environment – To develop society's approach in order to meet the set of criteria for sustainable development.' ([National Youth Strategy](#))

Specific objectives

Development of the environment required for the **successful social integration** of youth groups:

- Having children, family,
- Self-sufficiency,
- Equal chances, solidarity.

Having children, family – to strengthen the social, economic and mental conditions of youth required for having and raising children and enhance the establishment and safety of their family environment.

Self-sufficiency – to enhance the employment and housing of young people.

Equal chances, solidarity – to reduce the chances of social exclusion and marginalisation and increase the possibilities of social mobility. ([National Youth Strategy](#))

Empowering youth groups and their communities:

- Learning and its environment,
- Creation of cultural values, culture mediation,
- Awareness and social integration.

Learning and its environment – to provide competitive knowledge and develop competences required for independent living.

Creation of cultural values, culture mediation – to improve the quality of cultural consumption and participation in culture, reduce regional inequalities, improve access to info-communication, enhance coping and cooperation in an intercultural environment.

Awareness and social integration – to strengthen social and individual responsibility and awareness of youth groups (health, sustainable development, and so on), facilitate their integration and develop their communities. ([National Youth Strategy](#))

Supporting youth work and the work of non-governmental youth organisations:

- Civil society,
- Resources and conditions,
- Youth policy, the youth profession, youth work.

Civil society – to create conditions that enable the participation of youth organisations in providing services, to make use of the experience of youth organisations and members of the age group and to represent youth-specific criteria in governmental decision-making.

Resources and conditions – to establish and operate a transparent resource allocation system supporting youth initiatives and the youth profession.

Youth policy, the youth profession, youth work – to strengthen youth policy and the enforcement of child and youth rights, to elaborate the training portfolio and life path model of youth assistance and youth profession. ([National Youth Strategy](#))

Specific target groups

The Strategy doesn't explicitly define specific target groups, however, the objectives related to integration and solidarity underline the role of targeting young people with fewer opportunities, with disabilities. Besides, it is underlined that equality between men and women, and different needs of young men and women must be taken into consideration while planning, implementing and monitoring the Strategy.

The adoption of the Strategy

The adoption of the Strategy was preceded by a large-scale consultation in which non-governmental organisations, 'the youth profession' and youth organisations of political parties took part. The consultation went on for about half a year, which is why it was adopted with a consensus in the Parliament. The creation of the action plans did not rely on such consultations, however, the role of the consultative bodies (most notably the National Youth Expert Forum) was taken into account.

Programme for the Future of the New Generation (PFNG)

The programme identified four areas for intervention:

1. Citizenship,
2. Housing and starting a family,

3. Career and self-sufficiency,
4. Leisure time – sport, entertainment and consumption of culture.

The programme was assigned to the former [Ministry of Public Administration and Justice](#) and was implemented through the services of the New Generation Centre ([Új Nemzedék Központ](#)). With this, New Generation Contact Points overtook the tasks of Mobilitas Regional Youth Service offices but at the same time, the former system of normative financing has changed to a project-based system. In the government cycle beginning in 2014, the administration of youth policy was reassigned to the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)).

In 2020 the role of the New Generation Centre was passed to its legal successor, Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)). When the New Generation Reloaded program started, the contact points were renamed to community spaces, but in 2020, because of the pandemic situation, these were closed down before the end of the project.

The discussion paper of Programme for the Future of the New Generation

The discussion paper ([ifjúságpolitikai stratégiai vitairat](#)) of PFNG, published in 2011, identified the following main problems connecting to the keywords:

1. Budapest,
2. Countryside,
3. Women's status,
4. Culture,
5. Talent development,
6. Career-planning,
7. Sport,
8. Entertainment,
9. Starting a family,
10. Active citizenship.

Responsible authority for the implementation of the Youth Strategy

In 2020, the former State Secretariat for Family and Youth Affairs was reorganised and is now working with the Minister without Portfolio Responsible for Families. The following chapter is about the situation in force until 1 October 2020 – many youth related tasks are now carried out by organisational units of the new minister.

The Department of Youth Affairs (Ifjúságügyi Főosztály) of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) is the primarily responsible body for the implementation of the Strategy (and for the coordination of the intergovernmental elements).

The monitoring processes of the youth strategy include large sample youth research projects carried out every four years on a representative sample of 8 000 15-29-year-olds. The findings of the survey are often referred to in youth policy planning. Besides these surveys, the action plans of the youth strategy also have indicators and monitoring processes. The latest research was carried out in 2016 [see the flash report in Hungarian: [Magyar Ifjúság Kutatás 2016](#)]. The Department of Youth Affairs follows the publication of the results of each cycle, utilising the findings for strengthening or the revising the NYS.

Besides these surveys, the action plans of the youth strategy also have indicators and monitoring processes. The latest notable public evaluation of the Strategy is called Hungarian Youth 2020 ([Magyar Ifjúság 2020](#)), edited by the National Youth Expert Forum, published in 2013. The document evaluates the second action plan of the strategy and drafts recommendations for the third (2014-2015). The main conclusions of the document strengthened the role of the large-scale youth research projects and called for a robust cross-sectoral cooperation.

Revisions/updates

According to the information provided by the Ministry in 2020, NYS is planned to remain without major changes in action till 2024, and through its future implementation the European Youth Strategy 2019-2027 is taken into consideration. The further directions of the Strategy include a stronger focus on family planning, work-family balance, housing, career-guidance, community development, the mental health of young people, sustainability and reflection on positive and negative effects of digitalisation.

1.4 Youth policy decision-making

Structure of Decision-making

With the aim of 'bureaucracy-reduction', the Government, formed in 2010, integrated into one top institution the former separately existing ministries, as a result of which, youth policy was integrated into the largest administrative body, the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) (until 2012: Ministry of Human Resources).

Youth policy (along with sports and drug issues) was under the supervision of the State Secretariat for Youth and Sport between 2010 and 2014, after 2014 it was assigned to the State Secretariat for Family and Youth Affairs, where youth policy is on the level of the State Secretary and the person responsible is the Deputy State Secretary for Young People.

The structure has undergone minor changes after the 2018 elections, but the top-level authority responsible for youth affairs remained the Ministry of Human Capacities. As of 1 October 2020, the former State Secretary for Family and Youth Affairs was appointed as the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)). The Deputy State Secretariat for Young People was moved to that organisational unit, and as a consequence, only some parts of the previous structure remained at the Ministry for Human Capacities.

Based on the Government regulation no. 94/2018. (V.22.) on the tasks and on the functions of the members of the Government [[94/2018. \(V.22.\) Korm. rendelet](#) a Kormány tagjainak feladat – és hatásköréről] the Minister without Portfolio Responsible for Families is responsible for:

- the family policies,
- children and youth policies,
- for the tasks related to the protection of children and youth.

The following parts ([struktúra](#)) reflect the situation in force until 1 October 2020:

The State Secretary for Family and Youth Affairs coordinates the following bodies:

State Secretariat Cabinet for Family and Youth Affairs (preparation of the work of the Secretariat, reviewing professional materials)

Department of Strategy and Coordination for Population, Family and Youth: its relevant objectives include

- the contribution in creating and expressing opinions in proposals related to policy fields controlled by the state secretary,
- contribution in budget planning, and
- contribution in analyses of research and best practices in the field of youth policy.

The department also cooperates with the Maria Kopp Institute for Demography and Families in monitoring and creating decision support studies.

Deputy State Secretariat for Family Policy

Deputy State Secretariat for Youth Policy and Creating Opportunities

Department of Youth Affairs: its main aims include

1. codification;
2. coordination of cross-sectoral policies and objectives originated from the Future of the New Generation Programme ([Új Nemzedék Jövőjéért Program](#));
3. drafting the action plans of the [National Youth Strategy](#);
4. coordinating the [National Strategy on Volunteering](#);
5. supporting municipal youth work;
6. drafting and coordinating qualitative and quantitative youth researches).

The department consists of the Division of Youth Policy Programmes and the Division of Volunteering.

Besides this, the role of the Ministry of Finance ([Pénzügyminisztérium](#)) must be mentioned as the Ministry coordinating the [Youth Guarantee](#) Scheme (for further information see chapter [3. Employment & Entrepreneurship](#)).

The role of [Maria Kopp Institute](#) for Demography and Families [[Kopp Mária Intézet a Népesedésért és Családokért](#) (KINCS)] in youth policy-making is also notable as a budgetary body founded in 2018 by the Government and directed by the minister responsible for family policies.

The most important advisory body on youth policy was (until 2017) the [National Youth Expert Forum](#) [Ifjúsági Szakmai Egyeztető Fórum (referred hereinafter to as ISZEF)]. It ['was set up](#) in 2013 to support coordinated policy-making in the field of youth and to monitor the implementation of the [National Youth Strategy 2009-2024](#) [...]'.

Roundtable for Youth (Kerekasztal a Fiatalokért)

As of 2017, the National Youth Expert Forum became inactive and the Roundtable for Youth took over its role, where the Government is coordinating with the participating youth organisations and experts on a regular, bi-monthly basis. According to the information provided by the Ministry in 2019, the participants of the Roundtable (who are invited by the Deputy State Secretary for Youth Policy and Creating Opportunities), were the leaders of the most important organisations related to youth policy.

The most important role of the organisation was fostering the conversation between the Government and youth: the Government provides information on current developments of youth policy and the leaders of the organisations are able to

- comment,
- ask questions or
- indicate their planned programmes.

The main result of their activity so far was a questionnaire, which was sent out by the Ministry for the members of the Roundtable (and for a wider target group also). The topic of the questionnaire was the future focus of youth policy. The Ministry summarized the

feedbacks by topics, and they are going to involve them in the strategy documents in the future.

Due to the pandemic situation, the Roundtable was not convened in 2020, and according to the information provided by the Ministry in 2020, the body is planned to go through a modification.

Main Themes

The main themes of youth policy in Hungary, according to the information provided by the Ministry of Human Capacities, mostly focus on

1. fostering family formation and childbearing of young people, by supporting their housing acquisition and supporting the reconciliation of work and family,
2. support for proper housing for those planning to start an independent life,
3. career guidance
4. significant increase the rate of youth in youth volunteering,
5. strengthening young people's local communities, and
6. involving youth more in sustainability.

The rules for organisation and operation [[16/2018. \(VII. 26.\) EMMI utasítás](#) az Emberi Erőforrások Minisztériuma Szervezeti és Működési Szabályzatáról] of the Ministry from 2018 listed the following tasks, which relate specifically to youth policy, as controlled by the State Secretariat for Family and Youth affairs until 1 October 2020:

- children's and youth policy,
- tasks related to the framework Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)),
- encouraging the cooperation among generations,
- government policy related to volunteering,
- in the field of family and youth policy – cooperation with the Secretary of State for international affairs – professional tasks in connection with the international bilateral and multilateral connections and EU membership,
- tasks related to the [National Talent Programme](#) ([Nemzeti Tehetség Program](#))
- tasks related to children and youth camps under the framework of Elisabeth-programme.

The tasks of the Deputy State Secretary of State for Youth Policy Creating Opportunities and are the following:

it **represents** the Ministry in the given field in the work of national and international governmental and other institutions, boards, interest forehand provides them with information on governmental plans, decisions and statements that affect them, and it is **responsible** in their field for the professional preparation, amendment, and implementation of legislation, the management of connections with other secretaries and departments, and for the contribution to drawing up and implementation of strategic and financial measures.

The Deputy State Secretary is responsible for the operation of

- the Council of the Children and Youth Fund,
- the Hungarian Youth Conference, and
- for the coordination, implementation and realisation of the Digital Child Protection Strategy of Hungary.

Besides these, the responsibilities of the Deputy State Secretary include coordination support for the Hungarian Youth Conference ([Magyar Ifjúsági Konferencia](#)) in the field of partnership between Hungarian youth organisations in Hungary and the neighbouring countries and contribute to ministerial tasks related to student- and leisure sports.

What informs the choice of themes

According to the National Youth Strategy, large-scale quantitative youth research studies are to be carried out every four years, the findings of which are to be used in strategic planning, as well. Although there is no institutionalised way of using the results of the youth research, these are often referred to when introducing new policy measures (for example data on relatively low levels of young people with language exams led to making the option of acquiring the first language exam free for people under the age of 35).

Besides this, the Framework Programme for The Future of the New Generations plays a more important role in strategical planning, especially since there is no current action plan related to the implementation of the National Youth Strategy (the latest had the scope of 2016-17). Furthermore, as referred to above, the Framework Programme-related tasks are assigned to a higher, the state secretariat-level, whereas the NYS is coordinated by the Department of Youth Affairs [according to the operational rules of the Ministry, the department is responsible for drafting the action plans].

Besides these, according to the information provided by the Ministry in 2018, the Government emphasises the role of channelling young people into decision making, via representative organisations (such as the National Youth Council and the National Conference of Students' Unions).

Specific target groups

Supporting population policy

According to the information provided by the Ministry in 2018, specific target groups include young people about to start a family. Measures related to promoting childbearing and starting an independent life are connected to them, most importantly the Family Housing Allowance Programme (CSOK) administered by the Ministry of Finance. This type of allowance is also expanded to used properties from 1 July 2019.

Besides this, firstly married couples are eligible of tax allowances, the system of family tax benefit aims to support families with children, and there are programmes targeting parents doing their tertiary studies (the 'graduate' childcare benefit, the suspension or termination of student loan payment obligation with regard the number of children). (For related information please see sub-chapter [4.6 Access to quality services](#).)

Married young couples have another support scheme available from 1 July 2019 based on the Regulation on 44/2019. (III.12.) [[44/2019. \(III. 12.\) Korm. rendelet](#) a babaváró támogatásról]: couples where women are between 18 to 40 years and who live in their first marriage could be qualified to a maximum of HUF 10 million (about EUR 30 000), interest-free, general purpose loan. Certain reductions depending on the number of children also exist. The state is the third-party guarantee and also gives credit to the banks. This opportunity is available until 31 December 2022. In 2020, the budget was around HUF 26 billion (about EUR 72 750 000), in 2021 67.6 billion (about EUR 190 000 000). (For related information, please see sub-chapter [4.6 Access to quality services](#).)

Young people living abroad

Connections with Hungarians living outside the borders appear in several youth policy programmes, most importantly the 'Borderless' ('[Határtalanul](#)') programme, which aims to build connections between Hungarian youth in public education and the ethnic Hungarian communities in the neighbouring countries. In 2021 a budget of 5.3 billion HUF (about EUR 14.5 million) is planned for the programme. By 2019 around 300 000 students participated ([részvétel](#)) in the programme.

A smaller-scale programme with similar aims is the Petőfi Sándor Programme ([Petőfi Sándor Program](#)) in which

- in [2017](#) 65,
- in [2018](#) 71,
- in [2019](#) 73

youngsters could travel into the countries of the former Austrian-Hungarian Monarchy with the purpose of supporting and strengthening the scattered Hungarian communities. The programme is operated by the State Secretariat for National Policy of the Prime Minister's Office.

Young entrepreneurs

The young entrepreneurs are also supported by the 'Enter to the market!' programme ('[Lépj a piacra!](#)' program) aiming to prepare and support young people to start their own business. The programme started in 2017. The association which organises this project is supervised by the Ministry of Finance.

The National Agency for Youth

There is no national agency for youth in Hungary, however there is an organisational network which fulfils this role. The national agency (Mobilitas National Youth Service) was founded in 1995 and existed until 2012 when New Generation Centre ([Új Nemzedék Központ](#)) took over its roles. In 2020, the community places were closed down, and the Centre's tasks were passed to its legal successor, Elisabeth Youth Fund [[Erzsébet Ifjúsági Alap](#) (hereinafter referred to as EYF)]. EYF was founded by the state of Hungary and the Elisabeth for the Children of Carpathian - Basin Foundation exercises its ownership rights.

The EYF's Directorate of Youth Profession Programmes ([Ifjúságsszakmai Programok Igazgatósága](#)) coordinates the EU-financed project ([HRDOP-1.2.3-CCHOP-15-2015-00001: Complex Youth Developments – New Generation Reloaded](#)) that aims to provide methodological support as well and become the successor of Mobilitas for the duration of the project. The full budget of the project is HUF 4.423 billion (about EUR 13.7 million). Further activities ([tevékenységek](#)) of the Directorate include:

1. methodological support for youth experts and organisations,
2. methodological support for municipal youth work and municipal volunteering,
3. methodological support for volunteering and hosting organisations, spreading the culture of volunteering, supporting volunteer programmes,
4. developing national and international connections between youth experts,
5. creating and maintaining databases related to youth profession,
6. harmonising youth-related activities of different sectors,
7. operation of a network of youth profession mentors,
8. professional support for the social participation of young people,
9. tasks related to the development of the digital skills of young people,
10. tasks related to adult education and further learning of teachers.

Policy monitoring and evaluation

As mentioned before, the main tool for policy monitoring and evaluation is the large-scale youth research carried out every four years, but ad hoc researches are also completed occasionally, mostly related to policy fields where youth is targeted too (for example family policy and voluntary activities). There are no institutionalised mechanisms for applying the results of the research, but those are regularly referred to when formulating strategic documents, background materials and measures. Besides that, the role of the

Roundtable for youth can be mentioned, where experts and representatives of young people provide regular feedback on youth policy implementation.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Youth Policy in Hungary is a horizontal policy, which is why - according to the priorities of the Government -, the measures of the different departments related to young people are aimed to be harmonised, so that youth could be presented in a uniform way in decision making. Besides that, the activities of different institutions and organisations are aimed to be harmonised, as well. (For more information, please see sub-chapter [1.4 Youth policy decision-making.](#))

The coordination and strategical planning of youth policies belong to the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)). The Minister is also the main actor for maintaining the inter-ministerial cooperation in youth-related health and social policies.

A key player related to cross-sectoral cooperation is the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) which closely and continuously works together with the Minister and has a cross-sectoral bridging role.

The role of the [National Youth Expert Forum](#) [Ifjúsági Szakmai Egyeztető Fórum (referred hereinafter to as ISZEF)] was central in this field until 2017. It used to be the primary agent of the cross-sectoral cooperation since its foundation in 2013. The Roundtable for Youth partially took over its role which is a bimonthly forum for connecting the Government and the youth organisations and experts. Recently, the operation of the Roundtable is under rethought. (For more information, please refer to sub-chapter [1.4 Youth policy decision – making.](#))

1.6 Evidence-based youth policy

Political commitment to evidence-based youth policy

The most important channel of research informing youth policy is the large scale youth research carried out every four years since 2000. In each cycle, the youth research related to 15- 29 year-olds is carried out on a representative sample of 8 000. Since 2009 the conduction of the research is regulated by the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia). This priority is reinforced in the youth policy report Hungarian Youth 2020 ([Magyar Ifjúság 2020](#)), which was published in 2013. In the framework of the EU project of the National Youth Council (Structured Dialogue) there are important research results which are incorporated into the decision making process in the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)).

Cooperation between policy-making and research

Institutionalised mechanisms and actors

As noted before, there are no institutionalised mechanisms of channelling youth research to policy making, but the role of the large scale youth research is central here.

Researches related to youth policy were carried out in the [National Institute for Family, Youth and Population Policy](#). Due to the restructuring of background institutions in 2016, these professional functions were assigned to the Ministry of Human Capacities, which in the end of 2017 founded the [Maria Kopp Institute for Demography and Families](#) (KINCS). In 2020, the Minister without Portfolio Responsible for Families took over the leadership of the Institute. Research management belongs to the Minister without portfolio in cooperation with KINCS, regarding the following topics:

- developing the family and population policy of the Government,
- developing the tools for family and population policy and the system of family benefits,
- coordinating the tasks related to the cooperation among generations,
- coordinating the tasks related to family social and health programmes, and
- coordinating the tasks related to the equality of men and women.

Informal/ ad-hoc cooperation

Besides the youth researches taking place in every fourth year as the above-mentioned Magyar Ifjúság Kutatás (for detailed information see sub-chapter [1.3. National Youth Strategy](#)), there is no regular research, only ad hoc cooperation and secondary analyses. The main strategic documents contain an overview with data, on which the priorities are based. However, in the latest action plan of National Youth Strategy for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#)], there is not any reference to data.

Policy themes informed by research

The results of the youth research are often referred to in the decision making processes and public speaking of government officials (especially in the context of family policy). The most explicit reference to the results of the 2016 research was related to introducing the measure of refunding the price of the first successful language exams for young people under 35 years. The official communication ([hivatalos közlemény](#)) underlined that according to the research larger proportions of young people reported appropriate language competence than the proportion of those with language exams.

Evidence-based evaluation of youth policies

Since several youth programmes are financed by EU funds, where there is a formal requirement of related monitoring activities, a relatively high number of empirical data sources can be reached. Besides that, market researchers also deal with topics related to youth from time to time. Significant examples include researches on Internet use and its dangers, the examination of the migration will and potential, but the findings of these surveys have not been officially referred to in state documents.

The most significant document of the evidence-based evaluation of youth policy is the above-mentioned document called Hungarian Youth 2020, which analyses the second action plan of NYS in light of the governmental actors' involvement and the data collections.

Monitoring of the specific project funded by the Government is regular and happens through the System of Electronic Tender management and Cooperation (EPER). Evaluation and reporting on these tenders are created from the data provided through the system. Smaller-scale projects' evaluation may differ; the evaluation of the previously mentioned Petőfi Sándor Programme is a publication ([publikáció](#)) that consists of reports of the participants.

National statistics and available data sources

The existence of national youth statistics

The [Hungarian Central Statistical Office](#) (hereinafter referred to as HCSO) collects statistics on youth. Besides the basic demographic data, detailed age-specific information is available for education, income, culture, info-communication. HCSO also publishes regular data on the situation of youth in the labour market ([A fiatalok munkaerő-piaci helyzetete, 2011](#)), most recently about the year 2010. The HCSO published the latest detailed data for 2014 ([Munakerő-piaci helyzetkép, 2014](#)) in August 2015 as part of the general labour market overview. Youth unemployment and the NEET-rate of 15-24 year-olds is regularly monitored ([monitorozva](#)) and data on unemployment by age groups is also accessible ([elérhető](#)).

Specific youth indicators

Besides the aforementioned aspects, the HCSO has regular data collection on aspects regarding [education](#) (mostly numbers of students in different levels of education, but budgetary data is also published), farming (young farmers are defined as those under the age of 40), and there is one specific [indicator](#) regarding books published in youth and children's literature.

National youth report

No general youth reports are published by the HCSO, but specific reports and publications often analyse the topics of family and population, and labour market, where the situation of young people is described. Besides the analyses published connected to the regular large sample youth researches often present statistical data too.

Other data and analysis

As mentioned previously, ad hoc researches focusing on certain policy fields or topics under the ministry are frequent. A detailed analysis on the situation of young people on the labour market is [published](#) in 2020.

Budgetary allocations supporting research in the youth field

There is no separate, allocated budget line for youth research. The 2016 large-scale research was financed through the budget (using EU-funds) allocated to the New Generation Centre ([Új Nemzedék Központ](#)).

1.7 Funding youth policy

How youth policy is funded

Youth organisations have three main financial sources:

- the Children and Youth Fund
- the National Cooperation Fund
- the EU youth programmes.

The **Children and Youth Fund's** [[Gyermek és Ifjúsági Alapprogram](#) (referred hereinafter to as GYIA)] budget from 2018 to 2021 was HUF 80.0 million each year (about EUR 257 000), which was higher than the 2017 budget (about EUR 208 700).

The **National Cooperation Fund's** [[Nemzeti Együttműködési Alap](#) (referred hereinafter to as NEA)] budget for 2020 was HUF 7 723.2 million (about EUR 21.4 million). In the budget recommendation for 2021, its budget is 9 287.6 million (about EUR 25.8 million).

It must be noted that in the case of the first two sources, only a part of the budget is channelled into youth policy. GYIA also funds children's projects, while NEA is a general funding scheme for civil society.

What is funded?

Since some frameworks can have similar aims with their activities, but certain frameworks might entail diverse aims, it is not really possible to group the different budget lines by topics.

The budgetary allocations for the last two years:

	2020		2019	
	million HUF	million EUR	million HUF	million EUR
National Cooperation Fund	7 723.2	21.4	4 405.8	12.3
Support for Elisabeth children and youth camps (in 2020)/Support of Elisabeth Programme (in 2019)	4 375.6	12.2	4 405.8	14.2
National Talent Programme	3 163.8	8.8	3 187.6	8.8
Support of young people's first language exam	1 985.5	6.6	2 788	8.9
Support of young people's first driving licence	1 138.7	3.8	1 676	5.4
Child and youth profession development objectives	538.3	1.5	1 183.9	3.8
Support of New Generation Centre	300	0.8	300	0.8
Support of equal opportunity and volunteering programmes and tasks	107	0.3	85	0.2
Lithuanian youth support of Children and Youth Fund	80	0.2	80	0.2
Support of family and youth policy developments, services and programmes	35.1	0.097	35.2	0.098
Stephen Báthory Fund for the Cooperation of Hungarian and Lithuanian youth	3.0	0.008	3.0	0.008

National Cooperation Fund

Within the National Cooperation Fund, which implements the support of civil society organisations, the Board for the Future of the New Generation is the decision-making body on youth specific grants.

The budget lines indicate the concrete directions of support. The board for the Future of the New Generation can decide on the support of the following activities from the two sources of grant:

1. support for the participation of Hungarian civil society organisations in international civil networking and national/international events and festivals support for international members' fees, support for programmes that promote European integration;
2. support for scientific research, monitoring activities, and registration tasks related to the civil society;
3. support for activities and institutions related to service provision, consultation, education, development and support in connection with the civil society

4. support for the production of publications, electronic and printed professional media that deal with the civil society
5. project co-financing support for civil society organisations;
6. grant to donation distributor organisations in line with the decision of the Council of National Cooperation Fund and the decisions of boards about ensuring automatic funding based on uniform assessment criteria;
7. supporting civil interest representation activities.

Children and Youth Fund

The other main source of funding, with an allocation of HUF 60 million (about EUR 190 000), is the Children and Youth Fund (GYIA). It's 2016 and 2017 project was titled 'Create a community!'. The project aimed to support

'series of programmes (minimum 4 events) implemented at national or international level with the inclusion and active participation of the youth groups, which form an integral part of the professional activities of youth communities and organisations, contribute to the implementation of youth initiatives, the creation and strengthening of communities, support the social participation of young people, promote the love of home and country, and ensure usefully spent leisure time.' ([Gyermek és Ifjúsági Alapprogram](#))

In 2018 the title of the tender with the allocation of HUF 80.0 million (about EUR 257 000) was 'Youth in the Year of Families', and it aimed to strengthen family values among young people.

Financial accountability

Financial accountability of national and EU projects is administered through the System of Electronic Tender Management and Cooperation (EPER). The monitoring is administered by the Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#), hereinafter referred to as [EMET](#)). EMET also coordinates the external audits of

- the State Audit Office of Hungary,
- the Hungarian State Treasury,
- the Directorate General for Audit of European Funds,
- the European Commission and
- the Ministry of Human Capacities.

In National Cooperation Fund (NEA) projects, the beneficiaries submit a financial and a content report, and there are on-the-spot checks as well. The monitoring of Children and Youth Fund (GYIA) is carried out by the Council of the Fund, which 'contributes to the monitoring and evaluation tasks' in line with Regulation 2/1999 of 24 September [[2/1999. \(IX. 24.\) ISM rendelet módosítása](#)].

Use of EU Funds

Although there is detailed information available about EU grants, it is almost impossible to filter out and summarise grants that were specifically dedicated to youth policy.

The most important EU funded project of the 2014-2020 budgetary cycle is the Youth Guarantee programme ([Ifjúsági Garancia](#) program), which, all in all, uses around HUF 200 Billion (around EUR 620 Million) from different projects funded by the Competitive Central Hungary Operation Programme and the Economic Development and Innovation Operation Programme. (For more related information, please see sub-chapter [3.2 Administration and governance](#).)

Another key project is the 'Complex development in the field of youth – New Generation Reloaded'. The project is funded through the Human Resource Development Operational

Programme (EFOP, HRDOP) in the convergence regions (HUF 3.5 billion, about EUR 11.24 million) and the Competitive Central Hungary Operation Programme (VEKOP, CCHOP) in Central Hungary (HUF 1.5 billion, about EUR 4.8 million).

Other relevant projects include:

[HRDOP-1.2.11-16](#): Opportunity at home (aiming young people living in the countryside areas to stay in their local communities)- HUF 10,66 Billion (around EUR 33 Million). (The last application date was 01/02/2019).

[HRDOP-1.3.8-17](#): Volunteering personalised (aiming young people freshly finishing secondary studies to engage in voluntary activities) - HUF 4 708 218 251 (around EUR 14.6 Million). (The last application date was 02/05/2019).

[HRDOP-1.2.2-15](#): Supporting youth programmes (aiming to support community activities of youth via strengthening local communities and volunteering) - HUF 1 168 882 218 (around EUR 3.6 Million). (The last application date was 07/03/2018).

[HRDOP-1.3.5-16](#): Strengthening social engagement through developing the communities (aiming to foster social cohesion and combat discrimination through intergenerational cooperation) – HUF 14 240 794 690 (around EUR 44.1 Million). (The last application date was 12/09/2018).

[HRDOP-3.2.14-17](#): Success through language learning (aiming to develop secondary students' language competence): HUF 2 564 482 835 (around EUR 7.95 Million). (The last application date was 26/10/2017).

[HRDOP-3.3.6-17](#): Development of experiential education programmes and experience centres in the field of natural sciences: HUF 4.5 Billion (around EUR 13.9 Million). (The last application date was 08/05/2019).

Please refer to the specific sub-chapters for more detailed data on spending.

1.8 Cross-border cooperation

Cooperation with European countries

As already noted, in accordance with the national policy, the support of cooperation with Hungarians living outside the border appears in youth policy too: the most relevant and larger scale project is the 'Borderless' (see chapter [1.4 Youth policy decision-making](#)).

Besides that, the youth exchange programmes of the [Visegrad Fund](#) should also be mentioned.

'[The Fund](#) is an international donor organisation, established in 2000 by the governments of the Visegrad Group countries — Czechia, Hungary, Poland and Slovakia — to promote regional cooperation in the Visegrad region (V4) as well as between the V4 region and other countries, especially in the Western Balkans and Eastern Partnership regions. The Fund does so by awarding EUR 8 million through grants, scholarships and artist residencies provided annually by equal contributions of all the V4 countries.'

Applying for youth exchanges is possible within small/standard grants. According to the most recent [public budget](#),

1. in 2013 EUR 640 000 was allocated for small grants (which means a grant of EUR 6 000 per project) and
2. EUR 2 200 000 for standard grants (where the grants are higher than EUR 6 000).

From 2016 [an aggregated budget](#) is published in every year with the list of all of the projects, but it is not indicated separately which project is specifically related to youth, so it needs further clarification with the Fund. The total budget was

1. EUR 4.6 million in 2019
2. EUR 5.7 million in 2018

As for 2020, only the specific granted amounts are listed (points 1 and 2, above), but according to the [general information](#) accessible on the Fund website,

'the Fund awards EUR 8 million through grants, scholarships and artist residencies provided annually by equal contributions of all the V4 countries. Other donor countries (Canada, Germany, the Netherlands, South Korea, Sweden, Switzerland, the United States) have provided another EUR 10 million through various grant schemes run by the Fund since 2012.'

Government Regulation 227/2013 of 24 June [[43/2013. \(X. 18.\) KüM közlemény](#)] on the agreement between the Government of Hungary and the Government of the Lithuanian Republic established the Stephen Báthory Fund for Cooperation of Hungarian and Lithuanian Youth, which supports the cooperation of young people between the age of 13 and 30.

International cooperation

The most significant international cooperation outside the EU is connected to the Council of Europe, which maintains a [European Youth Centre](#) in Budapest, where several national and international youth-related events are organised. In 2016 Hungary joined the [youth delegate programme](#) to the [United Nations](#) with the approval of the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)).

1.9 Current debates and reforms

Forthcoming policy developments

According to the information provided by the Ministry of Human Capacities in 2020, the Government's measures are mainly going to support the housing of young people aiming to move away from their parents. Besides this, the Government is planning to play a more active role in increasing the number of young volunteers.

Contrary to the previous announcements, the Government does not plan the modification of the National Youth Strategy (effective till 2024) and the future directions for the following years will emphasise

1. family planning and support for starting families,
2. career guidance,
3. community development,
4. mental health,
5. sustainability, and
6. reflection to digitalisation.

2. VOLUNTARY ACTIVITIES

Volunteering in Hungary has mostly been intertwined with the so-called 'civil sector' until a conceptual and policy shift in the early 2010s, with the adoption of the National Volunteer Strategy (Nemzeti Önkéntes Stratégia) and a stronger emphasis on socialisation of young people, with the obligatory School Community Service of secondary school students (see sub-chapters [2.1 General context](#) and [2.4 Youth Volunteering at national level](#)).

Volunteering is administered by the Ministry of Human Capacities, within the Deputy State Secretariat for Youth Policy and Equal Opportunities. The most important funding scheme regarding specifically youth volunteering is the HRDOP 1.2.3 project (Complex Youth Developments – New Generation Reloaded). The most important Government actor in funding volunteering is the National Cooperation Fund ([Nemzeti Együttműködési Alap](#)).

Definitions of volunteering can be found in the 2005 act on voluntary activities and the National Volunteer Strategy (see sub-chapter [2.1 General context](#)). There is no strategy or law regarding youth volunteering, also, the National Volunteer Strategy does not define explicit goals to achieve in connection with young people, yet they are mentioned several times among the target groups (see sub-chapter [2.3 National strategy on Youth Volunteering](#)).

In higher education, the legislation opens up the possibility to include voluntary activities in one's studies (see sub-chapter [2.7 Skills recognition](#)).

2.1 General context

Historical developments

The historical foundations and voluntary organisations date back to the 14th-15th century in Hungary. At the time, the early form of volunteer work took place in secular hospitals and shelters, which accepted private donations.

'A first law regulating foundations was enacted in 1723, giving the King the right to control the activities and the financial accounts of the foundations. Volunteering mostly related to carrying out social services; political rights advocacy of voluntary associations emerged in the 19th century.' ([Study on Volunteering](#) in the European Union Country Report Hungary)

At the beginning of the 20th century scouting was the primary field of youth work. The [Hungarian Scouting Association](#) ([Magyar Cserkészszövetség](#)) was founded in 1912, whose main task was not only to promote leisure time activities but to promote a religious approach as well. Hungary organised the World Scout Jamboree in 1933.

Communist regime

'The communist regime that took over Hungary in 1947 halted the development of the voluntary sector. Most voluntary associations were banned and what remained was nationalised and brought under state control.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

During the socialist era, scouting was replaced by the pioneer movement - as the ideological background of youth work - which targeted children and young people from 2nd grade at primary school.

Regime change

'In the running up to the regime change, the voluntary organisations in Hungary again became an important political vehicle (...) The United Nations "International Year of Volunteers" in 2001 was an important catalyst for the development of the sector as it increased cooperation between the various ministries and the NGOs and paved the way for a law on volunteering as well as the creation of the National Volunteer Centre Foundation ([Önkéntes Központ Alapítvány](#)).' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

The government in power since 2010 considers youth volunteering as a priority, which attitude is exemplified by the introduction of community service as well. The financial support targets more community projects and less the ones with civil aspects. One of the main goals of [School Community Service](#) (hereinafter referred to as IKSZ) is to strengthen local communities, but its pedagogical goals also include developing active

citizenship. (For more information about IKSZ see sub-chapter [2.4 Youth Volunteering at national level](#))

Since 2016, in order to receive a high school diploma, students are required to do a 50-hour long community service which

'means social and environmental protection activity, as well as its educational processing, carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests.' [[Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről)]

Main concepts

Definitions of the Hungarian non-profit sector

'The everyday definitions of the Hungarian non-profit sector are influenced by the pre-war traditions, the State socialist experience, and the American and Western European models, producing a mix of terminologies. Expressions such as "NGOs", "CSOs", "foundations", or simply "associations" and "non-profit sector" are commonly used to refer to the voluntary sector. Volunteering is intertwined with what is called the "civil sector" and is rarely dealt with on its own. [...]'

Volunteer Activities - Act of 2005

The most important official document on volunteering is the [Act LXXXVIII. of 2005](#) on Public Interest Volunteer Activities, which defines volunteering as

'activities based on solidarity among members of society that express volunteer action of citizens and are pursued by individuals and communities without remuneration and for the benefit of others.'

Volunteer Activities - National Volunteer Strategy

The other key document is the [National Volunteer Strategy 2012-2020](#) (Nemzeti Önkéntes Stratégia 2012-2020) [Government Decision no. 1068/2012 (III. 20.) (hereinafter referred to as NVS)], which provides a more detailed definition of volunteering.

'Volunteering is an activity carried out by somebody from their own free will, by their own decision and motivation, without any intention of gaining a financial profit for themselves, for the benefit of another person or other persons, or for the community at large. It comes together with its own particular set of values, which distinguishes it from paid work.'

With the expiration of the validity period of the National Voluntary Strategy 2012- 2020, governmental actors, in cooperation with civil organisations, started to work on the creation of the new voluntary strategy in 2020. (For more information see chapter [2.3 National strategy on youth volunteering](#))

It is important to emphasise that the 'Voluntarism in Hungary 2018' ([Önkéntesség Magyarországon 2018](#)) research, required by the Strategy, excludes the favours done for family or friends from the definition of volunteering.

School community service

Although the [school community service](#) is closely related to volunteering, it is a separate notion which, as mentioned above, entails

'social and environmental protection activity, as well as its educational processing, carried out individually or in a group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests'. [School Community Service ([Közösségi Szolgálat Portál](#))]

Community service vs. volunteering

The NVS interprets the similarities and differences between the two concepts as follows:

'Community service can be regarded as the starting point, and the introductory step in the direction of carrying out true voluntary work, and the role this can play should not be underestimated.

This Strategy is intended to draw attention to the fact that educators, mentors and social workers involved in the coordination of community service in secondary educational institutions need to be aware of the difference between the two concepts and activities, and should also draw the attention of their environment to these differences.

The concepts of community service and voluntary work, however, do have certain things in common, in that they are both generally intended to serve the public good, they both bring benefits and greater value to the people carrying them out and to their environment - as by doing these activities, everybody acquires values which can reinforce awareness of community commitment and a sense of responsibility - and additionally they can both bring advantages in later life or when looking for employment.' (NVS, 2012 p. 3.)

Statistical data on volunteering

The [Hungarian Central Statistical Office](#) regularly collects data in connection with volunteer activities. It collected additional data regarding the research on workforce and in line with the requirements of the volunteer strategy. The young volunteers were not highlighted though in the public report. [The characteristics of volunteer work ([Az önkéntes munka jellemzői](#))].

Though the terminology (volunteer work) is different from that of the Strategy (volunteerism), the definition of volunteering is basically the same. According to the Statistical Office, volunteers are

'those who carried out an activity within the last 12 months before they were interviewed:

- a) directly, or through an organisation
- b) voluntarily, for free, without remuneration or compensation,
- c) for the benefit of others, who live outside their households or for the benefit of the society (a group, a wider community, animals or the environment etc.).

The 3 conditions must be met all at once. The help provided for parents, children or relatives living in another household was counted as volunteer work as well.' [The characteristics of volunteer work ([Az önkéntes munka jellemzői](#))].

Moreover, the National Volunteer Strategy calls for research on volunteering, the first phase was carried out in [2013](#), the second in [2018](#).

2.2 Administration and governance of youth volunteering

Governance

The governmental activities in connection with youth volunteering belong to the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)). According to the Government regulation no. 94/2018. (V.22.) on the tasks and on the functions of the members of the Government [[94/2018. \(V.22.\) Korm. rendelet a Kormány tagjainak feladat – és hatásköréről](#)] the Minister without Portfolio is responsible for the volunteering tasks in the frame of youth policy. (For more information about the tasks of the Minister without portfolio Responsible for Families, please see sub-chapter [1.4 Youth policy decision-making.](#))

Main actors

As mentioned before, the government structure of volunteering does not specify youth volunteering, but since the main responsible body is under the same organisational unit with youth policy, an integrated approach is assumed. Besides this, the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)) takes part in the administration of the [European Voluntary Humanitarian Aid Corps](#). The Deputy State Secretariat for Civil Society within the Prime Minister's Office ([Miniszterelnökség](#)) has a Division for Civil and Social Consultation administers the sectoral policies of the civil sector and provides information ([információ](#)) for civil organisations.

The National Volunteer Council ([Nemzeti Önkéntes Tanács](#)) founded by the Government Decision no. 1503/2016. (IX. 21.) [[1503/2016. \(IX. 21.\) Korm. határozat](#)] is a forum for volunteerism, which brings together the Ministry of Human Capacities and the relevant civil and religious actors.

According to the regulation

'the president of the council is the State Secretary for Family and Youth Affairs ([Család- és Ifjúságügyért Felelős Államtitkárság](#)), its vice-president is the Deputy State Secretary of Youth and Equal Opportunity.

According to the State Secretary, its members can be nominated, among others, by the National Council for Disabilities, the Charity Council, the Council of Seniors, the National Council for Environment Protection, the [Hungarian Catholic Church](#), the [Hungarian Reformed Church](#), the [Evangelical Lutheran Church in Hungary](#), the Association of the Hungarian Jewish Community and the Hungarian Trade and Industry Chamber.

The Council has at least 3 meetings a year, its members participate without any remuneration.' [[The Evangelical Lutheran Church in Hungary](#) (Magyarországi Evangélikus Egyház) - [A Nemzeti Önkéntes Tanács segít terjeszteni az önkéntességet.](#)]

Furthermore, the decision [[1503/2016. \(IX. 21.\) Korm. határozat](#)] also foresees that 5 additional members can be nominated by the Ministry and by those associations and NGOs, which promote the culture of volunteering. In connection with this, in 2016, the foundation of the National Youth and Volunteering Professional Centre was announced with the sole task of promoting volunteering and organising voluntary activities. And as part of the New Generation Reloaded ([Új Nemzedék Újratöltve](#)) programme, an advisory network will also be established. [The National Volunteer Council ([Nemzeti Önkéntes Tanács](#))]

Tasks of the Deputy State Secretary of Youth and Equal Opportunity

1. Preparing the professional proposal for legislation and public-law organisational tools for volunteering in the public interest.
2. Carrying out volunteering tasks arising from EU membership and other international obligations.
3. Ensuring the representation in the committees on volunteering in the UN, the Council of Europe and the EU.
4. Carrying out the professional and coordination tasks related to the implementation of the [National Volunteer Strategy](#).
5. Developing programs to support volunteering and carrying out other volunteering tasks for which the Minister is responsible.
6. It performs public authority tasks related to public interest volunteering. Keeping the official records specified in the Act on Voluntary.

The involvement of domestic celebrities with positive public image also helps to reach as many social strata as possible. Three well-known personalities volunteered as a goodwill ambassador during 2011. The Ambassadors of the Year of Volunteering in Hungary thus

highlighted the importance of volunteering and conveyed the messages of the European Year.

Financial support for civil society

The National Cooperation Fund ([Nemzeti Együttműködési Alap](#)) coordinates the financial support of the civil sector. Different thematic colleges administer the allocation. In youth sector, the following colleges are relevant:

- College for National Cooperation ([Nemzeti összetartozás kollégium](#)),
- College for Social Responsibility ([Társadalmi felelősségvállalás kollégium](#)),
- College for the Future of New Generation ([Új nemzedék jövőjéért kollégium](#)).

College for National Cooperation ([Nemzeti Összetartozás Kollégium](#)) makes decisions on the support of NGOs active in protecting human and civil rights.

College for Social Responsibility ([Társadalmi Felelősségvállalás Kollégium](#)) includes non-profit organisations, services for umbrella organisations, representation and advocacy, charity, social activities, family support, care for the elderly, rehabilitation activities, support for disadvantaged groups, other NGOs.

College for the Future of New Generation ([Új nemzedék Jövőjéért Kollégium](#)) supports NGOs dealing with education, skill development, advocacy for children and youth, health protection, disease prevention, healing, health rehabilitation activities, drug prevention, nature and environment protection.

The network of Family, Equal Opportunity and Volunteer Houses

Another element of the state institutional system is the Network of Family, Equal Opportunity and Voluntary Houses ([Család, Esélyteremtési és Önkéntes Házak](#)). As far as their tasks are concerned, they promote the culture of volunteering, organise and implement campaign-like voluntary activities. The network operates with 19 so-called opportunity county offices and with one office in the capital.

Non-public actors

There are no central actors focusing specifically on youth volunteering. However, smaller youth organisations exist, where volunteering and its promotion play an essential role in the daily activities. Such an organisation is [Egyesek Youth Association](#), which aims

'to inspire, empower and support youth in taking responsibility successfully in their lives and the lives of their communities',

Their activities are

'focused on the non-formal personal development of youth and young adults, in Hungarian and international context. [They] organise youth exchanges, voluntary service programmes, trainings for youth leaders and peer educators, summer camps and thematic weekends, as well as support volunteering which serves learning and personal development.'

There are several non-governmental organisations which rely on voluntary activities in general in their operations. There is only one network (network of organisations) which is responsible for coordinating the information activities regarding youth volunteering. The state supported network of Civil Public Service Centres [[Civil Közösségi Szolgáltató Központok](#); (hereinafter referred to as CKSZKs)] is operated and controlled by the Deputy State Secretariat for Civil and Society Relationships operates under the Prime Minister's Office ([Miniszterelnökség](#)). The NGOs which operate these centres have offices in every county and the capital as well. These centres support the professional work of NGOs and monitor the use of the state funds

'The tasks of CKSZKs, among others, include the following: professional support for NGOs regarding their operation strengthening their sustainability and ensuring that the use of the state budget support is in line with the regulations.

The main services provided by the Civil Public Service Centres are supporting civil organisations, so that they meet the administrative requirements, informing these organisations about the available funds and applications, providing practical help and individualised consultation for NGOs (regarding law, issues on public benefit; finance, accounting, taxation; methods and practices in applying for funds, using ICT technology), supporting and encouraging communication and cooperation within the sector and with other sectors as well.' [Civil Public Service Centres ([Civil Közösségi Szolgáltató Központok](#))]

The other important organisation is the 'Volunteering Hungary - [Centre of Social Innovation](#) (ÖKA)' ([Önkéntes Központ Alapítvány](#)) which aims to support

'Hungarian volunteers and the work of those organisations which receive volunteers, by providing information, counselling and training. In addition to these, the foundation also emphasises on promoting the culture of volunteerism and its integration into the national social context through specific activities with individuals, social institutions and enterprises.'

The [Civil Unity Forum](#) ([Civil Összefogás Fórum](#)) and its partner, the [Civil Union Public Benefit Foundation](#) ([Civil Összefogás Közhasznú Alapítvány](#)) are also significant actors worth mentioning in relation to the Hungarian civil society.

The head of the [Civil Union Public Benefit Foundation](#) ([Civil Összefogás Közhasznú Alapítvány](#)) is Mr. László Csizmadia, as the president of the National Cooperation Fund ([Nemzeti Együttműködési Alap](#)), is responsible for distributing the state funds to NGOs.

Cross-sectoral cooperation

One of the horizontal objectives of the [National Volunteer Strategy](#) ([Nemzeti Önkéntes Stratégia](#)) is to support cross-sectoral cooperation. In order to strengthen collaboration between different fields of government, civil society and other sectors, the government intends to improve the involvement of the NGOs, churches and economic sector in volunteering management. In addition, the government seeks agreements that establish these long-term partnerships and contribute to the strengthening of common values through the benefits of cooperation.

Voluntary activities at policy level exclusively belong to the Ministry of Human Capacities. The institutional location of intersectoral cooperation on the field is the National Volunteer Council, a consultative body that involves

1. government representatives,
2. NGO-s,
3. churches and
4. for-profit companies.

It also carries out advisory activities for the Minister for Voluntary Policy, and promotes

5. the popularity of active citizenship,
6. volunteering,
7. social and community engagement.

As it was previously mentioned, the council is chaired by the state secretary of the Ministry of Human Capacities responsible for family and youth policy, and the Ministry is represented by the deputy state secretary responsible for youth policy as vice-chair. However, many other relevant policy fields represent themselves in the form of invited members with the right of consultation.

The invited members are the following:

1. Two persons appointed by the State Secretary of the Church, Citizenship and Civil Society Relations of the Ministry of Human Capacities (one member responsible for church, one for minorities and civil society).
2. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for healthcare.
3. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for education.
4. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for culture.
5. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for sport.
6. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for social issues and inclusion.
7. One person appointed by the State Secretary of the Ministry of Human Capacities responsible for EU development policy.
8. One person appointed by the Minister and Parliament Head of Cabinet of the Ministry of Human Capacities.
9. Three persons appointed by the Minister in Charge of the Prime Minister's Office.
10. One person appointed by the Minister of Agriculture.
11. One person appointed by the Minister for National Economy. [Government Decision no. 1503/2016. (IX. 21.)][[1503/2016. \(IX. 21.\) Korm. határozat](#)]

Moreover, the head of the council may invite other members with the right of consultation if requested by a member or if it is found necessary because of the council's agenda.

2.3 National strategy on Youth Volunteering

Existence of a National Strategy

Currently, there is no standalone youth volunteering strategy in Hungary. A general volunteering strategy, the [National Volunteer Strategy \(Nemzeti Önkéntes Stratégia\)](#) was accepted by the Government Decision no. 1068/2012 (III. 20.) [[1068/2012. \(III. 20.\) Korm. határozat](#)] and has the timeframe of 2012-2020. The Strategy does not concern itself with the specific topic of youth volunteering either. It does not define explicit goals to achieve in connection with young people, yet they are mentioned several times among the target groups. The success indicators to be reached by 2020 identified: 'the participation ratio of young people between the age of 18 and 26 in voluntary activities shall increase by 25% by 2020.' ([Volunteer Act](#))

The review of the [National Volunteer Strategy 2012-2020](#) (Nemzeti Önkéntes Stratégia 2012-2020) has started already in the summer of 2019. In addition to representatives of the Ministry, members of the National Volunteer Council and volunteering experts are actively involved. They completed the revision in 2019 but still there are no public documentation on it. (For more information about the National Volunteer Council please see sub-chapter [2.2 Administration and governance of youth volunteering.](#))

According to the information provided by the Ministry in 2020, the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) is setting up the framework for creating the new strategy in 2020. In addition to the active participation of governmental actors, the Ministry also counts on the opinion and work of the civil sphere dealing with volunteering. (For more information about the new National Volunteer Strategy, please see sub-chapter [2.8 Current debates and reforms.](#))

Scope and contents

Not applicable – youth volunteering does not appear in a distinct way in the Strategy. (See 2.3 National strategy on Youth Volunteering - [Existence of a National Strategy.](#))

Responsible authority

As mentioned before, the Strategy does not focus on youth volunteering; there were no specific youth-related tasks assigned to any authorities. However, generally, the tasks having possible connections to youth policy are administered in the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)).

The Strategy calls for frequent monitoring; the first phase was conducted in 2013. The report ([Batta, 2013](#)) does not explicitly address youth volunteering; it only analyses the role of age. The next wave of monitoring was conducted in 2018. Although the research did not only focus on young people, the flash report deliberately paid attention to the answers of 18-29-year olds. ([Gyorgyovich et al, 2018](#))

Revisions/ Updates

Not applicable. (See 2.3 National strategy on Youth Volunteering - [Existence of a National Strategy.](#))

2.4 Youth Volunteering at national level

National Programme for Youth Volunteering

There is no dedicated national programme for youth volunteering, the National Cooperation Fund ([Nemzeti Együttműködési Alap](#)) is the most relevant actor worth mentioning. (For more information see sub-chapter [2.2 Administration and governance](#) of Youth Volunteering.)

Most of the projects related to youth volunteering are under the framework of the HRDOP 1.2.3. project (Complex Youth Developments – New Generation Reloaded). (For more information about New Generation Reloaded please see sub-chapter [1.4 Youth Policy decision-making](#) - The National Agency for Youth.)

The related objectives are the [following](#):

1. Harmonisation of national and local activities of the youth field and volunteering
2. National research on volunteering
3. Promotion of active citizenship, volunteering, and local and social participation

Besides, the HRDOP 1.3.8. project ([Volunteering personalised](#)) with the budget of HUF 5 Billion (around EUR 15.5 million) aims to provide young people between the ages of 18 and 21 with experiences of volunteering that might help in career choice and with useful citizenship skills. During the voluntary service of at least half, at most one year, healthcare services are provided by the host institution.

Finally, the aim of the HRDOP 1.3.5. ([EFOP 1.3.5.](#)) project is to promote volunteering and charity activities and to increase their social spread. The project aims to provide funding for the salary of volunteer coordinators or for community development programmes.

Funding

Information about some relevant financial state support is in the first chapter (sub-chapter [1.7 Funding youth policy](#)) of the state budget.

The volunteering event, sponsored directly by the Ministry, is the so-called '72 hours without compromise' ('[72 óra kompromisszum nélkül](#)'). In 2018, the Ministry of Human Capacities donated a grant of HUF 8 million (approx. 24 000 EUR) to the 11th volunteering event. The point of the action is to highlight the value of volunteering for

three days each year by inviting thousands of young people to do something good for others selflessly during this time and to make their activities visible throughout the country. (For more information please see sub-chapter [2.6 Raising awareness about youth volunteering opportunities](#).)

Characteristics of youth volunteering

Research report of the Hungarian Central Statistical Office

There is little information available on youth volunteering. The most recent data comes from the research report ([kutatási beszámoló](#)) of the [Hungarian Central Statistical Office](#).

'In the age groups under the age of 35, the participation ratio in voluntary activities is lower than the average; it varies between 24.6% and 33.8%. One of the main reasons behind this is that volunteering during school years and right after finishing school is still not widespread in Hungary; it does not have strong cultural roots. Another reason is that usually at this age making a livelihood and a steady income is more important than volunteering. Additionally, starting a family concerns the same age groups which, again, might prevent from participation in voluntary activities.

Despite the factors mentioned above, recent changes are worth highlighting. While in 2011 out of 100 young people, between the age of 15 and 34, 23 stated that they had done voluntary activities, in 2014 this number increased to 29. On the one hand, the acceptance of the law on public education, which states that before high-school graduation "a 50-hour long community service has to be certified" (for definition see sub-chapter [2.1. General Context](#)), on the other hand, the acceptance of the National Volunteer Strategy, "which put the importance of volunteering into the spotlight". (The characteristics of volunteer work, [Az önkéntes munka jellemzői](#)) might have had contributed to such an increase.'

Support to young volunteers

As stated earlier, the HRDOP 1.3.8 project provides participants with healthcare services, and by the HRDOP 1.3.5. it was able to secure funding for volunteer coordinators' salary or community development programmes. Besides these project-based approaches, since there is no youth volunteering strategy or programme, coherent support-frameworks do not exist.

Quality assurance

We do not have information on quality assurance regarding youth volunteering. Monitoring of the aforementioned projects is based on the reports of the organisations.

Target groups

Volunteer Act (Önkéntes törvény)

There is no standalone law on youth volunteering.

The 5th article of the Act LXXXVIII of 2005 on voluntary activities

The 5th article of the [Act LXXXVIII of 2005](#) on voluntary activities ([2005. évi LXXXVIII. törvény](#)) in public interest covers some legal aspects of youth volunteering:

'Article 5

(1) A person under 18 years of age, or an adult with restricted legal capacity may pursue public interest volunteer activities that correspond to his/her age, physical, mental and moral development and abilities, and do not constitute a risk to his/her health, development and performance of school attendance obligations.

(2) A volunteer under 16 years of age, or an adult volunteer with restricted legal capacity may not pursue public interest volunteer activities abroad.

(3) A volunteer under 18 years of age may not pursue public interest volunteer activities between 8 pm and 6 am.

(4) The time spent on public interest volunteer activities by volunteers under 16 years of age may not exceed

a) 3 hours per day and 12 hours per week during school recess

b) 6 hours per week during school time and

ba) 2 hours per day on school days

bb) 3 hours per day on non-school days.'

As it was [previously](#) mentioned, the [National Volunteer Strategy 2012-2020](#) (Nemzeti Önkéntes Stratégia 2012-2020) defines young people as individuals between the age of 18 and 26 (however the [Hungarian Central Statistical Office](#) in its research report identifies them as individuals under the age of 35).

2.5 Cross-border mobility programmes

EU programmes

Hungary participates in the [Erasmus+ Programme](#) which funds the implementation of the most significant youth voluntary programme, the [European Voluntary Service](#) (hereinafter referred to as EVS). In 2014, Hungary sent 139 EVS volunteers abroad, and the total budget was EUR 1 345 790. The Hungarian kick-off event of the European Solidarity Corps took place in December 2018.

Within [Tempus Public Foundation](#) it is the Erasmus+ Youth Unit which is responsible for coordinating and monitoring the EVS accreditation process. In terms of measuring the impact of the Erasmus+ youth project, Hungary, as a member of the so-called RAY international research network, carries out different quantitative and qualitative [research projects](#). The [Ray Network](#)'s research called '[Long Term Effects of Erasmus+](#): Youth In Action on Participation And Active Citizenship' for example aims at exploring how the participants' citizenship competences developed with their participation in such youth projects as youth exchanges, EVS or [Structured Dialogue](#).

Other Programmes

Since 2010, within the framework of the programme called 'Without Borders' ('[Határtalanul!](#)') approximately 300 thousand Hungarian students took part in study visits outside of the country. ('[Határtalanul!](#)', 2019) The programme included voluntary activities as well, for example, the Transcarphatia action plan of 2015, which apart from collecting donations also provided room for getting involved in volunteer activities. ('[Határtalanul!](#)', 2015)

Besides, the Youth Department of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) coordinates the preparation and implementation of the [Hungary Helps Volunteer Programme](#) with the State Secretariat for the Promotion of Persecuted Christians in the Prime Minister's Office. A pilot programme will be launched in 2020, during which 15-20 young volunteers with special skills will travel for 2-3 weeks to countries in the Middle East where there is daily persecution of Christians (Jordan and Lebanon). The training will include

1. security,
2. self-defence,
3. cultural,
4. religious,
5. health and

6. general volunteering elements.

Accreditation of the outbound training program is ongoing and, following accreditation, will be implemented by the New Generation Center, expected between January and February 2020. Later, based on the experience of the pilot program, the volunteers' stay abroad can be extended to 3-6 months, and later up to 1 year.

Legal framework applying to foreign volunteers

Foreign volunteers' activities are regulated by Act LXXXVIII. of 2005 on Public Interest Volunteer Activities ([2005. évi LXXXVIII. törvény](#) a közérdekű önkéntes tevékenységről). Paragraph 6 of Article 4 states:

'A citizen of a state which is not a state party of the Agreement on the European Economic Area (except for persons recognised as refugees or persons in a refugee-like situation, immigrants or permanent residents, and direct line relatives or spouses of citizens of a state party of the Agreement on the European Economic Area) may pursue public interest volunteer activity if the host organisation has concluded liability insurance covering damages caused by the volunteer; meals, accommodation and return transportation of volunteer is provided for; and the volunteer is eligible to healthcare services or has an insurance covering the costs of healthcare services.'

2.6 Raising awareness about Youth Volunteering opportunities

Information providers

The top-level public body with the aim of information provision is The Deputy State Secretariat for Civil Society within the Prime Minister's Office ([Miniszterelnökség](#)) and its Division for Civil and Social Consultation. They maintain the Civil Information Portal ([Civil Információs Portál](#)) and the network of Civil Public Service Centres ([Civil Közösségi Szolgáltató Központok](#)).

The role of the New Generation Centres ([Új Nemzedék Központ Kontaktpont-irodahálózat](#)) regarding youth volunteering is also notable. Within the framework of the New Generation Reloaded ([Új Nemzedék Újratöltve](#)) programme, 20 New Generation community spaces ([közösségi terek](#)) were opened all over the country. Since then, these community spaces were terminated ([megszűntek](#)) but the youth professional work is ongoing in the counties.

On one hand, the Volunteer Portal ([Önkéntes Portál](#)) provides useful, practical and up-to-date information about volunteering for volunteers and those interested in it. On the other hand, it ensures that those who want to volunteer find easily and quickly the volunteering opportunities that are best suited to their individual ideas. Also, the host organisations can advertise their current volunteer opportunities.

Key initiatives

New Generation Award

Besides the initiatives mentioned above, the initiative of the New Generation Award ([Új Nemzedék Díj](#)) started in 2016 should be noted.

'The general aim of the award [[a díj alapvető célja](#)] is to draw attention to the fact that there are such innovative initiatives based on cooperation and volunteering which address young people and can be realised with their involvement.

A project of an organisation or an informal group is evaluated according to the relevance of the following 3 main topics: innovation, cooperation and volunteering.'

In 2020, this award is renamed to Elisabeth Novum Award ([Erzsébet Nívum Díj](#)) and it is managed by the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) but the aims of the Award did not change.

72 Hours Without Compromise

A yearly event directly funded by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) and organised by Christian churches is the action called '[72 Hours Without Compromise](#)'. During the event groups of young people engage in voluntary activities with

- social,
- ecological or
- developmental aims.

In 2018, 9 000 young people participated in the action. (For details about funding, please see sub-chapter [2.4 Youth volunteering at national level.](#))

Pro Voluntarius Award

In accordance with the action plan of the [National Volunteer Strategy](#), the Pro Voluntarius Award ([Pro Voluntarius díj](#)) was established in 2013 for the social recognition of volunteering. The prize is awarded each year on International Volunteers' Day (5th of December) to organisations and individuals who have made outstanding contributions to the culture of volunteering.

'The Ministerial Prize can be awarded for volunteering; common good service; outstanding professional achievement and activities in the education of young generations for volunteering.' ([Pro Voluntarius díj](#))

Call of Children and Youth Basic Program in the year of 2019 - 'You Will Be More If You Act!' Youth for Volunteering

It is also mentioned in Chapter 9 (sub-chapter [9.4 Raising awareness about global issues](#)) that in 2019, organisations that are committed to promoting volunteering, spreading the culture of volunteering and increasing the number of volunteers, and organising programmes that help young volunteers to contribute to these goals, may apply for support. This year the sum of the call was HUF 80 million (approx. 239 000 EUR) and 117 organisations were supported. ['You Will Be More If You Act!' - Invitation to tender ([Több leszél, ha teszel!](#) - Pályázati felhívás)]

'You Will Be More If You Act!' call, slogan and logo

As it is also mentioned in more detail in Chapter 9 (sub-chapter [9.4 Raising awareness about global issues](#)), promoting the culture of volunteering is a priority for the Government. That is why the slogan and the logo were born beside the call of 'You Will Be More If You Act!'. Also, using the slogan and logo of the call gives users a certain guarantee. Its meaning is that its user is a trustworthy volunteer organisation, event or person who are working for the same thing:

- social responsibility,
- solidarity,
- turning to each other.

['You Will Be More If You Act!' - Invitation to tender ([Több leszél, ha teszel!](#) - Pályázati felhívás)]

'Help to each other' website

In 2020, the Government set up an Action Group for Coordinating Volunteering and Donation ([Önkéntességet és Adományozást Koordináló Akciócsoport](#)) mainly as part of the protection of coronavirus. They created a website called 'Help to each other'

([‘Segítsünk egymásnak’](#)) which aim is to help in the coordination of voluntary activities and donations and to collect and inform on the civil movements across the country.

Through the website everybody can choose among voluntary activities like teaching children online, helping to the elders with shopping, offering IT equipments or offering volunteering activity in general. The website also mediates volunteers through the Volunteer Portal ([Önkéntes Portál](#)).

The website also collects other initiatives ([egyéb kezdeményezések](#)) related to organisations or civil movements which offer volunteer activities. There are organisations which look for especially youngsters with the aim of for example

- teaching online,
- offering mental help for elders by phone,
- offering IT teaching help for parents.

2.7 Skills recognition

Policy Framework

There is no coherent framework in Hungary on the recognition of voluntary activities. The [Act CCIV of 2011](#) On National Higher Education, however, opens up the possibility to include voluntary activities in one’s studies:

‘Students shall be granted the opportunity to enrol for optional course units specified in the operation and organisational manual of the institution up to 5% of the credits required for the award of the diploma (or have the alternative option of engaging in volunteer work)’.

The more exact regulations of accepting voluntary activities are on the level of the higher educational institutes.

Existing arrangements

The only existing recognition tool is [Youthpass](#) which can be used to prove the participation in [Erasmus+](#) voluntary activities.

[2.8 Current debates and reforms](#)

Although to involve more and more young people in voluntary activities and to regulate volunteering within youth work remain relevant topics, an overarching structural reform is not yet foreseen.

Plans regarding volunteering in the 2021 - 2027 financial cycle

The 2014-2020 financial cycle of the European Union is coming to an end, so the planning processes for the next, 2021-2027 cycle, are already underway. According to the information provided by the Ministry in 2020, they started to develop the future framework programmes and constructions and they plan to include also an operational programme on volunteering with regarding the opinion and work of the civil sphere dealing with volunteering.

According to the Ministry’s preliminary ideas, the main objectives will be the following:

1. further promotion the culture of volunteering,
2. increasing the proportion of volunteers among the adult population and among young people,
3. to increase the proportion of young people aged 18-29 who have been volunteering at some point in their lives,
4. encouraging corporate volunteering and CSR activities,

5. development of professional standards for volunteer training and for volunteer coordinators and mentors,
6. organisational and methodological development and quality improvement,
7. active involvement of Hungarian communities abroad into volunteering in Hungary,
8. a stronger link between volunteering and sustainable development.

According to the Ministry, age-based segmentation is not planned for the time being, however, in the future, there could be programmes and projects related to volunteering which primarily aim the younger or older generations.

Planning the Hungarian Year of Volunteering 2021

According to the information provided by the Ministry in 2020, although not exclusively related to youth volunteering, it is planned to establish a thematic year for 2021, which will be called the Hungarian Year of Volunteering.

This will need a wide cross-sectoral cooperation of the Government, the NGOs, the corporate and public sectors. Participants in the thematic year include leaders/representatives of key volunteering organisations from the civilian side (including several members of the National Voluntary Council), as well as university professors and researchers. They plan to implement communication campaigns, tenders and various voluntary actions.

3. EMPLOYMENT & ENTREPRENEURSHIP

The youth employment measures of the government are mainly related to the Youth Guarantee Scheme (see sub-chapter [3.6 Integration of Young People in the Labour Market](#)) and thus the government body responsible for policy making is the Ministry for National Economy (see sub-chapter [3.2 Administration and Governance](#)).

The policy directions also show an increasing emphasis on vocational training, in line with the directions found desirable by the Hungarian Chamber of Commerce and Industry (see sub-chapter [3.3 Skills Forecasting](#)). NEET young people are a special target group of the YG Scheme, but in general instead of focusing on low-skilled and long-term unemployed youth, support depends on individual needs (see sub-chapter [3.6 Integration of Young People in the Labour Market](#)).

The promotion of entrepreneurship culture also appears as a key objective of employment related youth policies. Though there is no specific governmental strategy regarding the development of youth entrepreneurship competence, but the topic itself is addressed in various strategical documents, including the National Youth Strategy, the strategy on small and medium sized enterprises and the Framework Strategy for the Policy of Lifelong Learning for 2014-2020, as well as having a big emphasis in the public education (see sub-chapter [3.8 Development of Entrepreneurship Competence](#)).

3.1 General context

Labour market situation in the country

Changes caused by the political transition

The changes caused by the end of communism had a serious effect on the specificities of employment. Several insecurities made the transition from education to the labour market hard. Career planning and reaching goals, taking into account the global processes as well, is a very complex task.

Changes in the education system and social and economic changes have significantly modified the conditions of starting an individual life. Nonetheless, time spent in the education system has increased, which has led to the inflation of qualifications shifting the differences upwards.

The lack of strong economic growth and the structural problems of vocational and higher education create a hardly dissolvable cycle: it is harder and harder to get a desirable job without higher qualification and the lack of practical working experience; however, possessing one does not automatically mean a safe path to a successful career. (Furlong, 2013 p. 74.)

Trends of youth employability and unemployment

The main sources of data available on youth employment and NEET youth can be found in the general labour market data published by the [Hungarian Central Statistical Office \(Központi Statisztikai Hivatal\)](#).

Trends of youth employability and unemployment do not differ significantly from the [regional trends](#): until the crisis in 2008 youth unemployment rate was below the EU average, then it increased slightly until 2012. From 2012 onwards 'it improved at a rapid pace, approached the pre-crisis level and in 2014 it fell below the EU average (20.4% compared to the 22.2% of the EU average) dropping to 16.7% in the third quarter of 2015. The average proportion of NEET youth below 25 was reduced to 11% in 2016, which, is below the pre-crisis level and the EU average (11.5%). The [NEET rate](#) was the same (11%) in 2019. [Data available for 2019](#) show that the unemployment rate of young people under the age of 25 dropped to about 11.4% (compared to the about 14.4% EU average).

The employment rate of young people

The employment rate of young people in Hungary has been historically very low compared to the EU figures; the employment rate of the 15-29 year-olds [[A 15-29 éves fiatalok foglalkoztatása](#) (2004-2019)] rose above 40% in 2014 (increasing further to 47.1% in 2019), which is a return to the pre-crisis level in contrast to the lowest point of 34.8% in 2011. The [employment rate](#) of young people between the ages of 15 and 24 was 28.5% compared to the 35.7% EU average in 2019. The rate of those who are employed part-time is very low in the society as a whole and it is not different with young people, either. In 2019 7.8% of 15-24 year-olds were [employed part-time](#), which shows a reduction compared to the peak of 10.1% in 2011.

The employment possibilities of young people

The employment possibilities of young people have changed notably in the recent years. The significant recession between 2008 and 2010 and the slow recovery that followed made the transition from education to the labour market more difficult, which affected young people's situation in the labour market more adversely than that of elder groups'.

Regarding the entrance to the labour market the data of the youth research carried out in 2012 (a [2012-es ifjúságkutatás](#)) showed that 37% of young people did not receive external support while looking for a paid job, while every third young person was supported by his or her relatives.

Young people with different qualification levels were influenced differently by these tendencies, naturally. The employment of young people with lower qualifications is well below the [EU average](#) (9.1% of those 15-24 year-olds in 2019 who belong to ISCED 0-2 group in comparison with the EU28 average of 19.5%), while there is no significant difference between those who have a higher level of education.

The low qualified young people who lag behind struggle very often with multiple disadvantages:

- bad education conditions,
- living in hardly reachable or deprived areas and

- often belonging to minority groups. (Furlong, 2013 p. 82.; Scarpetta et al., 2010 p. 19.)

The precarious labour market situation ([foglalkoztatási helyzet](#)) is often accompanied by the transfer of economic inactivity and social marginalisation among generations. In comparison, among those 20-34 year-olds who have just finished their studies (those who have completed at least secondary education) the employment rate is better than the [EU average](#).

NEET rate

The rate of the 15-24 year-old young people, who are not in education, employment or training (NEET), [has been decreasing](#) since peaking in 2013 at 15.5%. The NEET rate was 11.5% in 2015, which was approximately in line with the EU average, and in 2019 it was above the EU average (11% compared to the 10.1% EU average).

Relatively low activity of students

It is also worth mentioning that the labour market is characterised by the relatively low activity of students, although the most recent official data ([A fiatalok munkaerő-piaci helyzete](#)) dates back to 2010. Based on the data of that labour market research, only 5% of the 15-29-year-old day students were employed, and only 20% of them worked in the previous year.

However, according to the most recent youth research ([a 2016-os ifjúságkutatás](#)), 24% of students aged 15-29 have been employed.

According to the data of the youth research in 2012 (a [2012-es ifjúságkutatás](#)), only 36% of university and college students had any working experience at all. The research results also showed that those who have experience in the labour market could find a job faster after receiving their degree.

Youth entrepreneurship

In 2013 [the rate of self-employed young people](#) was only 4% of the total employment. This is [one of the lowest rates in the EU](#), and the ratio has even decreased both in relative terms (from 4.5 to 4.0 per cent) and in absolute terms (from 34.1 to 26.8 per 1 000 people) between 2008 and 2013. Although young people have positive attitudes towards self-employment and being an entrepreneur, the detailed analysis points out that for most young people being employed (especially in international companies) means the generally accepted positive vision for the future in the labour market.

The low level of risk-taking, the widespread fear from failures, the unpredictable economic situation (with the frequent changes in the tax system and with the state bureaucracy), the lack of efficient teaching about the skills/competencies required for being an entrepreneur, and the predominantly negative opinions about companies in the society are all factors contributing to these rates.

The current trend that more and more young people work in start-ups and the growing visibility provide the opportunity for changes in attitudes and motivation in the long term. However, the 2016 youth research ([a 2016-os ifjúságkutatás](#)) shows that only 4% of the working youth (15-29) works as an entrepreneur, and the rate is not much higher in the sub-group of 24-29 years old youth either (5%).

Main concepts

The term 'youth' may refer to various age groups, depending on the context and the data examined. The [National Youth Strategy](#) [(Nemzeti Ifjúsági Stratégia) referred hereinafter to as NYS)] analyses the 15-29 age group based on the youth researches but in its indicators, it refers to the activity rate of the 15-34 age group. The [Hungarian Central Statistical Office](#) ([Központi Statisztikai Hivatal](#)) in its recent publications refers to both the 15-24 year-olds and the 25-29 year-olds as young while presenting employment, although the office [examines](#) these two age groups separately.

Recently, there is a special attention to the age group of 15-24 year-olds because of the spreading of the [Youth Guarantee Programme](#), which made the NEET acronym well known, too. It should be mentioned that – due to the nature of entrepreneurship, that requires more experience – the target group of the largest non-state organisation, FIVOSZ – Young Entrepreneurs Association Hungary ([FIVOSZ](#)) is the 18-40 year-olds.

The priorities ([prioritások](#)) related to the support of small or medium-sized enterprises (referred hereinafter to as SMEs) define those enterprises 'young' where 'at least 51% of the shares are possessed by persons under the age of 35, and the executive is also a young person under the age of 35'.

The [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia) indicators related to employment (and independent existence) of youth are the following:

1. the activity rate of 15–34 year-olds,
2. number of registered unemployed career starters,
3. the ratio of employees within the group of youth who are not students or pensioners,
4. the time period between the date of school-leaving and the first day of employment in youth groups with different qualifications,
5. the ratio of youth aged 15-29 living in households independent of their parents to those who aspire to live independently
6. the ratio of young entrepreneurs to all young people who are not students or pensioners.

3.2 Administration and governance

Governance

Responsibility

Policy making in all fields related to employment is the responsibility of the Ministry of Finance ([Pénzügyminisztérium](#)) [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)] and the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)).

Employment policy belongs to the State Secretary of Employment Policy ([Foglalkoztatáspolitikáért Felelős Államtitkárság](#)) at the Ministry for Innovation and Technology. For entrepreneurship policy State Secretary for Economic Strategy and Regulation ([Gazdaságstratégiáért és Szabályozásért Felelős Államtitkárság](#)) at the Ministry for Innovation and Technology is responsible. At horizontal level, youth policy is co-ordinated by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)).

As set out in [Hungary's Youth Guarantee Implementation Plan](#), labour market and social integration of youth are also the main goals of the Government, requiring the broad cooperation of minister responsible for education (Ministry of Human Capacities), and ministers responsible for training, vocational and adult education policy (Ministry for Innovation and Technology), as well as their background institutions.

PES [called [National Employment Service](#) ([Nemzeti Foglalkoztatási Szolgálat](#)) in Hungary] comprises the 20 Labour Centres of County Government Offices and 170 branch offices (on LAU1/NUTS4 level) under the professional guidance of the Ministry for Innovation and Technology. Labour offices register young job-seekers and may involve them in active labour market programmes offering a wide range of employment policy measures (training, wage subsidy, mobility support, support for entrepreneurship, labour market services, etc.), tailored to the individual needs. The area of vocational training is administered by the National Office of Vocational Education and Training and Adult Learning ([Nemzeti Szakképzési és Felnőttképzési Hivatal](#)).

The role of the National Youth Expert Forum and Roundtable for Youth

The National Youth Expert Forum (referred hereinafter to as ISZEF) was set up in March 2013 as a co-ministerial body with the aim of coordinating youth-related policies. The Forum was chaired by the Ministry of Human Capacities and comprised a number of experts outside the public field as well. Starting with 2017, the National Youth Expert Forum became inactive, and its role is taken over by the Roundtable for Youth. (For more information see sub-chapter [1.4 Youth policy decision-making](#) and [1.5 Cross-sectorial approach with other Ministries](#))

NGOs actively involved

Beside governmental actors, NGOs are also actively involved in improving the situation of young people. The National Youth Council ([Nemzeti Ifjúsági Tanács](#)) was founded in 2012 as an umbrella organisation, with the main task to represent the interests of smaller youth organizations and influence and shape youth policy.

FIVOSZ – Young Entrepreneurs Association Hungary ([FIVOSZ](#)) is the most significant non-governmental organisation in the field of youth entrepreneurship, 'which is the community and officially acknowledged representative body of young Hungarian entrepreneurs and enterprising young people both in Hungary and in the EU.' Their activities (a [tevékenységeik](#)) include mentorship, provision of different benefits (through market partners), and advice for its members who pay the annual fee.

Youth Guarantee (Ifjúsági Garancia)

Introduced in January 2015, the [Youth Guarantee \[Ifjúsági Garancia](#) (hereinafter referred to as YG)] has become the most significant framework of youth employment. The Youth Guarantee is a complex system aimed at reducing youth unemployment and improving the situation of young people in life through the combination of educational and employment measures. The most important feature of the Hungarian Youth Guarantee Programme is that the PES (the only entry point to and the leading player in the YG system) must make a specific offer to young people who are not in employment or education and are aged under 25 within a specific deadline (6 or 4 months) for employment, work experience or studies.

Until 2020, in total HUF 200 billion (about EUR 6 396 million) is available to finance the guarantee programme, funded primarily from the support granted to Hungary within the framework of the Youth Employment Initiative, partly from the European Social Fund and the related national budget resources. According to the plans, by using those resources, at least 180 000 young people can receive assistance in finding jobs or obtaining worthy market knowledge.

Within the Ministry of Finance, the State Secretariat for Employment and Vocational Education is the executive of the YG – as professional supervisor of PES –, while within the Ministry of Human Capacities, the State Secretary for Family and Youth Affairs also takes part in the implementation. The responsibilities of the ministries are currently under change.

Cross-sectorial cooperation

The two most relevant governmental bodies dealing with youth employment are the Ministry of Finance and the Ministry of Human Capacities. The latter coordinates responsibilities addressed in the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia) and its action plans whereas the former is responsible for all actions relating to improving the employability of young people, including the coordination of the Youth Guarantee.

The most important field of cooperation between the two ministries is the Youth Guarantee. The Ministry of Finance coordinates the YG system and its main programmes, whereas the New Generation Centre carries out supporting actions, such as outreach activities in the form of a promotional campaign. Furthermore, the YG's official

website ([hivatalos honlap](#)) was set up by the New Generation Centre and is operated by the Ministry of Finance.

3.3 Skills forecasting

Forecasting system(s)

'In Hungary, there is no coordinated skills anticipation system at the national level. The governance of the skills anticipation mainly rests with the Ministry of Finance ([Pénzügyminisztérium](#)) [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)], while the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) is responsible for skills anticipation related to higher education. The national and county levels of the [Chambers of Commerce and Industry](#) (HCCI and CCIs respectively) have an important role in the supply and analysis of skills anticipation data, as does the Hungarian PES [[National Employment Service \(Nemzeti Foglalkoztatási Szolgálat\)](#)].' ([Cedefop, 2017](#))

The Hungarian Chamber of Commerce and Industry (Magyar Kereskedelmi és Iparkamara)

The role of the [Hungarian Chamber of Commerce and Industry](#) (Magyar Kereskedelmi és Iparkamara) is worth emphasizing; this institution regularly checks the different international reports and the national developments ([2019. tavaszi gazdasági előrejelzés](#)) and its Institute for Economic and Enterprise Research conducts research about short term labour market prognosis every year commissioned by the Ministry. The Chamber has good governmental connections and often takes a position ('[Kevés a szakmunkás, sok a gimnazista](#)') on the links between education and the labour market, and the desirable directions. It must be noted that in the forecasting reports of the Ministry of Finance, references to young workers are very rare.

The Development and Training Committees

'Coordination of activities is more apparent at the county level where the Development and Training Committees are the main organisations responsible for bringing together stakeholders to discuss issues relating to the demand for, and supply of, skills. They bring together employer representatives (via the CCIs) and regional policymakers. The Committees are coordinated by the Ministry of Finance. As noted above, the influence of Development and Training Committees has been reduced since 2015 with the Ministry of Finance taking a more of a leading role in making decisions about skills supply.' ([Cedefop, 2017](#))

Data sources

'The framework and databank for labour market forecasts could be considered the most comprehensive tool for skills anticipation in Hungary, as it offers an indication of labour demand and supply over medium-term. Most of the data, however, have not been updated since the launch of the databank in 2013, when it included data for 2010.

Nevertheless the Fiscal Council runs a short-term labour market forecast developed by the Institute of Economics, Centre for Economic and Regional Studies of the [Hungarian Academy of Sciences](#) (IE CERS HAS) [[Magyar Tudományos Akadémia](#)], which is based on a restricted version of the above-mentioned framework and databank.

Surveys of the demand for and supply of students leaving vocational education and tracking surveys of higher education graduates are also important sources of skills intelligence. It should be noted that the use of linked survey and administrative data relating to the career progression of higher education graduates represents a relatively advanced means of skills anticipation in Hungary.' ([Cedefop, 2017](#))

Skills development

The indications from forecasting systems are mostly used for calibrating formal educational policies (in terms of non-formal education, the policy still focuses more on creating a coherent framework and recognition instead of explicit content). In terms of that, there is a higher and higher emphasis put on the importance and relevance of VET within educational and economic policy in recent years.

'The [Act on Vocational Education](#) (2011, amended in 2015) restructured the system of VET. County-level Development and Training Committees (Megyei Fejlesztési és Képzési Bizottságok, CDTCs) have been set up to coordinate the provision of VET according to the labour market needs projected at the county level. The county-level CCIs lead these committees.' ([Cedefop, 2017](#))

Changes in vocational training system in the school year 2020/2021

In 2020, the Hungarian Government changed the system of vocational schools [[1168/2019. \(III. 28.\) Korm. határozat](#) - 'Szakképzés 4.0']. There are two main types of vocational schools: one of them starts with 2 years general education and continues with 3 years professional education and the students could obtain the maturity exam and a technical certificate together at the end of the 5th year. The other type of school consists of 1 year general education and in 10 - 11th grades the students could participate in dual training. After the general year grades the students have to take a basic exam. (For more information about the new vocational school system, please see sub-chapter [6.1. General Context.](#))

The reform of the vocational training system in the school year 2016/2017

The reform of the vocational training system ([szakképzési rendszer 2016-tól](#)) in the school year 2016/2017 aims to comply with the needs of the labour market:

'Vocation-specific content — and with that, the choice of profession — was brought forward to grade 9, the first year of initial vocational education and training (IVET) programmes in 2016/17 [...]. The names of all three types of IVET programme were upgraded: secondary vocational schools [International Standard Classification of Education (ISCED) 344-454] became vocational grammar schools (szakközépiskola), vocational schools (ISCED 353) became vocational secondary schools (szakközépiskola), while special vocational schools that train students with special needs are now called vocational schools (szakiskola).

The new vocational secondary school has a structure of 3+2 years. Vocation-specific content was increased, while the teaching hours of general education content were drastically reduced. This restricts the possibility of transition between various IVET programmes, and may ultimately increase the risk of early school leaving [...]. In the optional additional two years, learners can automatically continue their studies in the same school as part of a general education programme leading to the secondary school leaving exam (matura), the entry requirement for higher education. However, with the strong reduction in the basic skills content of the three-year curriculum, students are unlikely to acquire the level of key competences needed to master subjects for the matura.

As regards the 4+1 year vocational grammar schools, students now receive a certificate that entitles them to take up certain jobs on passing the secondary school leaving exam in a vocational subject at the end of the fourth year. In summer 2016, a new core curriculum was adopted for this type of school, under which the teaching hours for vocation-specific subjects were increased at the expense of science subjects. It needs to be monitored whether these changes do not limit transition options between study programmes.' ([Education and Training Monitor 2016 Hungary](#), p. 7-8)

The dual education was introduced in 2015 in higher education

In line with the policy emphasis on VET, in 2015, the dual education was introduced in higher education.

'The existing types of higher education institutions — colleges and universities — were complemented by two new sub-structures. The first is the 'university of applied sciences', which offers at least two degree programmes in dual form. Unlike a university, a university of applied sciences is not required to offer doctoral programmes. The other new sub-structure is the 'community-based higher education centre' where an existing higher education institution delivers a tertiary programme in small settlements.' ([Education and Training Monitor 2016 Hungary](#), p. 7)

Career orientation in the framework curriculum for vocational secondary grammar schools

The chapter about career orientation in the framework curriculum for vocational secondary grammar schools ([Kerettanterv a szakgimnáziumok 9-12. évfolyama számára](#)) refers to the importance of flexibility; the listed key competences are the following:

1. communication in the mother tongue,
2. communication in foreign languages,
3. mathematical competence,
4. digital competence,
5. social and civic competence,
6. sense of initiative and entrepreneurship,
7. cultural awareness and expression,
8. effective autonomous learning.

The framework curriculum for secondary technical schools ([Kerettanterv a szakközépiskolák 9-13. évfolyama számára](#)) lists the same fields and competences; however, the requirements regarding the competences are lower because of the lower number of the general lessons.

Information campaigns on VET programmes

Information campaigns on VET programmes are launched. The following three types of campaigns exist in Hungary:

- 'The Night of Professions' (['Szakmák Éjszakája'](#)),
- 'Do your Profession!' (['SzakMÁzz!'](#)),
- 'European VET Week' (['Európai Szakképzési Hét'](#)).

'**The Night of Professions**' ('Szakmák Éjszakája') is an evening and night event organized at national level, each spring since 2016, during which general public, especially students and parents can enter VET Centres and VET schools and see in practice the different professions. Special, profession-related activities and projects are shown as well as entertainment related to the VET offer.

'**Do your Profession!**' ('SzakMÁzz!') is an exhibition for career guidance in VET professions organized once a year and providing different activities and demonstrations of the professions.

'**European VET Week**' – ('Európai Szakképzési Hét') was launched by the European Commission, has been for the first time organized in late 2016 and was a great success at European level for Hungary: the country has come out as second on the list of the number of national events registered for the Week.

3.4 Career guidance and counselling

Career guidance and counselling services

'In Hungary guidance activities and development are overseen by both the Ministry of Finance [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)] and the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). In the current ministerial structure, the Ministry of Finance is responsible for active labour market policy, vocational education and adult learning. At the same time, the Ministry of Human Capacities has responsibility for the fields of youth policy, social inclusion, family policy, the implementation of the national Roma action plan, primary schools and general secondary education as well as higher education.' ([Euroguidance.eu](#), 2015)

Most of the activities related to career guidance of young people are carried out within the framework of the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia) and/or the [Youth Guarantee Programme](#), but the role of the general public infrastructure needs to be mentioned as well. The action plan of the National Youth Strategy for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről] requires the provision of support in young people's career planning. The related activities and the different services provided at important points of individual career-decisions – choosing a school, further education, choosing a profession, entering the labour market – create a bridge and facilitates, the transition from learning to learning and from education to the world of work.

Legal background

'For primary and secondary school students career guidance is a separate field of development according to the National Core Curriculum ([Nemzeti Alaptanterv](#)). Without being a separate subject, career guidance is offered mainly under life management and practical skills.

Pedagogical professional services

Pedagogical professional services, as defined by the 15/2013 (II.26) Decree of the Ministry of Human Capacities [[15/2013. \(II. 26.\) EMMI rendelet](#) a pedagógiai szakszolgálati intézmények működéséről], have also become important actors in the guidance activities of primary school students. Guidance activities of the pedagogical professional services include testing the skills, learning abilities and the orientation of students and helping choose the appropriate educational institution.

The Act CLXXXVII of 2011 on Vocational Education

The former Act CLXXXVII of 2011 on Vocational Education ([2011. évi CLXXXVII. törvény](#) a szakképzésről) stipulates that as of September 2013 the chambers of commerce are also involved in vocational guidance activities. The guidance related tasks of the chambers of commerce include the following: vocational guidance and orientation for primary school students focusing on occupational skills shortages, events related to vocational guidance and orientation, organising field visits to factories and companies. The pedagogical professional services often cooperate with chambers of commerce and government offices at county level to support schools in vocational guidance and orientation.

The Act CCIV of 2011 on National Higher Education

The Act CCIV of 2011 on National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról) states that with their information and counselling services the higher education institutions should assist the students in career planning during and after their studies and maintain a career tracking system. The majority of higher education institutions offer such services in the form of career centres and bigger institutions run career management courses or trainings. The availability of career centres and the level of services provided are improving continually.

The core tasks of the labour departments of county government offices include not only employment and job-search counselling but also guidance, career and psychological counselling, as well as information provision on training opportunities. The services are available for both employees and job seekers.' (Euroguidance.eu, 2015)

National Employment Service and the Job Seeking Club (Nemzeti Foglalkoztatási Szolgálat és Álláskereső Klub)

The most significant service that can be used by every job seeker is the job-seeking counsel of the [National Employment Service](#) (Nemzeti Foglalkoztatási Szolgálat) and the Job Seeking Club ([Álláskereső Klub](#)). The job-seeking counsel is for those who would like to work, whose working aims are clear and reasonable but who have no knowledge and practice in job-seeking. There is a training available, which presents job seeking techniques, and a three-week-long Job Seeking Club, as well.

Besides that, the [National Employment Service](#) (and the formerly known National Labour Office) implemented a key Social Renewal Operative Programme (Társadalmi Megújulás Operatív Program – TÁMOP in Hungarian) project between 1 June 2012 and 31 May 2015, called 'Development for content and methodology of the career guidance system'. In the frame of the project short films about professions, career guidance questionnaires, trainings, researches and studies were made (A TÁMOP–2.2.2-12/01 kiemelt projekt [eredményeinek rövid bemutatása](#)), and the National Career Guidance Portal ([Nemzeti Pályaorientációs Portál](#)) was set up, which should offer targeted information for different target groups (including primary school and secondary school students), but the portal has not been updated since the end of the project.

New Generation Centre (Új Nemzedék Központ)

From the point of view of young job-seekers, the role of the New Generation Centre ([Új Nemzedék Központ](#)) needs to be mentioned. The New Generation Centre formerly provided support in career choices with several activities but from May 2020, its legal successor, the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)), took over the tasks of the Centre.

Youth Guarantee (Ifjúsági Garancia)

Career guidance appears in [Youth Guarantee](#) [[Ifjúsági Garancia](#) (hereinafter referred to as IG)] programme, as well, and the programme is represented in the most significant career guidance exhibitions. (Vince-Bodnár Andrea) (For more information about the implementation of Youth Guarantee in Hungary see sub-chapter [3.2 Administration and governance](#).)

Euroguidance Hungary

The [Hungarian branch](#) of Euroguidance (co-financed by the Hungarian government and [Erasmus+](#)), among its other objectives, takes part in dissemination activities related to career guidance and also creates and maintains databases of education and training.

Career guidance required of teachers

Apart from that, career guidance is also required of teachers by [Act CXC of 2011](#) on National Public Education ([Köznevelési törvény](#)); according to its 62nd paragraph, 'The fundamental task of a teacher is [...] to provide continuous guidance for his/her students' career orientation and preparation for their active professional life'.

According to a non-representative research ([Az iskolai pályaorientációs tevékenységhez szükséges kompetenciák](#)), which was published in 2016, the actual occurrence of career guidance is accidental and depends mainly on the preparedness of the teacher. (Hegyi-Halmos, 2016)

Funding

The Human Resource Development Operational Programme HRDOP 1.2.3 project entitled Complex Youth Developments – New Generation Reloaded ([Új Nemzedék Újratöltve](#)),

contains the sources that can be allocated to career planning. The project has several aims and a budget of HUF 5 billion (most of the resources of the youth field in Hungary for the duration of the implementation of the project are channelled here).

The Youth Guarantee Programme has a budget ([költségvetés](#)) of HUF 200 billion (about EUR 6 396 million) until 2022. The Programme aims to help 180 000 young people enter into the primary labour market, mainly into the private sector.

Besides these, there are elements in the currently running projects of the New Generation Programme, which are relevant for this chapter (see the first chapter for its budget: [1.7 Funding youth policy](#)).

Quality assurance

There is no available public information about quality assurance.

3.5 Traineeships and apprenticeships

Official guidelines on traineeships and apprenticeships

General information

Internships appear in the system of higher and vocational education. In higher education (including higher educational, vocational trainings and dual education) the specific training and outcome requirements define the exact details (including duration and timing), whereas in vocational training the professional and examination requirements define these. The latter are set in decrees of ministries responsible for the relevant areas. The training and outcome requirements need to be approved by the [Educational Authority \(Oktatási Hivatal\)](#), based on the expertise of the [Hungarian Accreditation Committee \(Magyar Felsőoktatási Akkreditációs Bizottság\)](#).

Internships in the system of vocational education

Regulation [[230/2012. \(VIII. 28.\) Korm. rendelet](#)] regarding internships in vocational education states that if the students are employed on the basis of [internship agreement](#) (for more information see the [glossary](#)),

'the host company has to pay a wage, the amount of which must reach 19.5% of the minimum wage. The wages are to be paid after each started working week. Thus, the weekly amount is one-quarter of the monthly salary. In case of absence, the wage can be decreased in proportion with the working days skipped.

The required allowance is tax-free, but in case a higher wage is paid, the surplus is regarded as other earnings; therefore, it is subject to 16% personal income tax.

As for social security, employment on the basis of internship agreement does not automatically result in social security coverage (though it must be noted that full-time students are covered by default). Thus the company does not have a notification obligation and the wage does not have to be reduced by contributions. However, if the employer company provides a higher than required wage, the wage surplus is subject to 27% healthcare contribution. Social contribution tax does not have to be paid in either case.' ([ado.hu, 2015](#))

Internships within higher education

'The rules are slightly different in case of employment within higher education. In this case a student employment contract is required. Regarding the salary, the employer is obliged to pay only if the period of practice reaches or exceeds six weeks. In this case the student has the right to receive 15% of the minimum wage (with the exception of budgetary bodies as employers, in which case no salary is required), but the employer is allowed to increase this amount.

As for taxes, the allowance up to the amount of the minimum wage can be regarded as tax-free, while the amount exceeding that must be treated as employment income. Based on these, the surplus is subject to 16% personal income tax. Interns are not covered by social security (...). If the employer provides the student with a higher allowance than the minimum wage, it is obliged to pay 27% healthcare contribution.' ([ado.hu, 2015](#))

Government Regulation 230/2012 (VIII. 28.)

The most relevant official document in the topic regarding higher education is Government Regulation 230/2012 (VIII. 28.) on certain aspects of higher education training, and vocational training within the framework of higher education [[230/2012. \(VIII. 28.\) Korm. rendelet](#) a felsőoktatási szakképzésről és a felsőoktatási képzéshez kapcsolódó szakmai gyakorlat egyes kérdéseiről].

'According to the regulation, during vocational trainings, the employee is the student, the employer is the company providing vocational training and employment itself is the employment set out in a student employment contract.

During the employment, where a student is employed by a student employment contract night work and extra hours shall not be required; the student's daily working time shall not exceed eight hours, in case working time framework is applied, a maximum of one-week-long working time shall be required; a rest period of at least 12 hours shall be ensured every day for the student; a trial period shall not be required.' ([Mit kell tudni a hallgatói munkaszerződésről?](#))

Special Target Groups

Target groups of the student employment contracts are

1. students in full time school-based training
2. students in adult education.

Promoting traineeships and apprenticeships

Upon completion of the [Youth Guarantee Programme](#), it is the priority of the Hungarian Government to carry on this Programme. (For more information about the Youth Guarantee Programme, please see sub-chapter [3.2 Administration and governance.](#))

Traineeship programme – support services (EDIOP 5.2.5)

A supplementary programme also assists the successful implementation of the traineeship programme: Traineeship programme – support services (EDIOP 5.2.5). This contributes to the wide dissemination and implementation of the traineeship programme not only through central coordination, but it also covers complex information and professional advisory activities for different target groups (trainees, mentors, economic organisations). The supplementary programme is implemented on the basis of the Vocational Training Centre under the coordination of the Győr Technical Vocational Training Centre.

Student jobs are acceptable for vocational training

From 2016 student jobs are acceptable for vocational training: 'Student manpower associations are allowed to certify their students' vocational trainings if the company, where the students work declare that the conditions of the work carried out are in line with the requirements regarding the vocational training and the workplace.' ('[Diákmunka is lehet szakmai gyakorlat](#)')

Vocational training scholarships

Vocational training scholarships can be provided 'for a maximum of one year to those students who take part in an uninterrupted and minimum half-year long vocational training and apply for the scholarship' if the training takes place at a location other than the higher education institution and the student does not receive dormitory benefits.

Moreover, as mentioned before, companies employing trainees shall be exempt from paying contributions.

Introduction of student pre-contracts

This new initiative supports the establishment of relations between students and business organisations before the actual beginning of vocational training, thus it might provide advantages in the process of admission. Signing student pre-contracts might also be a tool for well-founded career and profession selection. Before making decisions on admission business organisations are able to familiarize students with

1. the structure of the business organisation,
2. its profile and work opportunities,
3. possible career-tracks,
4. and available apprentice workshops.

Student contracts in the 11-12th grades of vocational high-schools

Beginning of the 2018 school year student contracts based on dual trainings at business organisations are available not only in the 13th grade but from 11th grade. It provides opportunities for students to gain more professional training, resulting in

- more in-depth knowledge and skills,
- company-specific practical training, and
- a closer relationship with the prospective employer.

Training for professionals working with students at business organisations

A new training programme was launched to support experts working with students at business organisations and to increase the number of dual training locations. From 2018, it is based on a short, targeted pedagogical-methodological training, simplifying the involvement of instructors in practical trainings at business organisations.

Central development programme

For the further development of the dual vocational training system and for the implementation of a pilot programme, the Government launched in a Decree [[1285/2018 \(VI. 22\) Korm. határozat](#)] a four-year partnership agreement with the Siemens Zrt. for the period of 2018 - 2022. The programme aim is to test the development of the

- career guidance system,
- admission system,
- training curriculums,
- internship agreement system,
- vocational training examination system,
- professional training of vocational teachers/trainers,
- trainings related to Industry 4.0. processes.

Recognition of learning outcomes

In formal education, vocational trainings are part of vocational education in the framework curriculum, which means that the recognition happens through obtaining the qualification. The process is similar in higher education, as well, where different credit values are assigned to the different vocational training types. The recognition of vocational trainings ([Szakmai gyakorlat elismerése](#)) carried out earlier is also possible:

In Hungary, the legal framework of vocational education and adult learning is determined by Act LXXVII/2013 on Adult Education ([2013. évi LXXVII. törvény a felnőttképzésről](#)) and Act CLXXXVII/2011 on Vocation Training ([2011. évi CLXXXVII. törvény a](#)

szakképzésről). The Acts and the corresponding Government and Ministry Regulations set out the licensing rules of training institutions and authorisation rules of trainings, the vocational framework curricula, the outcome requirements of the state accredited qualifications and the system of complex vocational exams.

The first paragraph of the Act on adult education regulates the recognition of knowledge previously gained:

'11. § (1) During operation [...] the adult education institutions shall meet the following requirements: g) In case of trainings listed in the [National Qualifications Register](#) [Országos Képzési Jegyzék in Hungarian (hereinafter referred to as OKJ)] and language trainings, knowledge measurement is compulsory, in case of supported non-OKJ and supported other trainings it shall be ensured in line with the compulsory requirement of the grant contract related to the training, while in other cases it shall be ensured upon the request of the applicant.'

The Act provides training applicants with the opportunity to have their previously gained knowledge recognized, while it also obliges institutions to do so. [...]

'The Hungarian legislative framework and its international environment provide a space for and in many cases make it compulsory to recognise previously gained knowledge in vocational education. For instance, paragraph 7 (1) of the Act on vocation training ([2011. évi CLXXXVII. törvény](#) a szakképzésről) stipulates that for vocational trainings listed in OKJ, professional and exam requirements should be created, which should include the creation and implementation of the related monitoring, measurement and evaluation systems. The compulsory content elements of professional end exam requirements are the following: [...] j) recognition of competences gained in school education, vocational education, during non-formal and informal education, and at work; the time of vocational training, the vocational preparatory exams, or the vocational school leaving exam stipulated in paragraph 27 (2). In spite of this, references to recognition can only be found in the case of a few professions.'

The vocational education system is under change in the 2020/2021 school year.

Funding

The general legal framework stipulates that

'employers interested in the employment of skilled workers are to pay a vocational training contribution to the state for the development of the vocational training system. According to the regulations, the employer can fulfil its obligation of paying a contribution via employment as a practical trainer in cooperation with vocational institutions.' ([Tájékoztató a szakképzési hozzájárulás 2016. január 1-jétől hatályos szabályainak változásáról](#))

Quality assurance

Practical trainings based on student contracts

The practical trainings based on student contracts are monitored by the industry chamber ([Hungarian Chamber of Commerce and Industry](#)). It controls whether conditions that were set at the time of registration of the business organisation are met. Furthermore, with the involvement of the vocational training school it supervises the business organisation's activities during the training by observing the fulfilment of material and personal conditions, compliance with the vocational training framework curriculum, overseeing maximum group size, etc.

3.6 Integration of young people in the labour market

Youth employment measures

Most of the measures promoting youth employment are part of the [Youth Guarantee](#) (referred hereinafter to as YG) system.

Measures related to the Youth Guarantee Programme

Youth Guarantee Active Labour Market Programme

The backbone of the system is the Youth Guarantee Active Labour Market Programme (EDIOP 5.2.1 and CCHOP 8.2.1). PES ([National Employment Service](#)) implementing the guarantee coordinates the system within the framework of this programme, which involves addressing, registration and monitoring of young people and the tasks relating to maintaining contact with the partner organisations involved in the operation of the system. The programme aims at promoting labour market entry of young people below 25 by providing wage subsidies, entrepreneurship support, trainings coupled with labour market services, such as job search assistance or mentoring.

Projects supporting young people to become entrepreneurs

Youth Entrepreneurship Support Programs (Fiatalok vállalkozóvá válását támogató programok)

The GINOP 5.1.9 and 5.2.7 Projects are in progress, and young people interested in applying for capital support may apply from August 2019. The projects have been developed based on the lessons learned from a similar application design recently completed and building on the feedback received from the beneficiaries. As a result, new projects will be implemented along with a higher grant amount, expanding the target age group and developing a simpler and faster online application system.

Internship Programme (Gyakornoki program) In the first half of 2019, a new traineeship training application has been prepared with the aim of reducing the administrative burdens compared to the current one (GINOP 5.2.4) and expand the target group of trainees to young people under the age of 30 without completing their education. The date of the call for proposals was July 2019 and the planned budget of the tender was HUF 10 billion.

The organisations implementing the programme

The organisations implementing the programme are:

- Széchenyi Programme Office ([Széchenyi Programiroda Nonprofit Kft.](#)),
- FIVOSZ – Young Entrepreneurs Association Hungary ([FIVOSZ](#)),
- the [Hungarian Enterprise Development Foundation](#) (Magyar Vállalkozásfejlesztési Alapítvány),
- [Budapest Polytechnics Foundation](#) (Közgazdasági Politechnikum Alternatív Gimnázium),
- OFA NKft. ([OFA Nonprofit Kft.](#)).

Within the programme, the organisations provide young people a training, where they can obtain the required competencies and knowledge on how to become an entrepreneur, on the operation of a business. They can also receive assistance in preparing a business plan, advice and mentoring (EDIOP 5.2.2, 5.1.9 and 'Start a Business at Home, Youngster!').

Applying for a non-repayable support

Young people who successfully completed the training and have an approved business plan may submit an application for support of up to HUF 3 million (about EUR 9 594) (EDIOP 5.2.3, EDIOP 5.2.7 and CCHOP 8.3.1), in the form of non-repayable support, to

launch their business and to supplement the funding of their costs associated with the start of the operation, with 10% own funds. (In the case of the programme EDIOP 5.2.7 own funds are not required.) Support is provided for the establishment of approximately 6 600 new enterprises within the framework of the programme until 2021.

Enabling young people to gain real work experience

The purpose of the third-type programme implemented within the framework of the system is to encourage companies to create traineeship places to enable young people to gain real work experience, through which their employability and long-term labour market opportunities may be improved. Within the framework of the traineeship programme (EDIOP 5.2.4), those micro, small and medium-sized enterprises are eligible for support which undertake to employ young people with vocational qualifications, aged under 25.

The enterprises employ the trainees for 9 months, in full time, with wage subsidy and then continue to employ them for additional 4-and-a-half months at their own cost. This programme will enhance the participation of youths in apprentice training, will help to enhance their professional practical knowledge and work experience and thereby improve their labour market outlook and employability. The SMEs can use the granted support to fund the wages of the apprentices and to finance the additional costs of employment and training of the apprentices (remuneration of mentors, physical conditions required for the apprentice position). The programme will assist at least 4 500 young people in obtaining work experience until 2021.

Traineeship programme – support services

A supplementary programme also assists the successful implementation of the traineeship programme: Traineeship programme – support services (EDIOP 5.2.5). This contributes to the wide dissemination and implementation of the traineeship programme not only through central coordination, but it also covers complex information and professional advisory activities for different target groups (apprentices, mentors, economic organisations). The supplementary programme is implemented on the basis of the Vocational Training Centre under the co-ordination of the Győr Technical Vocational Training Centre.

Direct job-creation schemes

Direct job creation outside the Youth Guarantee Programme is not related strictly to youth employment. The role of the Public Work Scheme has been mentioned: the long-term unemployed must work in the secondary labour market in order to get a (lower than minimum wage) salary and the possibility to get state subsidies. Though the explicit goal of the scheme is to help the workforce get back to the primary labour market, young people are not its target group, mostly because of the possibilities of the YG Programme.

Another state-initiated, but not youth-specific, scheme includes job-creating tenders and subsidies of the Government. Subsidies are provided for employers on the basis of individual agreements between the Government and companies. Between 2011 and 2016 HUF 163.6 billion (about EUR 370 027 812) was paid ([fizettek](#)) to large and multinational companies to create jobs. The latest significant tender was announced in July 2017 allocating HUF 10 billion (about EUR 32 803 884) for supporting job-creation of SMEs. ([10 milliárd forintos munkahelyteremtő program indul a kv-knak](#)) Neither of these subsidies are especially targeted for young people. ([Cedefop](#))

Wage and recruitment subsidies aiming at fostering youth employment in the private sector

Besides measures of the YG Programme, the [Job Protection Action Plan](#) should be mentioned as state provision. The Action Plan [offers](#) 'targeted tax allowances for employers employing disadvantaged target groups, among others young people and career starters under 25'.

Special target groups

In terms of employment measures within the YG Programme NEET young people are of course specially targeted, but instead of focusing on low-skilled and long-term unemployed youth, support depends on individual needs: 'With regard to the heterogeneity of the target group, the content of support is differentiated according to individual needs. The package of measure(s) and service(s) offered to the young person is based on an individual action plan, drawn up by a member of the YG mentor-network in cooperation with the client, comprising the responsibilities of the client as well.' (Hungary's National Youth Guarantee [Implementation Plan](#), p.6)

Roma youth as a special target group is more present in the strategies and policies related to education. The Framework Strategy for the Policy of Lifelong Learning for 2014-2020 (Az egész életen át tartó tanulás szakpolitikájának [keretstratégiája](#) a 2014/2020 közötti időszakra) explicitly addresses better employability of Roma and disabled people.

The other key document regarding employment of Roma people is the [National Social Inclusion Strategy](#) ([Magyar Nemzeti Felzárkóztatási Stratégia](#)), but reference in it to Roma youth only appears in the context of (vocational) education. (About the National Social Inclusion Strategy see more in [Chapter 4](#).)

Flexicurity measures focusing on young people

National Youth Strategy

Measures aiming flexible security are in connection mainly with reconciliation between work and family – the aim appears in the current action plan of the [National Youth Strategy](#) [(Nemzeti Ifjúsági Stratégia) hereinafter referred to as NYS]. It is an important aim that

'mothers with infants could come back gradually to the labour market through part-time employment. A measure included in the Labour Code contributes to this objective. The law states that the employer is obliged to ensure part-time employment for the employee before their child turns three. If an employee raises three or more children, the obligation lasts until the age of five of the youngest child.' ([Kisgyermekes munkavállaló után járó járulékkedvezmény](#))

During this period the employer does not have to pay contributions after the employee. Similar regulation is the introduction of compulsory nursery school and the transformation of the system of crèches in 2017, amongst others, with the introduction of crèches in the workplaces. These measures include financial and moral recognition for 'family-friendly workplaces' in the form of a HUF 2 million (about EUR 6 500) grant which employers can apply for. ([51 családbarát munkahely biztosan van hazánkban](#))

Labour Code

More general measures can also be found in the [Labour Code](#) ([Munka Törvénykönyve](#)).

'The main feature of the Code is the loosening of provisions and thereby, the creation of external flexibility for employers. Dismissal protection has been traditionally at a very low level, and sanctions for the unlawful termination of employment have been further limited. The Labour Code emphasises the importance of individual employment contracts and collective agreements by increasing individual and collective autonomy.

[...] Internal flexibility has also been increased. The working time regulation is as flexible as possible within the frame of the EU Working Time Directive, using this rather as a ceiling instead of a minimum level. The regulation provides employers with great flexibility, for example with the possibility of using 300 hours of overtime a year and cutting overtime costs when there is a sudden surge in labour force demand.' ([Risak-Kovács, 2017](#) p. 186-187.)

Reconciliation of private and working life for young people

Within the specific aims of NYS, along with the promotion of starting a family and having children, the priority of reconciliation between work and family also appears. According to this, 'regulations of the labour market that help the reconciliation between family and work life, and create the opportunity of atypical employment for employees with children, especially with young children are needed. Particular attention should be paid to ensure career planning opportunities for women with children.' (NYS)

The action plan of NYS for 2016-2017 [Nemzeti Ifjúsági Stratégia 2016-2017. [cselekvési terve](#)] also aims 'to support employment forms that help reconcile work and private life through promoting flexible employment and the reduction of employer contributions for employees with children employed part-time.'

Funding of existing schemes/initiatives

Programmes within the Youth Guarantee system are all ESF co-funded, with the additional national budget funding added. In addition, the budget of the Youth Guarantee Active Labour Market Programme (EDIOP 5.2.1) incorporates the total funding available to Hungary from the Youth Employment Initiative. Until 2020, in total approximately HUF 200 billion (about EUR 6 396 million) is available to finance the guarantee.

The budget estimate for tax redemption related to the Job Protection Action Plan for 2017 was between 143 and 147 billion (about EUR 469 095 542 and EUR 482 217 095). ([Törvényjavaslat](#) Magyarország 2017. Évi központi költségvetéséről)

Quality assurance

All ESF co-funded programmes under the YG system are monitored closely by the responsible Ministry of Finance ([Pénzügyminisztérium](#)) [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)] in line with EU requirements. Regular audits are carried out by the Directorate General for Audit of European Fund, the European Commission and the European Court of Auditors.

3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

Programmes and schemes for cross-border mobility

Programmes fostering cross-border mobility are almost exclusively offered by the European Union. As such, the Your First EURES Job initiative is to be mentioned. According to data on the [website](#), 517 (last accessed 27/12/2018) Hungarian job-seekers took part in the Programme so far. Another EU initiative is the Erasmus for Young Entrepreneurs – according to data from 2017 January, 135 new and 56 experienced entrepreneurs took part in the Programme from Hungary.

The most significant programme to list here is the VET Traineeship Mobility Programme of Erasmus+. Besides this, however, the [Campus Mundi](#) – mobility and internationalisation programme in the field of higher education (HRDOP-3.4.4-CCHOP/15-2015-00001) is also running in 2016-2017. 'The objective of the programme is to support students' participation in internship possibilities so that they gain professional experiences, skills and competences which can be integrated into their home studies and can be an advantage for them in the labour market.' Communication and dissemination of the international mobility projects are carried out by [Tempus Public Foundation](#) Erasmus+ Programme Office.

Legal framework

No such regulation exists for young people in Hungary. The existing ones discuss the topic under educational mobility.

There is a chapter in the [Act CCIV of 2011](#) on National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról) titled Studies Of Hungarian Nationals Abroad, Studies Of Foreign Nationals In Hungary, in which the rights and support of students studying abroad are described. (These students are eligible for a student pass, they can receive scholarships. It is also determined how studies abroad are recognised and what regulations affect foreign students studying in Hungary.)

3.8 Development of entrepreneurship competence

Policy Framework

The role of the National Youth Strategy in development of entrepreneurship competence

There is no specific governmental strategy regarding the development of entrepreneurship competence, but the topic itself is addressed in various strategical documents. The [National Youth Strategy](#) [[Nemzeti Ifjúsági Stratégia](#) (referred hereinafter to as NYS)] lists the following objectives under the subheading of 'Acquiring work experience, employment' in the chapter about self-sufficiency:

1. 'To facilitate the operation and maintenance of enterprises started by young people.'

'To promote the acquisition of economic, financial and labour market knowledge and experience in public education.' (NYS p.43.)

The most recent action plan [[1535/2016. \(X. 13.\) Korm. határozat](#)] of the Youth Strategy aimed to foster youth entrepreneurship via direct subsidies and education.

Economic Development and Innovation Operational Programme 1

This strategy was followed by a set of actions under the European Union's Youth Employment Initiative, which provided opportunities for youth between 18 and 25 years old to learn about entrepreneurship through training programmes and to access start-up grants.

'From 2015 the following measures help actually the entrepreneurial activity of young people within the priority of Economic Development and Innovation Operational Programme (EDIOP) 1: entrepreneur mentorship and propositions.

Entrepreneur mentorship for small and medium-sized enterprises, where 4 enterprising target groups were identified (such as women, enterprises in external market, enterprises becoming suppliers, and energy-intelligent enterprises) in which the presence of young entrepreneurs is significant.

Propositions aiming the expansion of production capacity, where one of the eligibility criteria is whether the given enterprise can be regarded as young (definition: an enterprise is young if at least 51% of the shares are possessed by persons under the age of 35, and the executive is also a young person under the age of 35).

Support of access into the market of small and medium-sized enterprises, where one of the eligibility criteria is also whether the beneficiary meets the requirement of entrepreneur status.'

Strategy on small and medium-sized enterprises

The strategy on small and medium-sized enterprises (referred hereinafter to as SMEs) adopted by the Government for the years 2014-2020 gives priority to the development of the entrepreneurs' and prospective entrepreneurs' financial consciousness, which contributes directly to their competitiveness. The pillar of the strategy that is most relevant for young people is the strengthening of the role of financial education in trainings, inside and outside of the education system.

European Money Week

In this spirit, an initiative called [European Money Week](#) ([Pénz7](#) in Hungarian) has started, which is running in 23 countries of Europe, and which aims to

'support consumers from an early age who have the financial knowledge and hold their fate in their hands, and help awareness-raising on financial consciousness. [The organisers and the audience] can meet through several channels with the series of events of the European Money Week, such as professional events; special events in schools, and playful competitions which are coordinated by the main organiser the [Hungarian Banking Association](#) (Magyar Bankszövetség) in cooperation with Money Compass Foundation ([Pénziránytű Alapítvány](#)).

The programme focuses on primary and secondary schools; approximately 90 thousand students from 650 schools were involved in 2015, while 788 schools supported deepening approximately 102 thousand students' financial awareness with 1 435 teachers in 2016.'

In the 2019/2020 school year the number of students participating in the European Money Week increased: 217 thousand students from 1 203 schools registered and 1 725 teachers gave lessons to the students. 901 financial and entrepreneurial volunteers were helped in the lessons.

Framework Strategy for the Policy of Lifelong Learning for 2014-2020

The objective of entrepreneurship education appears in the Framework Strategy for the [Policy of Lifelong Learning for 2014-2020](#). The strategy 'highlights the importance of entrepreneurship education as a key competence for all with competency-based learning outcomes.' ([Eurydice](#), 2016 p. 43) The strategy connects this priority mostly with the Youth Guarantee Programme, and its action plan [[1705/2016. \(XII. 5.\) Korm. határozat](#)] puts this objective to the responsibility of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) and the Ministry of Finance ([Pénzügyminisztérium](#)) [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)].

Formal learning

Public education

'Entrepreneurship education is cross-curricular for ISCED 1-3 including school-based Initial Vocational Education and Training.

It is represented in a relatively complex way in the Hungarian National Core Curriculum and respective framework curricula. It is a key competence that should be addressed in all subject areas. The National Core Curriculum also defines 12 cross-curricular aims, amongst which, three are related to entrepreneurship education are taking responsibility for others; volunteering; career guidance; developing financial and monetary literacy.

Objectives and perspectives vary depending on age groups and subject areas; in STEM subjects, for instance, more emphasis is placed on creativity, planning, analysis, risk and trend assessment and managing project work. However, in geography or history, the focus is more on understanding financial and legal terms and contexts, the overall operation of the business world and ethics. Furthermore, there is a compulsory [community] practice as part of the curriculum.' ([Eurydice](#), 2016 p. 169)

'Sense of initiative and entrepreneurship'

This, in detail, means that the chapter titled 'Sense of initiative and entrepreneurship' of the National Core Curriculum ([Nemzeti Alaptanterv](#)) contains the relevant parts:

'The sense of initiative and entrepreneurship helps individuals get to know their broader environment and, having acquired this knowledge, be able to grasp the opportunities that lie ahead. This competence comprises knowledge, creativity, propensity to induce changes and risk-taking as well as developing and implementing plans in order to achieve

objectives. It serves as a basis for more specific knowledge, skills and behaviour which are needed for everyday life in the society and at the workplace.'

Required abilities, skills, knowledge and attitudes

'Necessary knowledge, on the one hand, involves recognizing and analyzing the opportunities and challenges for personal, professional and/or business activities and, on the other hand, a broader understanding of how the economy works and self-confident orientation in the world of money. Individuals must also be conversant with the financial and legal conditions of businesses.

Skills and abilities such as planning, organization, management, the task delegation, analysis, communication, judgement, the evaluation of experiences, risk assessment and risk-taking, individual and team work and ethical behaviour are part of this competence.

A positive attitude is characterised by independence, creativity and innovation, and motivation and determination to achieve goals in personal or social life or in the field of work.'

The Core Curriculum thus does not require a distinct subject for entrepreneurship education, the skills and competences are to be transferred through the obligatory courses. These courses appear in the following subject areas:

1. Man and Society,
2. Way of life and practical skills,
3. The Earth,
4. IT studies. (Pénzügyi ismeretek a köznevelésben NAT)

Man and Society (History; social, civil and economic studies – relevant topics appear in the 8th and 12th grade – e.g. financial and economic culture; employment): Topics directly related to entrepreneurship can be found in this subject area. In the topic of financial and economic culture (to be taught in the 5-8th grade) the relevant topics are the following ones:

- The entrepreneur,
- Responsible entrepreneurial behaviour,
- The environment of entrepreneurship.

Relevant topics for the 9-12th grade can be found under the subtitle of 'The world of enterprises'.

Way of life and practical skills (topics include employment and unemployment, employment relationship, jobseeking).

The Earth – our environment (topics related to sustainability).

IT studies (electronic services).

Besides the obligatory study materials there are two framework curricula related to entrepreneurship that contain optional courses the schools may offer:

1. For grades 7-10 the '[Vállalkozzunk!](#)' ('Let's make an enterprise!'),
2. for grades 11-12 the '[Etikus vállalkozói ismeretek](#)' ('Ethical entrepreneurial knowledge') framework curriculum.

Vocational education

A number of public and private institutions offer programmes in the field of entrepreneurship. These are for the purposes of continuing one's studies, and quite frequently focus on specific fields of enterprises.

Higher education

More and more higher education institutions start courses on enterprises and start-ups, which helps to build up the system of mentorship as well.

In addition, several public higher educational institutions offer business courses, for example,

- the [Corvinus Business School](#) (Budapesti Corvinus Egyetem)
- the MBA education of Budapest University of Technology and Economics ([Budapesti Műszaki és Gazdaságtudományi Egyetem](#))
- the [Budapest Business School](#) (Budapesti Gazdasági Egyetem).

The [International Business School](#) and [The Department of Economics and Business of Central European University](#) are private institutions where business courses are also available.

Non-formal and informal learning

Recognition of non-formal and informal learning appears in connection with start-ups in the framework of Hungarian youth policy, where along with public education, the frameworks of non-formal and informal learning are also considered as areas to support, however, these appear in the fields of cultural and human rights in more detail.

The Framework Strategy for the Policy of Lifelong Learning for 2014-2020 (Az egész életen át tartó tanulás szakpolitikájának [keretstratégiája](#) a 2014/2020 közötti időszakra) underlines (in line with the law on higher education) the importance of recognising non- and informal learning outcomes. One of the strategy's horizontal aims is to foster participation in LLL. Its specific aims include developing and promoting non-formal, informal and e-learning activities, as well as workplace learning and trainings. The strategy ties this aim mostly to cultural institutions, and among the specific aims of those the development of entrepreneurship competences appear. The action plan of the strategy delegates this aim to the Minister of Human Capacities and the Minister for National Economy.

Educators support in entrepreneurship education

'Entrepreneurship education is addressed as an overarching educational aim and development task in the National Core Curriculum, which recommends broad pedagogical approaches (such as individual development and active learning), but does not provide direct guidelines to any of the key competencies or development tasks. The integration of Entrepreneurship Education into initial teacher education is a matter of institutional autonomy.

Continuing Professional Development (CPD) courses related explicitly to entrepreneurial education are restricted to school-based Initial Vocational Education and Training (IVET) teachers, but all of them receive this type of CPD. 'The Hungarian National Institute of Vocational and Adult Education (NSZI) provides a CPD course on teaching entrepreneurship for all school-based IVET teachers.' ([Eurydice](#), 2016 p. 169)

The current action plan [[1535/2016. \(X. 13.\) Korm. határozat](#)] of National Youth Strategy (NYS) foresees 'the development of a set of supporting instruments which helps students to acquire skills, abilities and key competences.' The available support found is the HRDOP 4.1.2 project ([EFOP 4.1.2 projekt](#)): Infrastructural development of public education institutions, development of regional school system. The total budget of the project is HUF 40 billion. The programme includes several actions, and as far as entrepreneurial skills go, they appear within those horizontal key competencies that need development.

3.9 Start-up funding for young entrepreneurs

Access to information

Young Entrepreneurs Association Hungary (FIVOSZ)

One of the most significant advocates of start-up supporters is the above already mentioned Young Entrepreneurs Association Hungary [[Fiatal Vállalkozók Országos Szövetsége](#)] (referred hereinafter to as FIVOSZ), which gives information about both state and private opportunities on its website.

Design Terminal

The main coordinator of public opportunities is [Design Terminal](#), a non-profit organisation, which deals with business and cultural talent management. [Its operations](#) are financed by state grants and company partnerships. State grants are provided by the form of a public service contract signed with the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) of the Government of Hungary. As such, Design Terminal has a regular reporting obligation, including the submission of annual, and project-based financial statements.

'Under [their] commitment for public service, Design Terminal performs various activities related to the field of business and cultural talent management, entrepreneurial ecosystem development and international benchmark adoption. [Their] services are competition-based and free-of-charge with a strong focus on inclusivity and social cohesion.' ([Design Terminal](#))

Startup Leadership & Management

Another private opportunity worth mentioning is the meet-up sequent called [Startup Leadership & Management](#), which entails workshops organised on a regular basis about the challenges of the start-up world and possible solutions. A new initiative is the 'MVM Edison Light Up!' ([MVM Magyar Villamos Művek Zrt. Edison - Light Up!](#)) innovation tender and start-up contest for supporting start-ups. 'In the framework of the tender, the aim is to seek and support such plans about energetic, energy-intelligent, and creative innovations that have a significant social and economic impact. The tender helps the implementation of projects within an incubator programme.

Access to capital

Design Terminal

Design Terminal offers an [incubator programme for start-ups](#). 'The aim of the programme is to support the most innovative Hungarian enterprises enter into the international market, and to help the birth of new Hungarian success stories. During the six-month-long programme, the companies improve in the field of business model, organisational development, legal background, and marketing, and prepare for receiving their first investor.

The Design Terminal with the partnership of the Hungarian National Trading House [legal successor from November 2018: [HEPA Hungarian Export Promotion Agency](#) Nonprofit Private Company Limited by Shares ([Magyar Exportfejlesztési Ügynökség](#))] sends its mentored enterprises to at least one important international exhibition or fair. The programme is based on selection but completely free of charge for the chosen companies. Moreover, the participants receive mentorship fee, which allows them to focus solely on their starting enterprises.'

Youth entrepreneurship programme (EDIOP 5.2.2, 5.2.3, 5.1.9 and 5.2.7, 'Start a Business at Home, Youngster!' and CCHOP 8.3.1)

The aim of the measure is to prepare young people, aged 18-25 and registered unemployed aged 25-30 interested in business and planning to start a new individual or

micro enterprise to start their own enterprise and to offer them non-refundable financial support to cover their initial costs. The organisations implementing the programme are

- Széchenyi Programme Office ([Széchenyi Programiroda](#)),
- FIVOSZ - Young Entrepreneurs Association Hungary ([Fiatal Vállalkozók Országos Szövetsége](#)),
- [Hungarian Enterprise Development Foundation](#) ([Magyar Vállalkozásfejlesztési Alapítvány](#)),
- Budapest Polytechnics Foundation ([Budapesti Polytechnikum Alapítvány](#)) and
- National Employment Public Non-Profit Limited Association ([Országos Foglalkoztatási Alapítvány Nkft, OFA](#)).

Within the programme, the organisations provide young people with a training, where they can obtain the required competencies and knowledge on how to become an entrepreneur, on the operation of a business. They can also receive assistance in preparing a business plan, advice and mentoring (EDIOP 5.2.2, 5.1.9 and 'Start a Business at Home, Youngster!').

Young people who successfully completed the training and have an approved business plan may submit an application for support of up to HUF 3 million (about EUR 9 594) (EDIOP 5.2.3, EDIOP 5.2.7 and CCHOP 8.3.1), in the form of non-repayable support, to launch their business and to supplement the funding of their costs associated with the start of the operation, with 10% own funds. (In the case of the programme EDIOP 5.2.7 own funds are not required.) Support is provided for the establishment of approximately 6 600 new enterprises within the framework of the programme until 2021.

'Enter the market!' programme ('Lépj piacra!')

The 'Enter the market!' programme ('[Lépj piacra!](#)' program) is implemented by the National Employment Public Non-Profit Limited Association ([Országos Foglalkoztatási Alapítvány Nkft, OFA](#)) and supports the business creation of young people under 35 (people between 25-30 without a tertiary education and people between 30-35 with tertiary education) in two stages, following the same method as the above-mentioned Youth entrepreneurship programmes.

The programme provides e-learning to help the participants in acquiring knowledge about how to become an entrepreneur and how to operate a business. They can also receive assistance in preparing a business plan, advice and mentoring. In the second phase, those who successfully completed the training and have an approved business plan can submit their application for a maximum HUF 2 million (about EUR 6 396) non-repayable support, with 20% own resources. The total budget of the programme is HUF 479 million (about EUR 1.53 million) funded by national funds.

National Research, Development and Innovation Office

The mission of the National Research, Development and Innovation Office ([Nemzeti Kutatási, Fejlesztési és Innovációs Hivatal](#)) is to 'create stable institutional framework for the governmental coordination of the national research, development and innovation ecosystem, provide predictable funding and implements an efficient and transparent use of available resources.'

'[The Innovation Ecosystem](#) (ÖKO_16) call, which aims to strengthen the environment promoting the foundation, mentoring and training of startup businesses, is now open for applicants from the Central Hungary region with existing or newly planned business incubators.

The funding programme has a budget of HUF 1.5 billion (about EUR 4.8 million) from the National Research, Development and Innovation Fund. Incubators can apply for non-refundable support of HUF 300 million to 500 million (about EUR 1 million to 1.6 million).

Awarded incubators will use the received funds to announce calls for proposals to facilitate the development, training and market entry of startups, whereas the winning start-ups will be able to call the funds awarded on a commercial basis directly from the incubators.

Incubators decide at their own discretion on the selection and reasonable funding of start-up projects. No more than 20% of the funds awarded to incubators can be spent on their own operation costs, and at least 80% has to be spent on financing start-ups. Applicants are required to have their own equity accounting for at least 20% of the requested amount.

This new call completes the existing competitive project funding system aimed at establishing, strengthening and developing innovative start-up businesses. The strengthening communities of incubators enable the identification and development of promising innovative ideas across Hungary, including now also the Central Hungary Region.

The Innovation Ecosystem (EDIOP-2.1.5-15) call [opened in December 2015 with](#) a budget of HUF 5 billion (EUR 16.2 million) has become available with a similar objectives but only for the areas outside Central Hungary. On the basis of the complex set of criteria, including the business plan and the plan relating to building and developing the local start-up ecosystem, eight project proposals out of those 48 submitted have received [the endorsing RDI policy opinion](#) of the National Research, Development and Innovation Office in August 2016, enabling applicants to submit their project proposals to the Managing Authority of the call.'

Hiventures

One of the biggest funding organisations is [Hiventures](#). In 2016 it was appointed as the State Venture Capital Fund.

'Professionally supervised and supported by the National Research, Development and Innovation Office and the Hungarian Development Bank Plc. (HDB), [their] aim is to invest in and support pre-seed, seed and growth-stage companies through [their] venture capital programs, thus helping pre-established or young, R+D+I focused companies on succeeding.'

The Fund is financed by EU and by state sources (the latter allows them to support projects in Central-Hungary too). It has three investment constructions: the PreSeed investment (incubation) program ([inkubációs befektetési program](#))

'supports micro-enterprises with research, development and innovation activities, where the product or service idea already exists, but the final concept development and business content is yet to discover and evolve. The investment time horizon is one year.' The other programs are targeting already developed projects: the Seed investment program provides extra capital mainly for entering the market, whereas the Growth investment program supports entering international markets.

Széchenyi Venture Capital Fund

This fund ([az alap](#)) is less important in terms of start-ups because it has a much wider portfolio: '12% of the portfolio of companies is less than one-year-old, 35% is between two and five years.'

'The Széchenyi Venture Capital Fund (or SZTA) is managed by the 100% state-owned Széchenyi Venture Capital Fund Management Zrt. It is the first capital fund in Hungary that has been licenced by the European Commission on an individual basis to implement its large-scale small enterprise capital investment programme (SA.32825 Regional Capital Investment Fund Programme).'

Budapest Enterprise Agency Public Foundation

Other important initiatives in Budapest are coordinated by the [Budapest Enterprise Agency Public Foundation](#) ([Budapesti Vállalkozásfejlesztési Közalapítvány](#)).

'The two pillars of the activity of the Agency are innovative SME development and non-profit microfinancing. BEA is one of the few European SME development organizations that provide both low-amount (below 32 000 EUR) financial services for micro entrepreneurs and non-financial, business development services to SMEs. Women and young entrepreneurs are emphasized target groups of the services of the BEA.'

Foundation for Small Enterprise Economic Development (SEED)

The [Foundation for Small Enterprise Economic Development](#) [[Kisvállalkozás-Fejlesztési Alapítvány \(SEED alapítvány\)](#)] supports the competitiveness of small enterprises by the development of entrepreneurial knowledge, by the reinforcement of the non-profit sector, and by pursuing activities in the field of equal treatment.

Fostering private investments

The government is fostering private investments in start-ups: investing to 'early phase enterprises' from 2017 enables investors to receive one quarter of their money over a period of four years in the form of tax-refund. ([Új adócsökkentő kedvezmények 2017-ben](#))

3.10 Promotion of entrepreneurship culture

Special events and activities

The role of Design Terminal

Besides being part of the curriculum presented in sub-chapter [3.8 Development of Entrepreneurial Competence](#), development of entrepreneurship appears in the programme of [Design Terminal](#), as well. Their aim is 'to develop the entrepreneurial ecosystem, to create new community spaces and to integrate international good practices in order that young and talented Hungarian entrepreneurs, who create high added value, can access the global market successfully. Design Terminal ensures mentoring, opportunities for international introduction and investor contacts for its partners'.

Start-up Campus

The network of [Startup Campuses](#) was a new initiative for fostering startup-creation. The programme targets university students and

'offers a solution to the most significant issue of local start-up ecosystems, the need for the recruitment of new start-ups. Beyond the continuous provision of recruits, the program is capable of preparing start-ups for investments with its support services.'

'The program, organized by Enterprise Hungary Nonprofit Ltd. ([Enterprise Hungary Nonprofit Kft.](#)), aims at developing innovative ideas into new enterprises and at accelerating local R&D products, services based on European knowledge transfer models and university incubation methodologies.'

Networks and partnerships

The above mentioned Startup Campus Programme in itself operates as a network. Besides having regular events in 7 cities in Hungary, in 2017 the Programme was promoted in roadshows in Berlin and London to provide the possibility for the selected start-ups to present their innovation to an international jury. In the near future local centres are planned to be established ([Új központok segítik a hazai startup csapatokat](#)) in these two cities.

As for the NGO sector, FIVOSZ - Young Entrepreneurs Association Hungary ([Fiatal Vállalkozók Országos Szövetsége](#)) - the organization focusing on young entrepreneurs – 'works together with several Hungarian, European and global organizations for moving forward the situation and conditions of young entrepreneurs, and organizes nearly 200 events per year all over Hungary.'

3.11 Current debates and reforms

The extension of language courses supported by the [National Labour Office](#) (Nemzeti Foglalkoztatási Iroda) in order to help young people obtaining language certificates independently from vocational trainings. Changes in the relevant ministerial decision are expected in 2019.

Significant increase in the financial support for the programme of youth entrepreneurs is expected through the extension of the GINOP 5.2.7 Programme, from HUF 16 billion (about EUR 50 million) to HUF 26.65 billion (about EUR 83 million). Administration of the programme will also change, resulting in simplifying and speeding up the administration.

4. SOCIAL INCLUSION

National Social Inclusion Strategy

Hungary does not have a youth-specific inclusion strategy, but most parts of the National Social Inclusion Strategy's [([Magyar Nemzeti Felzárkóztatási Stratégia 2011-2020](#))] referred hereinafter to as NSIS] provisions concern young people. The NSIS has established a long-term inclusion strategy which aims to change attitude when

1. fighting against poverty and
2. dealing with Roma policy.

The Hungarian Government aims to integrate

1. its strategy related to children living in low-income families with,
2. its strategy on Roma issues, and
3. its strategy to support disadvantaged regions;
4. along with fulfilling the fundamental goals of the Government. (NSIS, 2014 p. 3-6)(For more see [4.1 General context](#) - Main concepts.)

Inclusive Programmes for Young People

Hungary has five inclusive programmes for young people:

1. the 'Útravaló' Scholarship Programme (Útravaló Ösztöndíj Program),
2. the Arany János Programmes (Arany János Programok),
3. the National Talent Programme (Nemzeti Tehetség Program),
4. the Programmes aiming at the prevention of Roma girls' early school leaving [Roma lányok korai iskolaelhagyásának megelőzése (ROM-ISK-16)], and
5. the Tanoda Programme (Tanoda Program).

The first two have a high success rate in the target group, while the National Talent Programme's specialities are the diversity and wide availability. (See more in sub-chapter [4.4 Inclusive Programmes for Young People](#).)

4.1 General context

Main challenges to social inclusion

In line with international trends, the [transition process](#) from youth to adulthood in Hungary has become longer. Young people reach the different milestones of their life later than earlier generations did. As in most of the former socialist countries, this tendency has started later in Hungary than in Europe on average, but it has been a significant phenomenon for the last two decades. (Heinz, 2008; Furlong – Cartmel, 2007 Referred in Youth Policy Review, 2016 p. 10) The most important challenges young people face in Hungary are related to this phenomenon. (National Youth Strategy, 2009)

The life chances of Hungarian youth have been gradually polarised since the turn of the century.

- Family background,
- income,
- the level of education,
- social capital and
- access to technology are the most influencing factors.

The largest gap lies between the following two groups of youngsters:

1. those who can join the global educational and career network and
2. those who get stuck in their local disadvantaged communities.

Young people between these two extremes can be described as members of the middle class who are exposed to several risks and challenges but who also have a number of opportunities. (Youth Policy Review, 2016 p. 11) This polarisation ([polarizáció](#)) is especially striking when looking at the life chances of rural and urban youth, particularly of young people living in Budapest. This is considered an important root cause of domestic migration. (KSH 2012/85 Referred in: Youth Policy Review, 2016 p. 13)

Snapshot of the Microcensus and the Hungarian Youth Research in 2016

Based on the study report ([tanulmány](#)) of Anikó Gregor, the data of 2016, both from the Hungarian Statistical Office's [Microcensus](#) and the Hungarian Youth Research show, that there are changes in the transition process, and they seem to be positive from a cumulative view:

- the rate of marriages has increased,
- the total fertility rate has also increased, and
- the average age of first marriages is stagnating.

Although this is only a snapshot, and we cannot be sure that it will become a long-term tendency. Also, the polarisation mentioned above is even more visible once we analyse the groups of young people compared to each other. The actual reasons cannot be recognised yet, but the Hungarian Government prioritised the population policy starting from 2010. (For example, please see [4.6 Access to Quality Services](#) and [1.4 Youth policy decision-making](#).) It is visible in

- 'the public population policy measures,
- campaigns and
- the public discourse surrounding them'.

It must be noted that young people with better economic and social status can benefit from these measures more, which can lead to even more significant differentiation

between the groups of young people. [Gregor, Anikó (2016): A hazai ifjúság demográfiai jellemzői és az azt alakító tényezők p. 10]

Urban and rural

More than 2/3 (about 68% in 2016) of Hungarian youngsters (aged 15-29) live in cities and almost 1/5 (15% in 2016) live in Budapest. [Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#))] Young people in their 20s from rural areas tend to move to urbanised settlements, and youth living in economically underdeveloped regions (in the Eastern and North-Eastern parts) of the country have a tendency to move to the central and North-Western regions where they have more opportunities. (KSH 2012/85 Referred in: Youth Policy Review, 2016 p. 13)

Ethnic minorities

The biggest and the one significant minority in Hungary is the Roma population which composes approximately 6-7% of the Hungarian society. (The uncertainty of the numbers comes from the different methods applied in the population census and surveys, where self-reporting and external categorisation are both used.) The Roma population is much younger ([fiatalabb](#)) in terms of its age structure than the average population in Hungary since their fertility rate is much higher. (Bernát, 2014 Referred in: Youth Policy Review, 2016 p. 13)

Educational inequalities

Many factors influence students' results (for example the school system, the students' family, and the social background). PISA surveys show a negative tendency in the performance of Hungarian youth, the [results from 2012](#) and [2015](#) create a particularly negative image regarding the inefficiency of secondary education in Hungary. (OECD, 2012, 2016) After taking a closer look at the data, the situation appears even more disappointing as the achievements of individuals are highly polarised, they reflect and even reproduce social inequalities. (Youth Policy Review, 2016 p. 16-17) According to PISA 2018 survey; Hungarian students are close to, but below the OECD average, in terms of their average socioeconomic status. ([PISA 2018](#))

From the '90s the expansion of the access to education brought mobility opportunities also for young people coming from low-income families. These opportunities, however, have been available for less and less young people since 2010. (Youth Policy Review, 2016 p. 16-17)

Equal access to education for Roma people has been a highly controversial issue for decades. Early school leaving, segregation, and the lack of mobility chances stemming from education are in the core of the debate. The [school performance of Roma children and youth](#) reflects the reproductive nature and growing tendency of social exclusion in education. (Kertesi – Kézdi, 2012 Referred in: Youth Policy Review, 2016 p. 18) After analysing the data of the Hungarian Youth Research 2016, it is visible, that these tendencies are still present. [Széll – Nagy (2019): Oktatási helyzetkép: iskolai életutak, tervek és lehetőségek].

The above-mentioned facts resulted that the Hungarian Government finances the Tanoda Programme from the central budget and this Programme became the part of the child protection system from 2019 according to the Act XXXI of 1997 ([1997. évi XXXI. törvény](#) a gyermekek védelméről és a gyámügyi igazgatásról).

NEET youngsters, illegal work

Among youth aged from 15 to 24, [the percentage of those not in education, employment or training](#) (NEET) decreased from 11.5% to 10.7% [between 2008 and 2018](#). (The worst year was 2013 with 15.5%.) This figure is lower than in several other countries also heavily affected by the economic crisis, but certain groups of young people – especially those with vocational educational background – still have a high proportion of NEET rate ([Ifjúságkutatás 2012](#)). (Gaszó, 2013) (More information on the employment situation of Hungarian youth is available in Chapter [3. Employment & Entrepreneurship](#).)

Official data on the employment rate of young people and their financial situation can be misleading as a significant number of people in Hungary get their salaries partly or totally in the shadow economy without paying taxes and other common public charges. According to the newest Youth Research in 2016 ([ifjúságkutatás 2016](#)), less young people are working in the shadow economy than in 2012:

1. 2016: 17% is not registered, 12% gets his/her payment partially illegal;
2. 2012: 22% is not registered, 7% gets his/her payment partially illegal.

[Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#)); Youth Research 2012 ([Magyar Ifjúság 2012](#))]

Mobility and migration

Since the 2010s there has been intense interest in, and much controversy about, the increasing outward migration of Hungarians to other, primarily to European countries. The most concerned age groups are young adults who are in their 20s and 30s. Presumably, the economic crisis starting in 2008 and the unfavourable labour market situation ([munkaerő-piaci helyzet](#)) have been the major causes. However, other factors might have also played a role (e.g. institutional support, welfare and social care system, the network of migration connections, the culture supporting migration, general satisfaction rate etc.). (Youth Policy Review, 2016 p. 24; Hárs, 2016)

33% of young people aged 15- 29 plan to study or work abroad (31% in 2012). The main reasons are better financial opportunities and gaining experience [Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#))].

Internet and use of technology

Nowadays, the importance of the use of technology ([technológiahasználat](#)) and the Internet is continuously growing, and this is even more valid for the young generations. (KSH Referred in: Youth Policy Review, 2016 p. 24) Young people who do not have access to the Internet and technology, in general, are probably highly marginalised regarding educational, geographical and ethical aspects. Digital inequalities ([digitális egyenlőtlenségek](#)) reflect social inequalities while they also reproduce them. (Kitta, 2013; Youth Policy Review, 2016 p. 37)

LGBT youth in Hungary

In the 2000s a progressive legislature was started in Hungary regarding lesbian, gay, bisexual and transgender people, yet the trends of political and social recognition and acceptance do not reflect a positive image. The most important policy document regarding LGBT people in Hungary is the [Act CXXV of 2003](#) on Equal Treatment and the Promotion of Equal Opportunities that lists sexual orientation and sexual identity among protected characteristics. Although the current [Fundamental Law](#) does not refer to sexual orientation or identity itself, it forbids any forms of discrimination based on difference. Currently, there is no strategy or action plan implemented in Hungary, which aims to reduce prejudice regarding sexual orientation and sexual identity ([szexuális irányultság és nemi identitás](#)). (Dombos – Polgári, 2014; Youth Policy Review, 2016 p. 76) LGBT youth are still in a more disadvantaged situation than their heterosexual peers. (Háttér Society Referred in: Youth Policy Review, 2016 p. 76)

Regular national surveys on young people's social inclusion

There are no regular national surveys on the social inclusion of young people. There are large sample researches like labour force survey (LFS), the Household budget and living conditions survey (HBLCS) that overview trends in certain age groups.

Main concepts

The [Fundamental Law](#) and the National Social Inclusion Strategy's [([Magyar Nemzeti Felmérés Stratégia 2011-2020](#))] referred hereinafter to as NSIS] reflects that

1. human dignity;
2. social integration;
3. the respect of fundamental rights;
4. fight against prejudice as well as
5. against hate speech and
6. against exclusion are important issues for the Hungarian Government.

According to the Fundamental Law, social inclusion and equal opportunities are interrelated, they must be treated as linked. (NSIS, 2014 p. 3)

The NSIS has established a long-term inclusion strategy which aims to change attitude when

1. fighting against poverty and
2. dealing with Roma policy.

The change of attitude is reflected in articulating solutions which enable practical, effective forms of action to support the inclusion of disadvantaged groups. The Hungarian Government aims to integrate

- its strategy related to children living in low-income families with,
- its strategy on Roma issues, and
- its strategy to support disadvantaged regions;

along with fulfilling the fundamental goals of the Government which are the following:

- boosting the economy,
- increasing employment,
- redefining labour as value,
- reducing poverty,
- strengthening social security.

The NSIS does not include any specific parts related to youth itself but most of its provisions concern young people. (NSIS, 2014 p. 3-6)

4.2 Administration and governance

Governance

Equal treatment and creating opportunities

In Hungary, the [Equal Treatment Authority](#) ([Egyenlő Bánásmód Hatóság](#)), which was established in December 2004, is responsible for supervising the enforcement of equal treatment based on the [Act of CXXV of 2003](#) on the equal treatment and the promotion of equal opportunities ([2003. évi CXXV. törvény az egyenlő bánásmódról és az esélyegyenlőség előmozdításáról](#)). The Equal Treatment Authority is the only competent authority (apart from the Court) which takes legal action in cases of discrimination. (NSIS, 2014 p. 118)

The [Commissioner for Fundamental Rights](#) ([Act CXI of 2011](#) on the Commissioner for Fundamental Rights) who has taken over the tasks of formerly 4 separate Ombudsmen (dealing with general issues, future generations, ethnics and data protection) has a crucial role in creating equal opportunities. The Commissioner has 2 deputies:

1. the Ombudsman for the Rights of National Minorities and
2. the Ombudsman for Future Generations. (NSIS, 2014 p. 118)

Equal opportunities and inclusion

Mostly it is the local municipalities which are responsible for the provision and safeguarding of equal opportunities and inclusion in Hungary. To guarantee the fulfilment of this role, since 1 July 2013 municipalities can only receive support from state finance, European Union subsidies or other funds provided by international agreements, if they have a strategy on the provision of equal opportunities that complies with the regulations in the [Act of CXXV of 2003](#) modified by the [Act LXXXVI of 2012](#). These equal opportunity strategies are to be based on

- action plans related to the problems of disadvantaged groups and
- analyses of social, educational, employment, health and housing issues and situations.

Furthermore, it is an important prerequisite that these strategies are created in line with the rules that bind local municipalities to make achievements and changes possible to follow up on the national level. (NSIS, 2014 p. 119)

To help local municipalities in creating effective and lawful equal opportunity strategies, the Directorate-General for Creating Social Opportunities ([Társadalmi Esélyteremtési Főigazgatóság](#)) offers advisory and compliance service by its network of equal opportunity mentors according to the Government Decree 321/2011. (XII.27.) [[321/2011. \(XII. 27.\) Korm. rendelet](#) a helyi esélyegyenlőségi programok elkészítésének szabályairól és az esélyegyenlőségi mentorokról].

Tasks related to the creation of equal opportunities are performed by the Family, Equal Opportunity and Voluntary Houses [([Család, Esélyteremtési és Önkéntes Házak](#)), hereinafter referred to as CSEÖH] on the national level. The primary responsibilities of these houses are to deal with causes of discrimination and factors leading to disadvantages such as disabilities, sex, age or permanent indigence.

Among several other functions, they perform the following tasks:

- coordination,
- networking,
- measures to change attitude, such as training, and so on. (NSIS, 2014 p. 118)

Cross-sectorial cooperation

Governmental actors

The governmental activities in connection with the youth social affairs belong to the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)) within the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). According to the Government regulation no. 94/2018. (V.22.) on the tasks and on the functions of the members of the Government [[94/2018. \(V.22.\) Korm. rendelet](#) a Kormány tagjainak feladat – és hatásköréről] the Minister without Portfolio is responsible for the social affairs related to youth in the frame of youth policy. The Deputy State Secretariat for Social Inclusion belongs to the Ministry of Interior ([Belügyminisztérium](#)) from 2019.

The other governmental actor related to social affairs is the Deputy State Secretary for Social Affairs ([Szociális Ügyekért Felelős Államtitkárság](#)). The office held by the Minister of State for Social Affairs functions as an individual unit, which reflects the importance of the topic. It is responsible for the social and economic development programmes aiming to support the permanently indigenous (including Roma people). The main principles the office of the Minister of State applies in its work are the scope of complexity and regional as well as horizontal approaches. It aims to reach its goals in social inclusion and regional cohesion by harmonising different sectorial (educational, social, health, employment) policies and by initiating compound interventions. (NSIS, 2014 p. 119- 131)

The Minister of State for Social Affairs is responsible for creating strategies and for coordinating, monitoring and reviewing their implementation. Furthermore, he/she acts

as the contact for issues related to the EU Framework for National Roma Integration Strategies. (NSIS, 2014 p. 119-120)

Other actors of social inclusion and integration at the state level

Other actors of social inclusion and integration at the state level are:

1. [Inter-ministerial Committee for Social Inclusion and Roma Affairs](#) (Társadalmi Felzárkózási és Cigányügyi Tárcaközi Bizottság),
2. Consultative Council on Roma Issues ([Cigányügyi Egyeztető Tanács](#)),
3. [Human Rights Working Group and Human Rights Roundtable](#) (Emberi Jogi Munkacsoport és Emberi Jogi Kerekasztal),
4. Minority Self-Governments,
5. Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#)),
6. the [Directorate-General for Social Affairs and Child Protection](#), as one of the successors of Türr István Training and Research Institute (Türr István Képző és Kutató Intézet).

The Inter-ministerial Committee for Social Inclusion and Roma Affairs: The committee was created to synchronise the governmental work in the fields of economic developments and social inclusion aiming to help the permanently indigenous and Roma people. The Committee also works on to improve the situation of low-skilled people and others who are living in disadvantaged areas. Its members are delegated from different ministries and the [Hungarian Central Statistics Office](#).

The Consultative Council on Roma Issues: The council is responsible for drawing up the relevant strategy as well as supervising the implementation and cohesion of Roma policies. The chairman of the council is the Prime Minister, the council is co-chaired by the President of the National Roma Self-Government, while the members are ministers of related policy fields.

The Human Rights Working Group and Human Rights Roundtable: The roundtable is a consultative and cross-sectorial body to facilitate professional dialogue.

Minority Self-Governments: These self-governing bodies are in charge of the issues that concern the minority group they represent. They are responsible for representing the interests and preserving the cultural autonomy of the minority community.

The Human Capacities Grant Management Office (since 16 August 2012): This independent institution operates under the supervision of the Ministry of Human Capacities, and is responsible for the complete cycle of application and grant management in the field.

The Directorate-General for Social Affairs and Child Protection, as one of the successors of Türr István Training and Research Institute (terminated on 31 August 2016), is an institution of the Ministry of Human Capacities that provides training courses and professional support for the beneficiary districts and municipalities in the management of social development programmes. [Governmental Decree 253/2016. (VIII. 24.)][[253/2016. \(VIII. 24.\) Korm. rendelet](#) egyes kormányrendeleteknek a Türr István Képző és Kutató Intézet megszűnésével összefüggő módosításáról]

NGOs and other fora with delegates by the state and by civil society

NGOs and other fora with delegates by the state and by civil society dealing with social inclusion and integration:

1. [Roma Coordination Council](#) ([Roma Koordinációs Tanács](#)),
2. 'Better Chances for Children' National Strategy Evaluation Committee (['Legyen jobb a gyermekeknek!' Nemzeti Stratégia Értékelő Bizottság](#)),
3. [Anti-Segregation Roundtable](#) (Antiszegregációs Kerekasztal),

4. NGOs and religious organisations,
5. Network of Catholic Roma Colleges [[Keresztény Roma Szakkollégiumi Hálózat](#) (referred hereinafter to as KRSZH)],
6. Business actors,
7. [National Youth Council](#) (Nemzeti Ifjúsági Tanács),
8. Roundtable for Youth ([Kerekasztal a Fiatalokért Fórum](#)). (For more information please see sub-chapters [1.4 Youth Policy decision-making](#) and [5.3 Youth representation bodies](#).)

The Roma Coordination Council: The council is responsible for drawing up strategic lines, supervising their implementation and giving feedback on cohesion policies contributing to Roma inclusion. The council meets twice a year. It has 29 members: representatives of civil society organisations, roma minority self-governments, churches and leaders of Equal Treatment Authority and [Hungarian Central Statistics Office](#).

The 'Better Chances for Children' National Strategy Evaluation Committee: This committee is in charge of supervising the implementation of the Parliament Decision 47/2007 dated 31 May 2007 on 'Be Better for Children!' National Strategy 2007-2032 (2007) [[47/2007. \(V. 31.\) OGY határozat](#) a 'Legyen jobb a gyermekeknek!' Nemzeti Stratégiáról, 2007-2032 (2007)] and of monitoring related processes. This Evaluation Committee gives recommendations, among others, regarding the social inclusion of disadvantaged students. It has 13 governmental and 13 civil members and they last met online, in May, 2020 ([találkozó](#)).

The Anti-Segregation Roundtable: A forum for public education against segregation.

NGOs and religious organisations: These organisations perform diverse tasks linked to the area depending on the funding available.

The Network of Christian Roma Colleges [in short (HU) KRSZH]: In collaboration with the state, it provides special support to disadvantaged students in higher education. In 2011, there were four colleges in Hungary. In 2019, eleven colleges supported nearly 300 Roma students.

Business actors: As part of their corporate social responsibility strategies, business actors also support social and economic development programmes. (NSIS, 2014 p. 119-135)

Focusing on the youth field, the activities and role of the [National Youth Council](#) is also should be highlighted. (For more information about the National Youth Council see sub-chapter [5.3. Youth representation bodies](#).)

4.3 Strategy for the social inclusion of young people

Existence of a National Strategy on social inclusion

There is no Hungarian strategy directly for the social integration of young people, however, several official documents are related to the inclusion of youth.

The two main such strategies are:

1. [National Youth Strategy 2009-2024](#) (2009) [[Nemzeti Ifjúsági Stratégia 2009-2024](#) (2009)]
2. [National Social Inclusion Strategy 2011-2020](#) (2014) [[Magyar Nemzeti Felzárkóztatási Stratégia 2011-2020](#) (2014)]

In addition to these two documents, a law, a Parliament and a Government decree, as well as three strategy documents are linked to the topic of inclusion for youth:

1. [Act CXXV of 2003](#) on equal treatment and the promotion of equal opportunities (2003) [[2003. évi CXXV. törvény](#) az egyenlő bánásmódról és az esélyegyenlőség előremozdításáról (2003)]
2. Parliament Decree 47/2007 dated 31 May 2007 on 'Be Better for Children!' National Strategy 2007-2032 (2007) [[47/2007. \(V. 31.\) OGY határozat](#) a 'Legyen jobb a gyermekeknek!' Nemzeti Stratégiáról, 2007-2032 (2007)]
3. Government Decree 1744/2013 dated 17 October 2013 on National Crime Prevention Strategy 2013-2023 (2013) [[1744/2013. \(X. 17.\) Korm. határozat](#) a Nemzeti Bűnmegelőzési Stratégiáról 2013-2023 (2013)]
4. Strategy on improvement of public education 2014-2020 (2014) [[Köznevelés-fejlesztési stratégia 2014-2020](#) (2014)]
5. Mid-term strategy to prevent school drop-out without certificate 2014-2020 (2014) [A végzettség nélküli iskolaelhagyás elleni [középtávú stratégia](#) 2014-2020 (2014)]
6. The framework strategy for the lifelong learning policy 2014-2020 (2014) [Az egész életen át tartó tanulás szakpolitikájának [keretstratégiája](#) 2014-2020 (2014)]

Finally, the following document is also relevant to mention when it comes to the social inclusion of youngsters:

1. For the Future of the New Generation – Youth Policy Framework Programme of the Hungarian Government (2012) [[Új Nemzedék Jövőjéért](#) – A Kormány ifjúságpolitikai keretprogramja (2012)]

Scope and contents

National Youth Strategy (NYS)

The National Youth Strategy (referred hereinafter to as NYS) is discussed in more detail in chapter 1 ([1.3. National Youth Strategy](#)). Areas of NYS that connect to social integration are related to the main principles of solidarity and responsibility. The goals of NYS are horizontal; its primary aim is the provision of equal opportunities through prevention of social exclusion and marginalisation of youth. (NYS, 2009 p. 7.; Youth Policy Review, 2016 p. 61)

National Social Inclusion Strategy (NSIS)

The National Social Inclusion Strategy (referred hereinafter to as NSIS) deals with three main areas of inequality in Hungary:

2. child poverty,
3. Roma issues,
4. the inclusion of disadvantaged regions. (Youth Policy Review, 2016 p. 73)

The most important step of the strategy against child poverty has been the establishment of Sure Start Children Centres, the aims of which are

1. the development of parenting competences and
2. complex improvement measures for disadvantaged children in their early childhood.

Besides, the integration of Roma people, especially of youngsters, and issues related to public education also have important roles in the strategy. (Youth Policy Review, 2016 p. 73; NSIS p. 138-142) The strategy does not refer directly to youngsters, but it is closely and holistically linked to youth issues. Similarly, the action plans and concrete actions connected to NSIS include several programmes that deal with young people. [NSIS, 2014 Monitoring Report (Nyomonkövetési jelentés) 2013, 2015]

Act CXXV of 2003 on equal treatment and the promotion of equal opportunities

The Act CXXV of 2003 on equal treatment and the promotion of equal opportunities defines the specific groups that are at risk of suffering from discrimination and also determines the possible sanctions for the different forms of discrimination. The state regards the provision of equal opportunities as its own task through laying its foundations by proper legislative background and implementing inclusive policies that give everyone equal opportunities for growth. (NSIS, 2014 p. 13)

Parliament Decree 47/2007 dated 31 May 2007 on 'Be Better for Children!' National Strategy 2007-2032

Parliament Decree 47/2007 dated 31 May 2007 on 'Be Better for Children!' National Strategy 2007-2032 includes a 25-year plan for the improvement of the situation of children. Creation of opportunities for children is an important priority of the document. These aims primarily mean

- reduction of poverty,
- social integration and
- elimination or reduction of reproductive poverty. (NSIS, 2014 p. 13)

National Crime Prevention Strategy

The main aims of the National Crime Prevention Strategy are the prevention of juvenile delinquency, improvement of public safety, prevention of victimisation, assistance to victims and prevention from recidivism. Youth is not regarded as its main target group.

Strategy on the improvement of public education 2014-2020

The main objectives of the Hungarian state in terms of the improvement of public education provision are to:

1. increase public intervention to ensure the high quality of public education in general,
2. balance efforts and resources invested in 'education' versus 'teaching' with increased support to the former,
3. focus on 'pupils/students' physical and psychological progress,
4. increase the prestige of teachers and provide career opportunities. (Hugyecz, 2015)

Mid-term strategy preventing school drop-out without certificate 2014-2020

One of the five targets of the Europe 2020 Strategy is reducing the rate of early school leavers aged 18-24 to below 10%. The mid-term strategy to prevent early school drop-out without certificate was created to bring about positive change in Hungary. The strategy is designed to improve the situation on systemic, institutional and personal levels in parallel. Aims are to improve the quality of education and training system and promote access to inclusive, quality mainstream education for all. Measures involved in the ESL Strategy serve:

- preventing and tackling early-school leaving,
- improving students' skills and competences,
- improving the rate of school success fostering smooth labour market transition and employability.

The framework strategy for the lifelong learning policy 2014-2020

One of the horizontal targets of the strategy is to widen the participation in lifelong learning and improve the access to it that has a specific target group of early school leavers, drop-outs and young people who are not in education, employment, or training (NEETs). (For more information about the framework strategy for the lifelong learning

policy 2014-2020 see sub-chapter [8.3 National strategy on creativity and culture for young people](#) & [8.9 Enhancing social inclusion through culture](#).)

For the Future of the New Generation

See more details about 'For the Future of the New Generation' framework programme in chapter 1 ([1.3. National Youth Strategy](#)). The document deals with youth integration, especially through the following aims:

1. reduction of regional inequalities,
2. provision of equal opportunities and possibilities,
3. increase in employment chances,
4. ensuring access to culture and free-time activities,
5. support for starting a family. (For the Future of the New Generation, 2012)

Responsible authority

Primarily, the field of youth policy in Hungary belonged to the Minister of State for Family, Youth and International Affairs (2017), but social inclusion and integration issues belonged to the Minister of State for Social Affairs and Social Inclusion (2017) - both under the same ministry: the Ministry of Human Capacities.

From 2020, the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)) is responsible for youth policies, also within the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) and the Deputy State Secretariat for Social Inclusion belongs to the Ministry of Interior ([Belügyminisztérium](#)). More information on the Secretariat for Social Affairs is to be found in sub-chapter [4.2 Administration and Governance](#).

With the intention to measure the effects of the implementation and realisation of the goals set out in the [National Social Inclusion Strategy](#) (referred hereinafter to as NSIS) and of the tasks described in the action plan, the Hungarian Government has created administrative frameworks to make reports on the situation and on the measurable changes. The reporting process is based on a structure that has been created by the monitoring workgroup of the Ministerial Committee for Social Inclusion and Roma Affairs in 2013. As part of the monitoring process, an indicator system was created to measure social trends that are relevant to the inclusion policy. The indicator system for the reporting was designed in cooperation with TÁRKI Social Research Institute. (2016 Follow up report on National Social Inclusion Strategy, p. 10) The indexes and data of the indicator system were reviewed and updated with the cooperation of the Hungarian Central Statistical Office (HCSO) in 2016.

Before 2010, the main information sources for the monitoring of NSIS were ad hoc research results for governmental provisions and strategies. Since 2013 the annual follow up reports are published, and the indicator system is available in the Social Sectoral Information System. Substantial part of the data is accessible by age groups.

A comprehensive overview of youth is available in the Hungarian youth research history. The large sample record repeated every 4 years examines the situation of young people between the age of 15 and 29 and the changes affecting their lives. The last research was due in 2016; the next is expected to take place in 2021. (NSIS lists a number of regular research which can be suitable for monitoring but the large sample youth research is not among them.) (NSIS, 2014 p. 138)

2020 Report on the provisions for the promotion of those living under the poverty line

The [State Audit Office of Hungary](#) - which is the supreme financial and economic audit institution of the National Assembly - has a report ([jelentés](#)) on the poverty in 2020. This is about helping those living below the poverty line. In 2010, one-third of the population of Hungary, about 3 million people, lived below the poverty line. Since 2010,

governments have devoted significant resources to the reduction of poverty and social exclusion. In 2018, 18.9% of the total population, 1 813 000 people, were at risk of poverty or social exclusion. The decrease was significantly higher than the 2020 commitments.

2017 Follow up report on National Social Inclusion Strategy (regarding 2016)

The report shows,

- that the number of people at risk of poverty and social exclusion decreased by 1.9% point;
- the unemployment rate decreased, although its rate is higher among young children (15-24 years) than in other age groups.

2016 Follow up report on National Social Inclusion Strategy (regarding 2015)

The report shows,

- that the number of people at risk of poverty and social exclusion decreased thanks to the success of handling financial (housing expenditure, mortgage loans) problems;
- relevant decrease of the people living in households with very low work intensity and slightly increased in-work poverty due to the public work programme.

It reports

- decrease in the number of early school leavers.

Social processes in Hungary during the acceptance of the National Social Inclusion Strategy - 2009-2012 (2014)

Contracted by the Minister of State's Office for Social Inclusion, [TÁRKI](#) monitored social developments from 2009 to 2012 related to NSIS so that the impacts of the strategy could be compared in the future. The institute used data from the Household Monitor and a so-called monitoring database. The analyses were made in 2014 for which the indicators were defined in 2012. According to plans, the indicators defined will be kept for the monitoring of the implementation of NSIS.

Revisions/Updates

The first version of NSIS, which was approved in 2011, was revised in 2014. The main reason for this, besides the structural change of the field and a need for more transparent classification of the topic, was to complete the human rights-based approach with comprehensive, practical potential solutions and realistic plans that create opportunities.

4.4 Inclusive programmes for young people

Programmes specific for vulnerable young people

'Útravaló' Scholarship Programme (Útravaló Ösztöndíjprogram)

'Útravaló' Scholarship Programme ([Útravaló Ösztöndíjprogram](#)) started in 2005; its aim is to help to create opportunities for disadvantaged students. Its main provisions are to:

1. increase young people's opportunities for continuing their studies and learning a profession, gaining a school-leaving certificate or a degree,
2. support talents among students who are interested in science.

Currently, four sub-programmes are connected to these scholarships: 'Road to Secondary School' ('Út a középiskolába'), 'Road to the Secondary School Leaving Exam' ('Út az érettségizéshez'), 'Road to Degree' ('Út a diplomához') and 'Road to Vocation' ('Út a szakmához'). Each of them supports different target groups based on age and career choices. The programme provides mentoring and financial support. In the school year

2015-16, the number of disadvantaged students was 3 392 out of which 2 127 declared themselves Roma. The authority responsible for operating the programme is the Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#)).

The sub-programmes 'Road to Secondary School' and 'Road to the Secondary School Leaving Exam' became EU-funded programmes for the years of 2015, 2016 and 2017, with an annual budget of about EUR 4.851 million (HUF 1.5 billion). Due to the financial rearrangement of the sub-programmes, they could not launch in 2015. [2016 Follow up report on National Social Inclusion Strategy ([2016 MNTFS nyomonkövetési jelentés](#)), p. 27]. These programmes are financed ([finanszírozás](#)) from the domestic budget from the 2019/2020 school year.

In the school year

- 2014-2015, the number of students involved in the 'Útravaló' programmes was 12 016,
- 2015-2016, it was 3 316, and
- 2016-2017, it was 13 270. [2017 Follow up report on National Social Inclusion Strategy ([2017 MNTFS nyomonkövetési jelentés](#), p. 36)]
- 2019-2020, it was 10 811 ([Útravaló Ösztöndíjprogram 2019- 2020](#)).

Arany János Programmes (Arany János Programok)

Arany János Talent Programme [[Arany János Tehetséggondozó Program](#) (referred hereinafter to as AJTP)] started in 2000 based on the regulation on Arany János Talent Programme of Disadvantaged Students (published in the Hungarian Official Gazette No. 137/200, referring to Government Decree 11/2006 of 10 November 2006 on Arany János Talent Programme.

The Ministry and the Minister of Human Capacities ([Emberi Erőforrások Minisztériuma és Minisztere](#)) are responsible for the calls for applications, the application and grant management are implemented by the Arany János Programme Office. The aim of AJTP is the support of disadvantaged students for entering secondary education. The awarded students - during a preparatory year - receive support to gain all the missing knowledge in different fields necessary to catch up with, for continuing their studies in one of the highest standard secondary schools or boarding schools. The target group of the programme are youngsters who

- hold a student status,
- have a disadvantaged background and
- are to start the 9th grade of secondary school during the year of the application.

Currently, 3 000 students study within the programme.

Aim of Arany János College Programme (referred hereinafter to as: AJCP) and Arany János College-Vocational School Programme (referred hereinafter to as: AJCVP) are to improve qualification level of vulnerable students' groups, prevent drop-out, to pursue higher educational studies, to take the final examination in secondary schools and to master a profession by providing complex – pedagogical, social, health-related and cultural – support. The dormitory schools, secondary schools and vocational schools involved in the programmes should recruit disadvantaged students, and organise supporting programmes for them. Students have individual development plans, signed by them and by their parents. Students are being assessed frequently; the results of the assessments are built into the individual development plans. The measure promotes systematically the goals defined by the ESL strategy (measures on prevention and intervention).

Altogether about 4 000 students took part in the three programmes in 2016. (NSIS Monitoring Report 2016, 2016 p. 27; OFI, 2011)

National Talent Programme (Nemzeti Tehetség Program)

The National Talent Programme ([Nemzeti Tehetség Program](#)) is not specifically aimed at the integration of youth or vulnerable groups of young people, still it reaches disadvantaged students successfully. Its goal is to provide talent support in Hungary and in regions abroad with Hungarian minority population. The Ministry of Human Capacities has assigned the responsibility for the implementation of the application and grant management process to the Human Capacities Grant Management Office (Emberi Erőforrás Támogatáskezelő) which is supervised and monitored by the National Talent Coordination Forum.

The National Talent Programme consists of several, yearly changing sub-programmes for students taking part in public education. The different calls for applications specify the particular target groups themselves. The National Talent Programme has supported more than 14 200 winning applications ([nyertes pályázatok](#)) between 2009 and 2019. This programme helped the advancement of 300 000 - 350 000 young people in the 2019/2020 school year ([tehetséggondozás](#)).

2015-2016 Programmes aiming at the prevention of Roma girls' early school leaving [Roma lányok korai iskolaelhagyásának megelőzése (ROM-ISK-16)]

It was first possible to apply for programmes aiming at the prevention of Roma girls' early school leaving ([Roma lányok korai iskolaelhagyásának megelőzése](#)) in 2015. The Ministry of Human Capacities has assigned the responsibility for the application and grant management to the Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#)).

It was mandatory to provide the following support within the programme:

1. identification of the most deprived individuals,
2. individual or group mentorship,
3. group activities every second week,
4. in-kind support such as passes for buses,
5. musical instruments,
6. textbooks.

Roma women and girls can be regarded as multiply disadvantaged even within the Roma population; they face specific problems that mainly affect them. The level of education, employment possibilities, and the income of Roma women and girls are significantly lower than those of Roma men. Early school leaving is typical for their group. Therefore, the aim of the support provided is the reduction of the high school leaving rate among (not solely but mainly) Roma girls aged 10-18 by

- increasing their learning motivations,
- supporting their positive attitude toward further education within their families,
- improving their health conditions,
- postponing the time for them to have babies and
- reducing the possibility of their victimisation.

Starting from the years 2017/2018 at least 1 800 disadvantaged girls participated in the Programme. (According to the information provided by the Ministry in 2018.)

'Bari shej – Nagylány – Fátá máré' ('Big Girl') (EFOP-1.4.4-17)

As a [continuation](#) of the Programmes aiming at the prevention of Roma girls' early school leaving, the scheme entitled 'Bari shej – Nagylány – Fátá máré' ('Big Girl') ([EFOP-1.4.4-17](#)) was announced on 30 March 2017. Only the target group was different (Roma girls between the age of 18 and 24), the main aims remained the same. The new target group

is Roma girls between the age of 10 and 18. The project is expected to run until the end of 2020.

The Tanoda Programme (Tanoda program)

The Tanoda Programme ([Tanoda program](#)) aims to prevent early school leaving providing community space for children and youngsters in need (up to 18 years old). According to the information provided by the Ministry, the Programme reached about 8 500 students with 285 Tanodas in 2018 and 185 schools were contracted to provide support to 5 137 young people in 2020 with the Directorate-General for Creating Social Opportunities ([Társadalmi Esélyteremtési Főigazgatóság](#)).

The Tanodas provide complex services ([komplex szolgáltatások](#)) to students (e.g. learning support, catching-up, personal development). There are students who need parental assistance to do their homework, but their parents can't help them (e.g. due to the low levels of education of their parents or not providing technical means). These students receive professional assistance in Tanodas.

Starting from the year 2019, the Tanoda Programme got integrated into the central budget of Hungary with the change of The Child Protection Act ([1997. évi XXXI. törvény a gyermekek védelméről és a gyámügyi igazgatásról](#)), which is in force since the 1th January of 2019. For the year 2019, 196 Tanoda won support for their operation. For more details about Tanodas please see sub-chapter [6.3 Preventing early leaving from education and training \(ELET\)](#).

Funding

'Útravaló' Scholarship Programme

In 2015, circa EUR 1.81 million (HUF 564 million) was allocated for this aim. From 2015 to 2018 two sub-programmes are financed from EU funds. In the framework of the EU funded project

1. methodological development of the project and
2. methodological support has been started. (Source: Internal Documents of the Department of Equal Opportunities for Children)

In the school year 2017/2018 about EUR 138 million (HUF 459 million) was spent on the programme. [2017 Follow up report on National Social Inclusion Strategy (MNTFS nyomonkövetési jelentés 2017), p. 34].

The scholarship and mentoring fees also increased compared to previous years. Therefore, in the school year 2019/2020 about EUR 7.2 million (HUF 2.6 billion) was available for these sub-programmes ([Útravaló Ösztöndíjprogram 2020](#)).

Arany János Programmes

Funds available through the Arany János Talent Programme are determined by the Regulation 40/2014 of the Ministry of Human Capacities dated 5 May on the finance of Arany János Talent Programme, Arany János Boarding School Programme and Arany János Boarding School and Vocational Programme [[40/2014. \(V. 5.\) EMMI rendelet](#) az Arany János Tehetséggondozó Program, az Arany János Kollégiumi Program és az Arany János Kollégiumi- Szakiskolai Program támogatásáról]. In 2014 about EUR 2.91 million (HUF 900 million) was allocated from the budget available for programmes supporting social integration, supplemented from governmental funds. [NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 35]

The Minister for public education evaluates the previous year's programme until 30th of October and makes proposals for the following year [[204/2020. \(V. 14.\) Korm. rendelet](#) az Arany János Programok megvalósítását szolgáló támogatás és ösztöndíjtámogatás rendjéről és feltételeiről].

National Talent Programme

In the framework of the National Talent Programme ([Nemzeti Tehetség Program](#)) altogether about EUR 30 million (HUF 10.840 billion) was spent for the 6 928 granted projects between 2011 and 2016. Its allocation is regulated by the Government Decree 104/2015 dated 23 April on funding of the National Talent Programme [[104/2015. \(IV. 23.\) Korm. rendelet](#) a Nemzeti Tehetség Program finanszírozásáról]. The programme is implemented from the National Talent Fund, the amount to be allocated and the regulations for the use of the funds are determined each year by the Finance Act.

According to the [latest data](#), in 2019, circa 4.5 million EUR (1 500 million HUF) was collected for the National Talent Programme from tax offers. Altogether, with the funds allocated from the governmental funds, about 9.9 million EUR (3 300 million HUF) can be spent on the programme in the 2019/2020 school year.

The National Talent Programme has supported more than 14 200 winning applications ([nyertes pályázatok](#)) between 2009 and 2019. The total amount of grants awarded exceeded EUR 58,32 million (HUF 21 billion) in recent years.

Programmes aiming at the prevention of Roma girls' early school leaving

In 2016 the allocation for programmes aiming at the prevention of Roma girls' early school leaving [[Roma lányok korai iskolaelhagyásának megelőzése \(ROM-ISK-16\)](#)] was circa EUR 0.44 million (HUF 135 million); its source is budget chapter XX. titled Ministry of Human Capacities 20/59/4 on programmes that support balancing the social, economic, regional disadvantages in Annex I of the Finance Act C of 2015 on the central budget of Hungary in 2016.

The program will be extended by the help of EU-funds. A scheme entitled 'Bari shej – Nagylány – Fátá máré' ('Big Girl') (EFOP-1.4.4-17) was announced on 30 March 2017 with a budget of about EUR 6.47 million (HUF 2 billion). [2017 Follow up report on National Social Inclusion Strategy ([MNTFS nyomkövetési jelentés](#) 2016), p. 34]]

'Bari shej – Nagylány – Fátá máré' ('Big Girl') (EFOP-1.4.4-17) The planned budget available for support was about EUR 6.47 million (HUF 2 billion). The duration of the programmes is at least 24 months. [2017 Follow up report on National Social Inclusion Strategy (MNTFS nyomkövetési jelentés 2017), p. 34]]

The Tanoda Programme (Tanoda program)

As mentioned above, starting from the year 2019, the Tanoda Programme got a place in the central budget of Hungary. Until the end of the year 2018, it was basically funded by the EFOP-3.3.1-15 study contest ([EFOP-3.3.1-15 tanodapályázat](#)). Please see sub-chapter [6.3 Preventing early leaving from education and training \(ELET\)](#) for more information.

In March 2020, due to the epidemic, a digital work schedule was introduced in schools. Many of the most deprived families and young people do not have the necessary IT tools for digital education. Therefore, the Ministry of Interior ([Belügyminisztérium](#)) had a development application ([fejlesztési pályázat](#)) in which the organisations, maintaining Tanodas, could submit applications to obtain more IT tools, software and other types of equipment. The available amount was EUR 950 000 (HUF 340.7 million) and the programme was financed from the Hungarian central budget.

Quality assurance

Útravaló Scholarship Programme

The success of the Útravaló Scholarship Programme was monitored by the Deputy Secretariat for Social Inclusion until 2014 by processing data collected from the scholarship programme, in particular looking at the social status of participants and their academic successes. In the future, monitoring will be implemented within the framework

of EU projects and becomes part of these programmes. [NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 35]

The results of monitoring show that the program is successful in reaching its specific target group: In the school year 2015-16, the number of disadvantaged students was 3 392 out of which 2 127 declared themselves Roma. (Source: Internal Documents of the Department of Equal Opportunities for Children)

Arany János Arany János Programmes

According to quantitative research of the Hungarian Institute for Educational Research and Development ([Oktatókutató és Fejlesztő Intézet](#)) from 2014, in Arany János Programmes the drop-out rates are low and the programmes successfully provide group mobility opportunities. [Fehérvári, 2014. Referred in: NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 36]

The results of quantitative research (Fehérvári, 2014) also show that the programmes reach their specific target group and provide good chances for mobility. It is estimated that about 23-24% of young people participating in the programmes have higher educational achievements than expected, compared to their peers with a similar background. [NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 36]

National Talent Programme

The implementation of the National Talent Programme and the monitoring of programmes for supporting talents are carried out by the National Talent Coordination Forum ([Nemzeti Tehetségügyi Koordinációs Fórum](#)). This also contributes to increasing the efficiency of the programme, as well. The Forum members are the leaders of state and non-governmental organisations, including the head of the National Youth Council.

Based on research ([kutatás](#)) carried out by the [National Institute for Family, Youth and Population Policy](#) in 2016, the outcomes and efficiency of the National Talent Programme cannot be measured explicitly. The main reason behind this is its diversity: the programme consists of several, yearly changing sub-programmes, and these sub-programmes are implemented through special calls for applications. The programmes provide a wide range of different experiences, activities and opportunities for children and young people; thus they can be considered as successful, but it would be difficult to measure their effectiveness. (Bodó – Cs. Ferenczi – Mayer – Sebestyén – Szalóki – Szegő – Szombathelyi, 2016)

The Tanoda Programme (Tanoda Program)

From the 1st of January 2019, the Tanodas must prepare a detailed report on their activities and on their operation [[40/2018. \(XII. 4.\) EMMI rendelet](#) a gyermekek esélynövelő szolgáltatásainak szakmai feladatairól és működésük feltételeiről].

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

Reviewing the contents of textbooks and curricula treating the Roma/Gipsy ethnic group and the Roma/Gipsy holocaust

In 2015, upon the request of the [Hungarian Institute for Educational Research and Development](#) [[Oktatókutató és Fejlesztő Intézet](#) (referred hereinafter to as OFI)] the researchers of the [Department of Romology and Sociology of Education](#) functioning at the [University of Pécs](#) had studied the current situation of how much Roma culture is represented in the textbooks and curricula.

The actual tasks defined during the research and analysis were discussed between the staff of the Department of Romani Studies and Sociology of Education and OFI's working

group for textbook development on 26 November 2015 in Pécs. The key findings of the analyses were recorded at the meeting, then a schedule related to the implementation of the tasks was drawn up.

According to the schedule, the system of requirements for Roma/gipsy representation has become enforceable in 40 textbooks in 2016/2017 academic year, and another 60 textbooks will be revised for academic year 2017/2018 based on the terms of reference. The remaining teaching materials are expected to be revised according to schedule starting from academic year 2018/2019.

The revision of the teaching materials touched upon various subjects including Hungarian language and literature, history, ethics, environment and nature study, geography, visual culture, singing and music. [2017 Follow up report on National Social Inclusion Strategy ([MNTFS nyomonkövetési jelentés](#) 2017, p. 80)]

Special Colleges for Roma

The Christian Roma College Network [[Keresztény Roma Szakkollégium](#) (referred hereinafter to as CRCN)] was established by Christian Churches of Hungary in 2011 for the purpose of

1. strengthening Roma intellectuals, and
2. helping Roma students to get university or college degrees.

According to the [Act on National Higher Education](#) [Act CXXIII of 2012 on the amendment of Act CCIV of 2011 on national higher education ([2012. évi CXXIII. törvény a nemzeti felsőoktatásról szóló 2011. évi CCIV. törvény módosításáról](#))] higher education institutions may operate a special college for Roma.

The students of the Roma Special Colleges receive performance-dependent scholarships. The scholarship provided for the members of the special colleges is subject to measurable professional-research performance. Students shall meet stringent criteria for becoming eligible for the maximum amount, and they shall also take part in

- community,
- voluntary and
- research programmes.

They receive

- mentoring and
- tutorial assistance, as well as
- assistance by the heads of the special colleges.

In addition, they also have the opportunity for

- learning languages,
- travelling abroad,
- participating in professional conferences and community-building camps.

252 talented pupils participated in the programme in 2016, including 165 disadvantaged talented pupils. The aim of the project was to support complex talent fostering programmes within the framework of the special colleges for the Roma, which contribute to training Roma intellectuals who are devoted to undertaking tasks in public life and are involved in active social dialogue, merging professional excellence with sensitivity to social issues. [2017 Follow up report on National Social Inclusion Strategy ([MNTFS nyomonkövetési jelentés](#), 2017 p. 80)]

'Get involved in broadcasting!' ['Kapcsolódj be a közvetítésbe!'] - Shaping the attitudes of society by involving the media

As a result of the call for applications in 2015, six disadvantaged young people was on a year-long scholarship programme launched by Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) together with the [Media Services and Support Trust Fund](#) (MTVA).

The 2016 call for applications for the training program titled 'Get involved in broadcasting!' was open for mainly disadvantaged Roma young people between 18 and 30 years of age with at least secondary education, and from among them were chosen the ones who would be on a one-year scholarship to work as trainees in MTVA.

The programme was launched in the area of news reporting because the world of news and newsreel is the backbone of journalism and the newsroom brings together the three areas of news: news agency, radio news broadcasting and television. The fellows will also be given speech training and may get involved in work behind and in front of the camera too. [2017 Follow up report on National Social Inclusion Strategy ([MNTFS nyomonkövetési jelentés](#), 2017 p. 80)]

Awareness-raising cultural events According to the information provided by the Ministry in 2019, there is a yearly event since 2006 called **371 Stars - Courage and Roma Youth Day** ('[371 Csillag - Bátorság és a Roma Ifjúság Napja](#)') in Hungary, supported by the Deputy State Secretariat for Social Inclusion ([Társadalmi Felzárkózásért Felelős Államtitkárság](#)). In the last five years it was held in the Hungarian National Theatre. 371 Stars is a commemoration of the Auschwitz-Birkenau Gypsy camp with theatrical performances, readings. **Roma Values Festival** ([Cigánykerék – Roma Értékek Fesztivál](#)) on the occasion of the Day for Roma Culture is another cultural event. Participants are from all age groups. The main goal is to familiarise them with the Roma culture and values. The main programme usually includes

- performing traditional music, traditional dancing,
- presenting folk traditions,
- round-table discussions, etc.

Young people's rights

Preventing Prostitution and Human Trafficking

In Hungary, several laws deal with prostitution, sexual exploitation of children or young people (under the age of 18); for example

1. [Act C of 2012 on Criminal Code](#)
2. [The Fundamental Law of Hungary](#)
3. Law Against Sexual Exploitation ([Lanzarote Convention](#))
4. Act LXXV of 1999 on Organised Crime ([1999. évi LXXV. törvény](#))

These laws prohibit the sexual exploitation and sexual abuse of children and protect the territory and surroundings of schools, children hospitals and child protection institutions.

Hungary has initiatives aiming to prevent prostitution and trafficking in human beings. The related programmes do not reach a wide range of young people or experts. The target groups are:

- high-school and
- college students,
- children and youngsters raised in children's home,
- professionals in youth, social and school fields,
- consuls etc. (According to the information provided by the Ministry in 2018.)

Domestic Violence and Human Trafficking

The EFOP- 1.2.5 'Safe Heaven' ([EFOP-3.3.1-15 Biztos Menedék](#)) supports building and expanding the institutional system helping the victims of domestic violence and human trafficking in Hungary. Two parts, the

- crisis centres and
- half-way exit houses already exist, while
- crisis management ambulances need to be established later.

The programme has a budget of about EUR 5 million (HUF 1 640 million).

EFOP-1.2.1 'Safety net for families' ([EFOP-1.2.1 Védőháló a családokért](#)) is a complex programme, aiming to support experts providing training for individuals or groups to help families get stronger. Preventing domestic violence is part of its main goals.

No other programmes are available about the topic that are provided for a wide range of youngsters and financed by the Hungarian state. Reasons behind it can be that the government priorities focus on other fields such as solutions for demographical challenges in Hungary regarding the decline in population, or the cross-sectorial approach of youth policy.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

There are no directives in place related to the topic.

4.6 Access to quality services

Housing

The Family Housing Support Program ('KISS') [[Családi Otthontermelési Kedvezmény \('CSOK'\)](#)] addresses young (married) couples and it aims to ease the problems of Hungary regarding the decline in population.

Changes in the Family Housing Support Program

In 2009 an interest subsidy replaced the former housing support. With this support, the Government addressed young people under the age of 35 who were building, buying or renovating a house. [[12/2001. \(I. 31.\) Korm. rend.](#)] In 2012 a similar but new system was introduced, but it was not a success, since the support was possible to be used solely for buying a new flat or building a new house, and it was available only for families with at least two children. Due to the strict rules, only 1 638 families requested this support during the three years of its availability.

The support system was reconstructed into the current one in 2015. It is called the Family Housing Support Program (in Hungarian: [Családi Otthontermelési Kedvezmény – CSOK](#)). [[455/2015. \(XII. 29.\) Korm. rend.](#)] The conditions are more favourable than before since the subsidy can also be used to buy a second-hand property or to enlarge an existing one. Besides, families with one child can also have access to it. [[Portfolio 2016/1](#) Referred in: Youth Policy Review, 2016; [16/2016. \(II. 10.\) Korm. rend.](#); [17/2016. \(II. 10.\) Korm. rend.](#)]

In September 2016, the Government changed the application procedure for the Family Housing Support and broadened the possibilities for it to be used. [[Portfolio 2016/2, 273/2016. \(IX. 15.\) Korm. rend.](#)] A bit more than half a year after its introduction in 2015, 11 238 contracts were already signed to use the Family Housing Support. ([Portfolio 2016/3](#))

The rules of applying for the Family Housing Support Program ('KISS') [[Családi Otthontermelési Kedvezmény \('CSOK'\)](#)] changed on 01/12/2018. Starting this date, families can apply easier, and for a larger amount of loan as part of the support.

(Jelzalog.com) Nevertheless, it is still not a measure aiming social inclusion, as it needs a big investment from the family, which people in need cannot afford. (For more information, please see sub-chapter [1.4 Youth policy decision-making.](#))

From 1 July 2019, the Government broadened the KISS Support Program. The conditions are more favourable than before: in several cases, a soft loan can be used. The Government also introduced a new form 'village KISS' ('[falusi CSOK](#)') which is available in nearly 2500 disadvantaged small town or peripheral villages until 30 June 2022.

Social services

Since 2010, Hungarian social politics aim less at the protection of vulnerable groups. Measures support self-care and the restricted participation of the state instead. ([Szikra, 2014](#)) Social politics targeted at young people mainly relate to employment issues, to the creation of jobs and to the family support and child protection systems. (For more information, please see [Chapter 3. Employment and Entrepreneurship.](#))

Discount on school meals ([gyermekétkeztetés](#)) is available for children in crèches, nursery schools and public education institutions. This support covers 50% or 100% of the price of school meals. Entitlement to this provision is scrutinised based on needs, claims should include a statement of income as a prerequisite. Since 2016, it is the task of municipalities to distribute regular meals free of charge for disadvantaged and multiply disadvantaged children during school holidays, when crèches, nursery schools and primary education institutions are closed.

Previously, the Hungarian Government provided textbooks free of charge to schoolchildren who are or live in tough conditions. From September 2020, it is free for all students in public education and vocational training according to the amendment of [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#)). This measure costs EUR 38.2 million (HUF 13.8 billion) this year.

Health care

In Hungary, based on the [Act CLIV of 1997 on Health](#)

'Each patient shall have a right, within the frameworks provided by law, to appropriate and continuously accessible health care justified by his health condition, without any discrimination. [...] The objective of youth health care is to promote the balanced physical and emotional development of minors.' ([Act on Health](#))

Hungarian healthcare is free to all who are insured via the [National Health Insurance Fund](#) (Országos Egészségbiztosítási Pénztár – OEP). It is partly financed by the health insurance contributions which are tax-based. ([Government of Hungary, National Reform Programme 2016 of Hungary](#)) Children up to 16 years are eligible for the provisions, just like young people who are enrolled in full-time education. (Source: the [website](#) of the National Health Insurance Fund of Hungary)

The National Health Insurance Fund

'The OEP, as a central agency, performs the functions set out in legislation, carries out the tasks relating to the management of the [National Health Insurance Fund](#), the maintenance of records, keeping financial accounts and fulfilling the reporting obligation.

The National Health Insurance Fund is supervised by the Government of Hungary, the central official organ of health insurance is managed by the Government through the Minister of Human Resources.' (Source: the [website](#) of the National Health Insurance Fund of Hungary)

Special healthcare services provided for young people to foster inclusion

There are no special healthcare services provided for young people that promote inclusion.

Financial services

Regular child protection benefit

Regular child protection benefit ([rendszeres gyermekvédelmi támogatás](#)) is provided upon needs, based on an income test. For those entitled for the benefit, further services are also provided, such as 50% or 100% reimbursement of costs of school meals. For young people enrolled in full-time higher education studies, regular child protection benefit can be provided even after they have reached the age of majority, until the age of 25. The monthly amount of the benefit (circa EUR 20,29; HUF 6 270) is 22% of the current old-age pension and can be provided per child.

Exceptional child protection benefit

Exceptional child protection benefit ([rendkívüli gyermekvédelmi támogatás](#)) is a form of financial support for individuals with children who undergo an exceptional life situation or crisis, or for young people having reached the age of majority and living separate from their parents but struggling with existential difficulties or their subsistence being at risk. It is provided upon needs and is based on income test. Municipalities decide on the provision of such benefit.

Orphans' allowance

Biological, adopted or foster children of the deceased are entitled to orphans' allowance ([árvaellátás](#)), as well as siblings and grandchildren in the same household if they were dependent from the deceased, and there is no relative obliged to, and capable of, providing them subsistence. The orphans' allowance can be obtained if the deceased was an old-age pensioner or he/she has fulfilled the required obligations for obtaining the survivors' allowances until his or her death. In case a youngster is enrolled in full-time higher education studies, the orphans' allowance can be provided even after he/she has reached the age of majority, until the age of 25.

Young people with reduced working capacity are entitled to this allowance without age limit. In 2016, the minimum amount of the orphans' allowance was circa EUR 78.49 (HUF 24 250), but the exact calculated amount is 30% of the old-age pension the deceased received at the time of his/her death. The support is double as much for those who lost both parents or whose surviving single parent has reduced working capacity.

Bursa Hungarica Higher Education Municipal Scholarship System

Bursa Hungarica Higher Education Municipal Scholarship System ([Bursa Hungarica Felsőoktatási Önkormányzati Ösztöndíjrendszer](#)) operates since the school year 2000/2001. It supports the studies of socially disadvantaged young people. Being enrolled in full-time higher education studies is a prerequisite. It is funded through an allocation by the Ministry of Human Capacities in the budget of municipalities, regional authorities and higher education institutions. Within this framework, about EUR 6.5 million (HUF 2 billion) is granted altogether for 27 000 applicants on an annual basis.

Childbirth support for young married couples (Fiatal házaspárok gyermekvállalási támogatása)

Beginning 1 July, 2019, Childbirth support for young married couples ([Fiatal házaspárok gyermekvállalási támogatása](#)) is available in the amount of a maximum of 10 million Ft (about 30 000 EUR) one-time loan. The wife must be at least 18 years old, and cannot be older than 40 years, also it must be her first marriage.

- For the first baby born, the couple does not have to pay the loan repayments for 3 years.
- For the second baby born, the total amount of money to be paid back is reduced by 30%, and the loan repayments get paused for 3 years.
- If a third child is born, the couple does not have to pay back the part remaining from the loan.

The Childbirth support for young married couples is only available until the end of the year 2022. (For more information please see sub-chapter [1.4 Youth policy decision-making](#).) This is not an inclusive financial service; the main aim is to support population policy.

Quality assurance

Monitoring is done mainly through statistics, aggregation of the number of users and their data. These data are usually internally used.

4.7 Youth work to foster social inclusion

Main inclusive Youth-Work programmes and target groups

Social work done in schools could be considered as an effective form of inclusive youth work, however, so far it is not really working well in practice.

The Government had a pilot programme between September 2017 and February 2019 to promote youth work as social work delivered in schools in the frame of an EU-financed project called Implementation of social aid activities in nursery and primary schools – Rise of opportunities for children through the introduction of social aid in public education institutions ([EFOP-3.2.9-16](#)).

From September 2018, the Family and Child Welfare Centers ([Család- és gyermekjóléti központok](#)) should ensure the pre-school and school social services [The Child Protection Act ([1997. évi XXXI. törvény](#) a gyermekek védelméről és a gyámügyi igazgatásról)]. The aim is to prevent the vulnerability of children. These centers cooperate with the nurseries and schools. This practice is at an early stage.

On the local level, youth work is less target group-oriented. Teenagers are the most frequently addressed target group, followed by youngsters with minority background, the socially excluded and the unemployed. Youth work provides less support to refugees and youngsters from immigrant families in Hungary. Young people with disabilities and LGBTQ (lesbian/ gay/ bisexual/ transgender and queer) youngsters are even less in the focus of youth work. Especially in the case of youngsters with disabilities, it is not youth work that can – and does – provide the most relevant support.

4.8 Current debates and reforms

According to the information provided by the Ministry in 2019, the next period's main goal is reducing territorial based socioeconomic disparities.

There are no other public, governmental or social debates or plans for dialogue on the topic of youth inclusion. For current debates and reforms connected to education, as the closest field, see sub-chapter [6.10 Current debates and reforms](#).

5. PARTICIPATION

Essentially Hungarian youngsters have less of an interest in politics, although in general, youngsters of other Central and Eastern states have only a moderate interest in politics. In simple terms, those who are interested in politics are in a fewer number than those who are not interested. [The Hungarian youth research ([Ifiúrágkutatás 2016](#))]

The interest of young people toward political issues and participation (based on self-assessment) are continuously studied through large-scale youth research. The latest results of the Hungarian Youth research 2016 showed that 55% of respondents show activity regarding the willingness to vote (55% of the respondents would participate or would probably participate in a parliamentary election held on this Sunday). (For more

details about the results of the research see sub-chapter [5.2 Youth participation in a representative democracy.](#))

One of the indicators of active engagement in politics is being connected to an organisation. The more interested youngsters are in politics, the more likely they hold membership in non-governmental institutions. The primary reasons for this are friends and community or the possibility of advocacy. [National Youth Strategy - Additional Information p.33 ([Nemzeti Ifjúsági Stratégia - Háttéranyag](#) 33.o.)

In Hungary 'one-seventh of young people are members of organisations. [...] Instead of organised ways of community and social activity the different age groups are more interested in the social activities which have a specific aim, or which are organised around a particular issue.' [[National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#)]

Promoting youth participation is an objective of the Government of Hungary, that is reflected in several documents and action plans. The primary strategy dealing with the theme is the National Youth Strategy 2009-2024, but it is important to mention the National Youth Strategy – Action Plans, and the Programme for the Future of New Generation as well. (For more details see sub-chapter [5.5 National Strategy to Increase Youth Participation.](#))

5.1 General context

Main concepts

Active participation is a crucial element of transition from youth to adulthood. Active participation has several forms, among others:

- civic participation,
- cultural engagement in politics or
- active online presence. (Youth Policy Review, 2016 p. 38)

Parliamentary elections

'In a democracy, electoral freedom is a fundamental right'. [About the State of Hungary ([a magyar államról](#))] In Hungary parliamentary elections are organised every fourth year while local governments and the European parliamentary elections are held in every fifth year. According to the Fundamental Law, all Hungarian citizens of adult age (18 years old) have the right to vote and to be elected. The election is conducted by secret ballot and its direct suffrage.

Suffrage or its full exercise is dependent on the place of residence. The court might prohibit those people who committed a crime or have limited capacity to act from exercising the right of suffrage.

Since the last change of the electoral law, the National Assembly has 199 seats instead of the previous 386. 106 seats are elected in the single-member constituency, and the other 93 seats are assigned based on the national lists. The election system consists of a one-round voting. While for the single-member constituency simple majority is enough to get into the National Assembly (relative majority election system), for the proportional representation from national lists there is a 5% threshold to be reached. [[National Election Office \(Nemzeti Választási Iroda\)](#); [National University of Public Service \(Nemzeti Közszoqlgálati Egyetem\)](#)]

Institutions of representative democracy

'According to the [Fundamental Law of Hungary](#), Hungary is an independent, democratic **constitutional state**, its form of government is a parliamentary republic.' [The Hungarian Parliament ([az országgyűlés](#))] The central decision-making body is the parliament. The Government holds the supreme executive power while jurisdiction is

exercised by the courts. At the local level, the local governments ensure the representation of citizens.

Parliament

'Parliament is the supreme state power and representation of people.' [About the State of Hungary ([a magyar államról](#))] Through direct and secret elections the members of the parliament are elected for 4 years by the citizens who have equal and universal suffrage. The current Parliament/National Assembly (with 199 members) has been operating since 8 May 2018, its main scene of operation is the plenary session where all members are together. Its tasks, among others, are legislation, accepting the state budget and approving its execution, electing different public dignitaries and the prime minister. [The Hungarian Parliament ([az országgyűlés](#))]

President of the Republic

'The President of the Republic is the public dignitaries in Hungary who shall safeguard the democratic operation of the state.' [About the State of Hungary ([a magyar államról](#))] He or she is elected for 5 years. His/her primary duties are the followings: launching new acts, initiating preliminary control of acts concerning their conformity to the Fundamental Law, returning acts to the parliament for reconsideration, appointing, absolving and nominating different public dignitaries. He or she has a role as well in controlling the parliament.

Main executive body

The main executive body is the **Government** which consists of the prime minister and the ministers who are responsible for directing different ministries dealing with different public policies. [About the State of Hungary ([a magyar államról](#))] The Government is accountable by the Parliament ([az országgyűlés](#)) and it acts on behalf of the majority. [The Hungarian Parliament ([az országgyűlés](#))] It is the main body of public administration. The absolute majority of the Parliament elects the prime minister.

Constitutional Court

The Constitutional Court is the main body protecting the Fundamental Law. 'The Constitutional Court operates independently from the general court and its main task is to protect the Fundamental Law.' [About the State of Hungary ([a magyar államról](#))] The Parliament elects the fifteen members of the Court ([alkotmánybíróság](#)) with qualified majority (the vote of two-thirds of all representatives) for a term of twelve years. The **courts** are responsible for jurisdiction ([bírói szervezeti rendszer](#)). They decide in criminal and civil procedures, moreover, they are responsible for the jurisdiction in public administration as well. The Curia is the highest judicial authority in Hungary, it decides about whether a regional court decision is in conflict with the law and if so, it exterminates the regional court decision. [The system of Courts ([a bírói szervezeti rendszer](#))]

Local self-government

In Hungary, the community of citizens of local settlements has the right of local self-governance which means that the local public issues can be handled democratically by the local public authority according to the interest of the inhabitants. [...] The law may define the rights and responsibilities of the local governments. The local governments are independent of the central power, protected by the fundamental laws. [The local government system and the officials ([az önkormányzati rendszer és a tisztségviselők](#)); Fundamental Exam of Administrative Basics ([Alapvizsga](#)) p.31., p.36, p.52.]

The tasks and responsibilities of the local self-government [Municipal administration ([Önkormányzati igazgatás 2018](#))] are practised by the board member representatives and it is led by the mayor. The citizens elect the board member representatives through direct and secret elections, the citizens have equal and universal suffrage. The local governments and the state authorities and bodies cooperate for the sake of the community goals.

5.2 Youth participation in representative democracy

Young people as voters

The institutional and legal framework of youth rights and responsibilities are similar to citizens' rights and responsibilities. Participating in elections – which is not mandatory – is young people's primary democratic tool to influence society. (Youth Policy Review p. 38)

Who can vote?

Regarding the **voting age**, young people who are of full age have right to vote in elections meaning that they have reached the age of 18. Article XXIII. of the [Fundamental Law](#) of Hungary declares that in Hungary 'every adult Hungarian citizen shall have the right to vote and to be elected

- as Members of the [National Assembly](#) (Parliament),
- as local government representatives and mayors, and
- as Members of the European Parliament [[Európai Parlament](#)]'.

If an adult citizen of another Member State of the European Union has a valid residence permit in Hungary, he or she has the right to vote and to be elected

- as Member of the National Assembly,
- as local government representative and mayor, and
- as Member of the European Parliament.

Other laws can restrict the suffrage or its full exercise as a consequence of residence or other conditions.

Currently there is no plan to lower the voting age.

Other special regulations regarding special groups of young people

It is also the Fundamental Law that declares the rights for adult members of special groups of society (including those who reached the age of 18). 'Every adult person recognised as a refugee, immigrant or resident in Hungary shall have the right to vote in elections of local government representatives and mayors.' ([Fundamental Law](#))

Those people who committed a crime or have limited capacity to act and therefore are prohibited by the court from exercising the right of suffrage cannot vote. Those young people cannot either vote who are adult citizens of another Member State of the European Union having a residence in Hungary but whose exercise of suffrage was prohibited in their country of citizenship.

Voting or other forms of political participation

Empirical research ([kutatás](#)) that has been conducted before the 2010 election in Hungary state that the political affinity and the level of trust in political institutions among youth are relatively low.

'Hungarian youth prefer participation in elections over other forms of political participation; according to the ESS research [[kutatás](#)] they have become more active in elections since the elections of 2010. [In comparison](#) with the European Union average (79%), with 82%, Hungarian youth were on place no. 12 among the member states regarding the willingness to vote.'

Results of the Hungarian Youth research 2016

Since 2000, a questionnaire survey has been organised every four years among Hungarian youth. The last, representative survey was in 2016. 8000 young people (aged

15-29) were interviewed on several topics (e.g. family, education, work, social media, politics).

Several approaches can examine the question:

- participation in elections (interest in going to vote?)
- interest in politics
- connections with political organisations

The results of the Hungarian Youth research ([ifjúságkutatás 2016](#)) showed the following:

Participation in elections and interest in politics:

- 55% of the respondents declared that they would most likely participate in elections,
- 44% of youth are not interested at all and 20% of them are barely interested in politics,
- 2-5% is the proportion of those who are particularly interested in politics,
- Age and education fundamentally determine the attitudes of young people to politics: the younger, or the lower the education level of the respondent, the less interested in politics,
- since the previous survey, the share of those with a democratic attitude has increased (55%).

Connections with a political organisation:

1. 25% of young people are related to an organisation / group. They are mainly related to sports clubs (11%) and then to student organisations (9%).
2. Organisations linked to politics are only in touch with a very narrow 1-2% of young people.

In conclusion, research results show, that the political interest of the Hungarian youth is low.

Out of young people, university students ([egyetemi hallgatók](#)) are a significant group, since the student activity holds a significant influence on the behaviour of the 15-29 age group. According to the research conducted on them, 'nearly all offline political participation suppressed or stagnated throughout 4 years'. The amount of pro-democratic students significantly increased by 10 percentage points in the last 4 years.

Young people as political representatives

According to the Fundamental Law, every Hungarian citizen

'shall have the right to hold public office according to his or her aptitude, qualifications and professional competence.' [Article XXIII. of the [Fundamental Law](#) (Alaptörvény)]

There is not any specific law on how young people can participate in the activities of the **different political parties**; as a consequence, every political party handles the participation of young people differently, also in terms of their organisation structure. Youth organisations or youth affiliates of the political parties can be independent legal entities or they can be a part of the legal entity of the party as well, it is up to the political parties to decide. The youth affiliates of the present political parties at the Parliament are individual legal entities except for Jobbik where there is only a youth branch of the party.

- [Fidelitas](#) is a partner organisation of the Hungarian Civic Alliance [Magyar Polgári Szövetség – in short (HU) [FIDESZ](#)];
- the Alliance of Young Christian Democrats ([Ifjúsági Kereszténydemokrata Szövetség](#)) is the partner youth organisation of the Christian Democratic People's Party

- ([Kereszténydemokrata Néppárt](#)) and the Alliance of Hungarian Christian Democrats ([Magyar Kereszténydemokrata Szövetség](#));
- the youth affiliate of the Hungarian Liberal Party ([Magyar Liberális Párt](#)) is LIFT (in Hungarian) which stands for Federation of Liberal Youth ([Liberális Fiatalok Társasága](#));
 - the partner youth organisation of the Hungarian Socialist Party ([Magyar Szocialista Párt](#)) is the Societas Left Wing Youth Movement ([Societas Baloldali Ifjúsági Mozgalom](#)), besides the party has a youth affiliate called the MSZP Youth Platform ([MSZP Ifjúsági Tagozat](#));
 - Dialogue for Hungary ([Párbeszéd Magyarországért](#)) youth organisation is Green Front Youth Movement ([ZöldFront Ifjúsági Mozgalom](#));
 - Democratic Coalition [[Demokratikus Koalíció](#) (DK)] youth organisation is Youth Democrats ([Ifjú Demokraták](#));
 - Politics can be different ([Lehet Más a Politika](#)) youth organisation is Future Association also known as Future can be different (Jövő Egyesület - [Lehet Más a Jövő](#));
 - the youth affiliation of the Jobbik Movement for a Better Hungary ([Jobbik Magyarországért Mozgalom](#)) is the Jobbik Youth Platform ([Jobbik Ifjúsági Tagozat](#)).

Youth as candidates can participate in any local elections such as any other citizens of full age who are not prohibited by the court from the elections as a consequence of a criminal act or limited ability to act.

The proportion of **young members** (35 years old as a maximum) has increased since the elections in 2006. Their proportion within the different parties are variable, a reason behind the statistics can be the youth aspect of the party meaning the age of the party and the chances that it provides to its youth members. In the recent parliamentary elections (8th April 2018), the proportion of young MPs declined in the political groups of each party compared to the previous rounds. [Source: the officially published CVs of party members; Composition of the Parliament ([Az országgyűlés összetétele](#))]

Parliamentary cycles	2018		2014-2018		2010-2014		2006 - 2010	
No. of representatives (max)	199	percentage of youth (35 years old as a maximum)	199	percentage of youth (35 years old as a maximum)	385	percentage of youth (35 years old as a maximum)	385	percentage of youth (35 years old as a maximum)
		7% (14 people)		18% (24 people)		16% (62 people)		7,5% (29 people)
FIDESZ-KDNP	133	3% (4 people)	133	5.26% (7 people)	263	7.9% (21 people)	164	5.4% (9 people)
MSZP or (MSZP- EGYÜTT-DK- PM-MLP) or (MSZP- Párbeszéd)	20	5% (1 people)	38	15.7%, (6 people)	59	13.5% (8 people)	190	10.2% (19 people)
JOBBIK	26	26.9% (7 people)	23	47.8% (11 people)	47	53.1% (25 people)	-	-
LMP	8	22.2%	5	(0 people)	16	50%	-	-

		(2 people)			(8 people)		
DK	9	(0 people)					
independent MPs and nationality MPs and (Együtt)	1+2	0% (0 people)					
MDF			-	-	-	-	11 9% (1 person)
SZDSZ			-	-	-	-	20 10% (2 people)

5.3 Youth representation bodies

Youth parliament

It is complicated to predict whether there is an officially organised and regularly working youth parliament. The formation of youth parliament established by the Government has not been working regularly, even though the law contributes to it. Although there are other grass-roots initiatives, actions and different (mainly international) formations exist, there is a lack of regularly working youth parliament. Individual formations are listed below:

National Youth Parliament (Országos Diákparlament)

The [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#)) states, that the Minister of Education [currently the Secretary Responsible for Public Education ([Köznevelésért Felelős Államtitkárság](#))] has the main task of convening the Youth Parliament.

Structure

The minister convenes the Youth Parliament in every second year.

Composition

Representatives are chosen based on ascending order. Firstly, the institutional representatives are selected by either the institutional student council or by the participants of the student council's meeting. The selected people's task is to represent their institutions' students. Secondly, the county representative is selected by the county's student council out of previously selected individuals. These chosen individuals represent their county at the National Youth Parliament ([Országos Diákparlament](#)) where about 300 candidate is present.

Role and responsibilities

In the presentation of the Youth Parliament, it reviews the exercise of student rights and might adopt a recommendation in which it shall formulate its opinion and proposal. The Youth Parliament established the National Student Council ([Országos Diáktanács](#)) on 15th February 2017.

Funding

Information on the budget is not available.

National Student Council (Országos Diáktanács)

Long term cooperation has been established between

- the National Student Council [[Országos Diáktanács](#) (hereinafter referred to as NSC)],

- the Minister of State for Education, and
- the representatives of students

and the National Student Council is the forum of it.

The National Youth Parliament initiated the establishment of NSC in 2017 to continue a regular representation for the significant issues in the meantime of the parliamentary sessions (2-3 years). In the last three years, they met 19 times ([találkozó](#)).

Participants

The participants are 2 representatives from Budapest and 19 from the counties.

Tasks

The student council cooperates in providing an opinion on questions regarding student's policy (forming an opinion, making recommendations, taking commitment); has options for regular reconciliation with the educational government, participate in the preparation of youth parliament. It operates as a corps and exercises its rights on the sessions.

Independent Youth Parliament (Független Diákparlament)

The Independent Youth Parliament [Független Diákparlament (hereinafter referred to as IYP)] was a civilian, self-organised, non-governmental financed student representation. It was established in 2014 as entirely independent (meaning independent from national, political and educational supervision). In the school year 2019/2020 they became a student movement, named 'Movement for Alternative, Student Centered Education' ([Alternatív Diákközpontú Oktatásért Mozgalom](#)). Their main profile is not yet visible.

Youth councils and/or youth advisory boards

National Youth Council (Nemzeti Ifjúsági Tanács)

The task of the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (hereinafter referred to as NIT)] is the representation of the member organisations, establish communication between youth organisations, articulate questions, manners concerning young people, continuous communication with decision-makers, support and implement the horizontal aims of youth policy. Last but not least, addressing the current Government as the united youth with the support of its membership.

It was established on 1 December 2012, however, the idea of its formation had been present since the change of the political regime. The statutory meeting saw 105 organisations signing the declaration of association and passing the statutory regulations. In the autumn 2016 NIT signed a strategic agreement with the Ministry of Human Capacities, since then NIT has been entitled to act as a strategic partner of the Government in youth representation in such major fields as youth policy, volunteering, social inclusion or education.

Composition

The composition of NIT:

- young people,
- delegates of youth organisations (public and NGOs),
- youth workers and other experts working with young people. There isn't any data publicly available on the age or number of members, and it changes continuously.

The most important body of NIT is the **General Assembly** which consists of all full members. Mayor decision-making body of the Delegate-Assembly: they have at least 2 meetings annually where they decide about the most important issues of the organisation. These meetings are public.

The Presidency's (7 board members) task is to ensure the operational functions. The mandate of the 7 board members is valid for 2 years.

The 3rd central body of NIT is the **Supervisory Board**, which consists of 3 members that are selected by the General Assembly. The task of this body is to participate in the meetings of the Board and to supervise that their operation is in line with the law and other internal regulations. The mandate of the Supervisory Board is valid for 3 years.

Role and responsibilities

'The [NIT](#) is a forum established to create discussion among young people and their organisations as well as with domestic and international actors, decision-makers and organisations.' Several youth organisations have representation in NIT. As an umbrella organisation of Hungarian youth organisations, it is a democratic, politically independent and transparent organisation.

NIT's major objectives include the followings:

1. providing the highest level of representation of youth and their organisations,
2. participating in forming and developing policies regarding youth, and
3. acting as an advocate of young people towards the Government in power.

It aims to support the development of Hungarian youth policy, therefore it also wishes to cooperate with the Hungarian youth organisations over the borders of Hungary.

Funding

An annual state budget of 2 million HUF is dedicated for supporting the aims of NIT, beyond this its **budget** is handled in line with the civil law, and it operates with the help of funds from the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (NEA)]. Also, members pay some token membership fee ([tagdíj](#)).

Roundtable for the Youth Forum (Kerekasztal a Fiatalokért Fórum) as a youth advisory board

Roundtable for Youth [Kerekasztal a Fiatalokért Fórum (hereinafter referred to as KAF) is a professional forum through which the Government communicates with the leading organisations and individual professionals in the field of youth policy.

Composition

The organisations are invited by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) Deputy State Secretariat for Youth Policy and Creating Opportunities. The invited organisations are partly strategic partners of the Government, and partly they are organisations with great traditions, representing a significant number of youngsters. Since its establishment, the number of participants has increased. Among others:

- Nemzeti Ifjúsági Tanács (hereinafter referred to as NIT),
- The National Organisation of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#) (hereinafter referred to as HÖÖK),
- Hungarian Youth Conference [Magyar Ifjúsági Konferencia (hereinafter referred to as MIK),
- the National Union of Doctoral Students [Doktoranduszok Országos Szövetsége (referred hereinafter to as DOSz)],
- [Tempus Public Foundation](#) (Tempus Közalapítvány),
- National Association of Large Families [Nagy családosok Országos Szövetsége (hereinafter referred to as NOE)],
- Rákóczi Association ([Rákóczi Szövetség](#)),
- [Hungarian School Sport Federation](#) (Magyar Diáksport Szövetség),
- the United Nations delegate, and so on.

Role and responsibilities

The purpose of KAF is to create a permanent forum for the youth organisations, Ministry of Human Capacities and other state institutions in order to discuss the actual questions of youth policy. A discussion in which the Government informs organisation leaders about the actuality of youth policy, leaders of the participating institutions have the right to raise questions, share their upcoming events. The forum provides a unique opportunity for those organisations, who, otherwise have no chance to contact, share experience, or establish Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) organises these meeting in every 2 months.

Funding

Ministry provides the functioning operation of the forum; however, we do not access to factual information.

Higher education student union(s)

Students in higher education exercise their rights within their institutions through an independent self-governing organisation. These self-governments are the so-called Student Self-Governments [Hallgatói Önkormányzat in Hungarian (hereinafter referred to as HÖK)] that are operating as parts of the higher education institutions. Their establishment and operation are defined by the Organisational and Operational Regulation of the institutions.

The National Organisation of Student Self-governing Bodies (Hallgatói Önkormányzatok Országos Konferenciája)

'The National Organisation of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#)] (hereinafter referred to as HÖÖK) is the representative organisation of the Hungarian student self-governments operating at Hungarian higher education institutions. The members come from these self-governments. It is organised and it operates in a democratic way.' [HÖÖK - About us ([HÖÖK - Szervezetünk](#))]

To support the development of the Hungarian higher education, HÖÖK performs youth policy and higher education tasks which are not manageable on the institutional or regional level. It is a generally accepted representative body which has the right and the opportunity to articulate the needs and opinion of youth towards the decision-makers at the governmental level. HÖÖK is active in several fields such as

- mentorship,
- dialogue at European level or
- organising large-scale youth and sports events.

There is not any data publicly available on the age or number of members, and it changes continuously.

Student self-governments

'[Every student is entitled](#) to vote or to be elected as a member of the student self-government (hereinafter referred to as HÖK).'

Structure

Higher educational institutions are required to ensure participation of students in committees, senates which deals with students' issues. HÖK is present in every higher educational institution. It delegates 20- 25% of the members of the senate. Participants have the right to consent when approving and amending the Organisations and Rules of Conduct and when reviewing finance concerning students and providing feedback on student-lecturer work.

Composition

'The members of the local student self-government and the members of the National Organisation of Student Self-governing Bodies (HOÖK) are young people who are students of a Hungarian higher education institution and who are elected (annually) through democratic elections where the students of the institutions vote for the representatives.' [60-62§ of [Act CCIV of 2011](#) On National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról 60-62§)]

In mayor higher educational institutions individual departments can be presented with so-called sub- self-governing bodies which are the part of the institutional HÖK. HÖK has (further divisions e.g. social administration, academic advocacy, foreign-relation organisation) committees that delegates represent. The central decision-making body is the Presidency and the President.

Roles and responsibilities

The primary task of the student self-government is advocacy; besides that, they are supporting students, organising formal and informal events and international activities.

'The student self-government has reconciliation right over the acceptance and modification of the Organisational and Operational Regulations; the Regulation on Tuition Fees and Benefits; the student assessment system of the academic staff and the regulation of education and exams.' [[Act CCIV of 2011](#) On National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról)]

It takes part in the students' assessment of academic staff and has reconciliation rights over the financial instruments of youth policy and student support.

'For the horizontal development of Hungarian higher education, HÖÖK has a comprehensive task in youth policy and higher education policy regarding those issues which cannot be handled on the local or regional level. [...] It supports the Hungarian students in advocacy both at the national and at the international level, in particular among the member states of the European Union [...] It represents its members in national and international forums.'

'It initiates laws; it reviews planned laws and regulations; it holds professional presentations; organises debate sessions and supports information flow.' [Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)]

HÖÖK is actively present in several fields of students' life:

- organises conferences, innovative events [TEDx as a professional partner ([TEDx háttéréről szakmai partnerként](#))]
- participates in events, advocacy (for example [Marosvásárhely](#))
- mentor programs ([mentorprogram](#))
- student leadership training
- educational policy [for example monitoring of sectoral strategies ([Ágazati stratégiák nyomonkövetése](#))]
- programs for political participation [EP round table ([EP választási kerekasztal](#))]
- programs for pursuing sports [Sport and health campaign ([Sport és egészség kampány](#))]
- educational policy
- relationship with student organisation abroad ([Külhoni Program](#))

Funding

According to the law it is the higher education institution which ensures the conditions of the student self-government's operation. There is not any data publicly available on the number of members.

School student union(s)

[Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) states that students of a school may establish student councils to organise their joint activities in connection with education, to educate for democracy and public responsibility. These are the Student Councils (hereinafter referred to as DÖK).

Roles and responsibilities

Student councils have the right to

- decide on planning and organising their own community life, electing their functionaries,
- reconcile and
- take the initiative and make their suggestions.

The student council shall be requested to express its opinion before statutory regulations of the school's OOR are accepted, before determining the principles of providing social benefits for students, on the use of youth policy funds, before the approval of school regulations.

The school's rules of procedures determine how DÖK, the student representatives and the school management work together. DÖK's work is supervised by a teacher.

Composition

The **members** of the student unions are selected in different ways at schools. In general, a certain number of pupils of the school is elected in every class and year.

The regulations on student councils ensure the establishment, operations and the legal status of student councils operating at the institutions.

Funding

The school takes charge of DÖK's operational budget.

Other bodies

National Union of Doctoral Students (Doktoranduszok Országos Szövetsége)

In Hungary the National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as DOSZ)] advocates on behalf of doctoral students ('[Bemutatókozás](#)') in different higher education, political or social forums since 1994.

'DOSZ is an ideologically neutral organisation that is working for social and scientific development. According to Paragraph 63 of [Act CCIV of 2011](#) on National Higher Education [A Nemzeti felsőoktatásról szóló [2011. évi CCIV. törvény](#) 63. §] the National Union of Doctoral Students is a public body and it has established self-governments at all the 28 higher education institutions where there are doctoral schools.

The members of DOSZ are the institutional doctoral self-governments of the public or private higher education institutions where there are doctoral schools accredited by the state. Within the Union, there are more than 500 people from more than a hundred doctoral schools altogether in 20 scientific departments [[tudományos osztályok](#)]. The assembly of the delegates is the main decision-making body of DOSZ, and it is entitled to decide on issues of any other body. The presidents of the institutional doctoral self-governments have the right to vote in the assembly.'

DOSZ participates in the work of

1. the Higher Education Roundtable ([Felsőoktatási Kerekasztal](#)),
2. the [Hungarian Rectors' Conference](#) (Magyar Rektori Konferencia),
3. the Hungarian Accreditation Committee (Magyar Felsőoktatási Akkreditációs Bizottság) and
4. the [Hungarian Doctoral Council](#) (Országos Doktori Tanács).

It is working closely with

1. the [Hungarian Academy of Sciences](#) (Magyar Tudományos Akadémia),
2. the Student Self-Governments in Higher Education,
3. National Organisation of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)] and
4. the national higher education institutions, and those research institutes and other organisations that are outside the Hungarian borders

It plays a big role in science organisation, as part of this activity it organises a large-scale national scientific conference called Spring Wind for Hungarian researchers from all over the world. 'The budget and property of DOSZ [['Alapszabály'](#)] consist of state finance, the membership fees, donations of legal entities and individuals, and it has business activities as well – in its business units – to achieve its goals.'

Hungarian Youth Conference [Magyar Ifjúsági Konferencia (hereinafter referred to as MIK)]

According to the founding statement the

'Hungarian Youth Conference [[Magyar Ifjúsági Konferencia](#) (referred hereinafter to as: MIK)] is the forum of Hungarian youth and youth organisations in Hungary and over its borders, where their representatives can think together, learn and debate over their plans, problems and where they can implement their common vision by cooperation.'

The organisation was founded in 1999 on the initiative of the Hungarian Government. Ever since it is working actively, it organises different events, conferences. MIK is a counselling forum. It aims to make it possible for more and more Hungarian young people to participate in cross-border programs, events ([határon túli programok, események](#)) which support the development of the Hungarian youth community.

MIK is one of EMMI's strategic partner organisations in the field of youth issues.

The **organisational structure** of MIK is based on territories according to 10 regions. MIK currently has 45 member organisations. Different youth organisations participate in MIK:

- student organisations,
- youth organisations based on age groups,
- scouts,
- youth organisations of historical churches,
- youth affiliates of political parties and
- other youth NGOs.

MIK holds two conferences (general meetings) annually and four permanent committee sessions.

The major decisions are concluded in the final statement accepted by conference sessions. Between sessions, the primary decision-maker body is the Permanent Committee (Állandó Bizottság) of MIK. It consists of the presidents of the regions and the president of MIK. Its supervisory board has 3 members.

It is financed by the New Generation Centre ([Új Nemzedék Központ](#)).

Federation of Children's and Youth Municipal Councils (Gyermek- és Ifjúsági Önkormányzati Társaság)

[Federation of Children's and Youth Municipal Councils](#) [Gyermek- és Ifjúsági Önkormányzati Társaság (hereinafter referred to as GYIÖT)] is a Hungarian national NGO, an umbrella organisation of local children's and youth councils. It was created in 1996. The main goal is the representing local youth communities at a national level, and creating opportunities for them to meet, and to help them develop.

The Municipal Association of Children and Youth exists for more than 20 years. It cooperates with several domestic and international organisations, and thanks to that they established an international professional network.

Providing the existing youth councils and groups of youngsters who wish to create youth councils with professional methodologies, training, and experiences have become our mission.

It is necessary to establish a connection with organisations with youth interest. The member groups typically local youth councils. Organisations from different countries cooperate, as well.

GYIÖT offers various services for member groups, youth community, civil organisations:

1. organisational development activities
2. youth research, local youth conception and creation of action plan (advocacy, consultation)
3. community and civil development
4. proposal writing in the field of youth and community development
5. professional project organisation
6. training and seminars

It is involved in several projects, mainly for secondary school students and their teachers, as well as professionals in the field of youth work.

We are working with an 8-membered operative group (the chair of the organisation – the president, the secretary-general and 3 vice-presidents and a trinomial supervising and controlling committee), who are volunteers. The decision-making body is the assembly of representatives (from the members' youth councils), which meets at least two times a year.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

Neither in Central Europe, nor Hungary is it easy to involve young people in political decision-making processes, because only a small number is interested in the politics of public life.

National Youth Council [[Nemzeti Ifjúsági Tanács](#) (referred hereinafter to as NIT)] and Hungarian Youth Conference [[Magyar Ifjúsági Konferencia](#) (referred hereinafter to as MIK)] are such strategic partners. The National Organisation of Student Self-governing Bodies ([Hallgatói Önkormányzatok Országos Konferenciája](#)) and National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as DOSZ)] have more declared rights regarding certain fields of legislation (for example in higher education). Not only education but also according to another perspective, they establish youth organisations.

For example:

1. based on life-situation – the National Association of Young Entrepreneurs (Fiatal Vállalkozó Országos Szövetsége - [FIVOSZ](#));
2. some kind of value – [Hungarian Scout Association](#) (Magyar cserkészszövetség), Rákóczi Alliance ([Rákóczi Szövetség](#)).

These, and other strategic partners of Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), provide opportunities for young people to articulate their needs towards the Government. (See more details in sub-chapter [5.3 Youth representation bodies](#).)

Legal provisions or policy guidelines on youth consultation

Although there is not any declared or mandatory **law** on how young people should be involved in consultation processes, young people do have the opportunity to articulate their opinion on any matters related to them. All ministries have the right (declared by the law) to agree on strategic cooperation with those youth organisations who could support them in legislation. [CXXXI Act of 2010 on Public Participation in Developing Legislation ([2010. évi CXXXI. törvény](#) a jogszabályok előkészítésében való társadalmi részvételről)]

One of the Government's decision is the Action plan for 2016-2017 of the National Youth Strategy (Nemzeti Ifjúsági Stratégia 2016-2017-re vonatkozó [Cselekvési Terve](#)) states that the Government should support the development of meaningful dialogue between young people and decision-makers and strengthen the participation of young people in society in order to promote youth and their communities, and continuous cooperation between the social actors involved in youth work should be ensured.

Levels on consultation

On ministry level, the Ministry of Human Capacities [[Emberi Erőforrások Minisztériuma](#) (hereinafter referred to as EMMI)] also provides a forum for consultation with youth organisations through one formation: the Roundtable for Youth Forum [Kerekasztal a Fiatalokért (hereinafter referred to as KAF)]. (For more information please see sub-chapter [1.4 Youth policy decision-making](#).) KAF did not meet in 2020 due to COVID-19 and it is transforming according to the information provided by the Ministry in 2020.

The above mentioned (strategic partner) national organisations also hold regular consultations with their members, where they can represent the current situation of youth. NIT has 2 general assembly meetings each year, furthermore related to specific projects they have additional consultations in the capital and in the countryside where local decision-makers and young people can have a dialogue on certain issues.

From the point of view of education policy, the National Youth Parliament ([Országos Diákszövetség](#)) has an important role in representing the recommendations of the students.

On the local level, there is not a mandatory framework on how young people should be consulted (except for student councils at schools). Local consultations are dependent on local governments.

Consultation method

The organisations are invited by the Deputy State Secretary for Youth and Family Affairs of the Ministry of Human Capacities. The invited organisations are partly strategic partners of the Government, and partly they are organisations with great traditions, representing a significant number of youngsters. Since its establishment, the number of participants has increased.

Regularity of consultations

The KAF, which is a professional reconciliation forum between the Government and major youth organisations, meets every two months.

The Ministry of Human Capacities and the NIT can have consultations on certain specific youth issues as well; these are mainly ad hoc consultations. On the local level, there is

not a mandatory framework on how young people should be consulted (except for student councils at schools). Local consultations are dependent on local governments.

At national level **consultations** of major youth organisation and decision-makers are quite common (see above). MIK has its national consultation twice a year as well as four Standing Committee meetings (Presidency).

Actors

Among the **actors of the youth field**

1. youth workers (or experts) should be mentioned who take part in consultation processes as members of an organisation or as individuals;
2. also, youth and student organisations (dealing with specific youth issues) have to be noted;
3. Ministry professionals who are not decision-makers should also be mentioned and
4. student/ youth councils operating at schools or at the local level are relevant actors, too.

Specific target groups within the youth field are not treated separately from youth in general.

The authorities who participate in youth consultation processes are mainly

1. the Ministry of Human Capacities,
2. the New Generation Centre Nonprofit Public Ltd. ([Új Nemzedék Központ Nonprofit Közhasznú Kft.](#)),
3. the relevant ministry regarding certain issues (Ministry for National Economy, Ministry of Foreign Affairs and Trade) and
4. the [Ombudsman](#).

Officers responsible for youth issues at local governments and local NGOs should be mentioned as **additional stakeholders**. The National Cooperation Fund ([Nemzeti Együttműködési Alap](#)) (see in sub-chapter [5.6 Supporting Youth Organisations](#)) also tries to take into account the relevant needs. Certain for-profit organisations are important actors as well regarding articulating the needs of youth.

Information on the extent of youth participation

It is mainly the youth organisations that take part in consultations at the national level as they can represent young people. Individual young people may participate in consultations at the local level or regarding specific issues. Sometimes 30-80 young people take part in consultations held by the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (referred hereinafter to as NIT)] at the local level. They mostly discuss issues which are relevant on the local level with the delegates of NIT, NGOs, and other stakeholders, like in the nation-wide project 'Step up!' (['Lépj fel!](#)'). Many of these youngsters are representatives of local school student councils.

On the other hand, this number is relatively low compared to the fact, that sometimes there can be as many as 1 000 participants at national events dealing with major issues. For example, the Young Entrepreneurs Week organised by the [Young Entrepreneurs Association Hungary](#) (referred hereinafter to as FIVOSZ) annually in fall. A higher number of young people are involved in the Open University ([Szabadegyetem](#)) event organised by NIT.

Outcomes

The **major outcomes** of the consultations with young people are usually individual political decisions which were made based on the suggestions of these discussions; for

example, postponing or overruling a political decision, or establishing specific forums, for instance, the National Student Council ([Országos Diáktanács](#)).

All official data/decisions are publicly accessible but sometimes in legal terminology, for example, in the Hungarian Official Journal ([Magyar Közlöny](#)).

Large-scale initiatives for dialogue or debate between public institutions and young people

Roundtable for Youth Forum (KAF) is where youth organisations and decision-makers meet. (For more information about KAF see sub-chapter [1.5 Cross-sectorial approach with other ministries](#).)

The NIT developed a large-scale initiative, called the 'Step up!' ('[Lépj fel!](#)') programme, which was a series of programmes in all the counties of the country during a year. The aim was to bring young people and decision-makers together.

They measured the current problems of the youth in the frame of county Youth Days ([Ifjúsági Napok](#)) (consultation with the youth in the counties) and then discussed and developed solutions to these suggestions focusing on the following 7 main topics in connection with youth:

- advocacy,
- communication,
- conflict management,
- event management,
- discovering the local needs
- digital competencies – vlogs, blogs, social media and
- negotiation techniques.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

Promoting youth participation is an aim that is reflected in several documents and action plans, but this issue is not tackled in an individual strategy.

Currently, there are 3 official documents, which have guidelines to increase young people's political and civil society participation:

1. [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#))
2. Action plan for 2016-2017 of the National Youth Strategy ([Nemzeti Ifjúsági Stratégia 2016-2017-re vonatkozó Cselekvési Terve](#))
3. Programme for the Future of the New Generation 2012 ([Új Nemzedék Jövőjéért Program 2012](#))

	National Youth Strategy 2009-2024	National Youth Strategy – Action Plans	Programme for the Future of New Generation (UNJP)
Type of official document within the national legislation system	Parliament Resolution	Government Resolution	Government Resolution
Date of launch and	2009-2024	2010-2011 2012-	From 2012

applicable period		2013 2014-2015 2016-2017	
References of the legal document (in English)	Parliament Resolution 88/2009. (X. 29.) OGY on the National Youth Strategy	Action Plan 2016-2017: Government Resolution No. 1535/2016 (X. 13) Korm. on the Action Plan for 2016-2017 of the National Youth Strategy)	Government Resolution No. 1494/2011 (XII. 27) Korm. on the Appromvement of the Programme for the Future of New Generation, the youth programme of the Government
References of the legal document (in Hungarian)	88/2009. (X. 29.) OGY határozat a Nemzeti Ifjúsági Stratégiáról	A 2016-2017-es CST: 1535/2016. (X. 13.) Korm. határozat a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről	1494/2011. (XII. 27.) Korm. határozat Az Új Nemzedék Jövőjéért Program, a Kormány ifjúságpolitikai keretprogramjának elfogadásáról

The National Youth Strategy (Nemzeti Ifjúsági Stratégia 2009- 2024)

There had been an extensive professional reconciliation (among governmental and non-governmental stakeholders – involving the representatives of NGOs and youth experts) before the National Youth Strategy was developed, it was thoroughly prepared.

The Parliament has adopted [National Youth Strategy 2009-2024](#) [[Nemzeti Ifjúsági Stratégia 2009-2024](#) (hereinafter referred to as NYS)] as a resolution [Parliament Resolution 88/2009. (X. 29.) OGY on the National Youth Strategy ([88/2009. \(X. 29.\) OGY határozat a Nemzeti Ifjúsági Stratégiáról](#))].

As a core document, this strategy determines the main directions for improvement. It gives long term directions for the improvement of living conditions of youth to all the stakeholders of the field in order to plan, to organise. Taking into the variable conditions, it defines broad directions.

The action plans of the National Youth Strategy define concrete actions related to its 3 main pillars:

1. Improving the social and political context of successful social integration of youth age groups;
2. Empowering youth age groups and their communities;
3. Promoting youth work and non-governmental youth organisations.

The NYS is based on a broad consensus of

1. the parliament,
2. the parties,
3. the experts and
4. NGOs. (See more in sub-chapter: [1.3 National Youth Strategy.](#))

It states and accepts as a principle that youth participation should be enhanced. The strategy defines the main directions in improvement, and in order to support the implementation of that. Action plans are defined for periods of 2 years concerning

- the necessary instruments,
- concrete actions and
- responsible actors.

The NYS is a parliament resolution with Decision. ([Ministry of Human Capacities Portal](#))

Action Plan for 2016-2017 of the National Youth Strategy [Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről (hereinafter referred to as NYS-CST)]

Government Decree 88/2009 on National Youth Strategy (X. 29.) Parliament states that the Government should submit an action plan every two years. (Unfortunately, the latest Action Plan for 2016-2017 is the most current.)

NYS is a foundation document that defines the main direction of development in youth policy. The Action Plans set up specific tasks for the concerned ministers who are involved in the implementation. When the 2-year-long action plans [[cselekvési terv](#) in Hungarian (hereinafter referred to as CST)] was adopted, the discussion was missing. The scope of this document affects the stakeholders of different fields and the Government as well; moreover, they incite the educational and local stakeholders of governmental and NGO sector. The Action Plan for 2016-2017 of the National Youth Strategy is a government's decree.

The Programme for the Future of the New Generation [(Új Nemzedék Jövőjéért Program)

Besides the NYS, the Government also started its framework programme called Programme for the Future of the New Generation [[Új Nemzedék Jövőjéért Program](#) (hereinafter referred to as PFNG)]. Grass-root initiatives, valuable comments and opinions, the views of participants were used to set up a framework programme as a result of a wide range reconciliation.

The Programme for the Future of the New Generation defines certain guidelines for enhancing the participation of youth. The programme was launched in 2011 by the Ministry of Public Administration and Justice. [Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#))]

The PFNG is a government decision. It is valid since 2012.

Scope and contents

National Youth Strategy 2009-2024 (Nemzeti Ifjúsági Stratégia 2009-2024)

NYS analyses the situation of youth nationwide; then formulate principles and goals and integrate these ideas into several other social strategies. It provides partly local and nationwide guidelines, also expresses horizontal and specific aims.

Horizontal aims:

- promoting equal opportunities,
- awareness-raising on being Hungarian and being European, and
- emphasises sustainable development.

Specific aims:

- social integration,
- help the work of youth communities, and
- support the work of civil organisations

Key objectives set by the strategy from the perspective of participation:

1. strengthening the system of student interest representation (p.52.)
2. encouraging youth to participate in public affairs regarding all the issues related to them (p.59.)
3. developing and educating the skillset and attitude that is required for active participation (p.48., 64.)

4. increasing the level of participation of youth organisations in decision-making processes and operational support of these (p.62.)

Specific target groups

There is not any specific target group within youth whose participation would be especially encouraged, young people aged at least 8- 12 years and at most 25- 30 years are the main target group. At a certain point, the document pays special attention to the disabled youth.

Action Plan for 2016-2017 of the National Youth Strategy (Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről)

The Action Plan for 2016-2017 of the National Youth Strategy points out nationwide tasks. Its aims are followed by 3 pillars. Along these lines, they specify smaller, more concrete tasks

Key objectives set by the strategy from the perspective of participation:

- developing and supporting meaningful dialogue between young people and policymakers,
- continuous cooperation between governmental and youth organisations,
- Operation of the Hungarian Youth Conference.

Specific target groups

From the perspective of participation, the main target group is

- youth,
- youth organisations and
- policymakers.

The Programme for the Future of the New Generation (Új Nemzedék Jövőjéért Program)

The Programme for the Future of the New Generation defines nationwide aims and intervention fields. It points out 4 main interventional fields:

1. Citizenship;
2. Home and Family Creation;
3. Career and Existence;
4. Leisure.

These were intended to be realised by planned projects.

Key objectives set by the strategy from the perspective of participation:

1. further support for civic education,
2. meeting with politicians and public figures (for example attending parliamentary plenary sessions) and
3. supporting the development of the youth institutional system (for example Municipal Youth Action Program; Establishment of a National Youth Council).

Specific target groups

The specific target groups are:

1. young people between the ages of 10 and 23 seeking help with mental health, lifestyle and career choices;
2. primary and secondary school students;
3. young people with multiple disadvantages;

4. young people interested in politics and public affairs.

Responsible authority for the implementation of the strategy

National Youth Strategy 2009-2024 (Nemzeti Ifjúsági Stratégia 2009-2024)

The authorities responsible for the implementation of the strategy are mainly the relevant ministers (typically the ministers responsible for child and youth policy, education, social inclusion and employment).

The implementation and control are reviewed by professional strategy working group (Roundtable for Youth) and the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)).

There is no available information on evidence-based monitoring, assessment, or evaluation.

Action Plan for 2016-2017 of the National Youth Strategy (Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről)

The authorities responsible for the implementation of the strategy are mainly the relevant ministers, typically

1. the ministers responsible for child and youth policy,
2. education,
3. social inclusion and
4. employment.

The evidence-based monitoring/assessment/evaluation of the implementation of the strategy

A report has been issued on the implementation by the involved ministers, and then they sent it to the Minister of Human Capacities. Then they issue a report towards the Government based on the previous one.

The Government has to report to the Parliament about the implementation of the action plans every 4 years. The latest report ([beszámoló](#)) on the achievements of the strategic goals between 2010 and 2013 states the following outcomes:

- community places were established all over the country, both in smaller and bigger settlements;
- the Youth Consultation Cycle [Ifjúsági Konzultációs Kör in Hungarian (hereinafter referred to as IKK)] was established as part of the structured dialogue aiming to reach young people directly;
- hundreds of young people were involved in the dialogue between youth and decision-makers directly or through NGOs (in 2012-2013 about 700-800 young people);
- Hungary organised two large-scale youth policy events during the half-year period of the EU presidency in 2011;
- the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (NIT)] was founded.

The Programme for the Future of the New Generation (Új Nemzedék Jövőjéért Program)

For the development and coordination of the implementation of the Programme for the Future of the New Generation, coordination of youth policy tasks, the commissioner for coordinating youth policy task is responsible.

There is no available information on evidence-based monitoring, assessment, or evaluation.

Revisions/Updates

There are no public, governmental or social debates or plans for dialogue on the topic of youth participation.

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

According to the [Fundamental Law](#) of Hungary (Article VIII.), 'everyone shall have the right to establish and join organisations [...] Trade unions and other interest representation organisations may be formed and may operate freely based on the right to association.' Besides that the new [Civil Code \(Polgári Törvénykönyv\)](#) and the Law on Civic Society Association ([Civil törvény](#)) define how NGOs can be founded and operated. In Hungary, these regulations are relevant for youth NGOs as well. Some youth organisations are public bodies [for example the National Union of Doctoral Students ([Doktoranduszok Országos Szövetsége](#))], but the majority of them are associations [for example the National Youth Council ([Nemzeti Ifjúsági Tanács](#))].

The Deputy State Secretariat for Civil and Society Relationships operates under the Prime Minister's Office ([Miniszterelnökség](#)). Its aims among others are to support the effective operation of NGOs, to operate an information and administration portal [Civil Information Portal ([Civil Információs Portál](#))], and it pursues that the state funds would be accessible for the NGOs in a favourable way.

The main principle is that youth should have interest groups for advocacy. It is important that throughout these organisations, the Government have negotiation partners who can represent these groups of society. There are interest groups according to different fields as well. For example:

- young entrepreneurs – Young Entrepreneurs Association Hungary (in Hungarian: [FIVOSZ](#)),
- young farmers – Hungarian Farmers' Association [[Fiatal Gazdák Magyarországi Szövetsége](#) (AGRYA)]
- National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as DOSZ)].

Also, there is an organisation which represents all young people: the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (hereinafter referred to as NIT)].

There is no particular information on the principles and goals of youth organisations.

Public financial support

The source of financing might be statutory or governmental subsidies, or tender application or individual grants. The Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) provides an individual grant for policy support in the basis of application. Grants can be approved with applications through the state funds listed below.

National Cooperation Fund [Nemzeti Együttműködési Alap (hereinafter referred to as NEA)]

Specific rules apply on state aids are specified in statute CLXXV of 2011 ([2011. évi CLXXV. törvény](#) az egyesülési jogról, a közhasznú jogállásról, valamint a civil szervezetek működéséről és támogatásáról). The operation of NGOs and their specific programmes and activities (for example advocacy), their publications are supported by the state through the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (in short NEA)] which uses state budget ([az államháztartási alapból gazdálkodik](#)) for its tenders [55- 56§;

CLXXV Act of 2011 ([civil törvény](#)]). The operational fund can only be obtained through NEA, while other grants are supporting professional activities.

From 1 January 2019 on the NEA is operated by Bethlen Gábor Fund Ltd ([Bethlen Gábor Alapkezelő Zrt.](#)).

Children and Youth Fund [Gyermek és Ifjúsági Alap (GYIA)]

The Ministry of Human Capacities supports the activities, programmes, initiatives of children and young people through the Children and Youth Fund [[Gyermek és Ifjúsági Alap](#) (hereinafter referred to as GYIA)], which has a state budget chapter ([Gyermek és Ifjúsági Alapprogram](#)). For example:

1. the programmes of youth NGOs on participation,
2. events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions, cooperation.

Currently GYIA belongs to the [Human Capacities Grant Management Office](#) [[Emberi Erőforrás Támogatáskezelő](#) (EMET)] which is one of the background institutions of the Ministry of Human Capacities.

National Talent Programme (Nemzeti Tehetség Program) The aim ([célja](#)) of the National Talent Programme ([Nemzeti Tehetség Program](#)) is the support of talent-development, long-term assistance of talented youth, promotion of the outstanding talent managed by organisations, communities and programs in Hungary and beyond the borders. (For more information, please see sub-chapter [4.4 Inclusive programmes for young people](#).)

Bethlen Gabor Fund (Bethlen Gábor Alap) Bethlen Gabor Fund ([Bethlen Gábor Alap](#)) is an earmarked state fund. It aims ([célja](#)) to support Hungarians living beyond the borders on their motherland, strengthen the connection between the motherland and homeland. Financial grants can be gained through a call for applications or individual grant applications. Applicants can be individuals (Hungarian youth outside their homeland), communities and other institutions, local governments.

Topics:

- education,
- preservation and development of Hungarian culture and science,
- actions related to European Union activities.

Development programmes

Additionally, different development programmes provided a framework for financial support in recent years, mainly the Human Resources Development Operational Programme (hereinafter referred to as EFOP) currently for example

- 'Support for youth activities' ([EFOP-1.2.2-15](#). Ifjúsági programok támogatása) aims to operate projects of NGOs and public bodies to support the involvement of young people in decision-making processes or
- the 'Wonder Deer School Community Programme' ([EFOP-3.3.5.19](#) Csodaszarvas iskolai közösségi program)
- or the Erasmus+ Programme.
- Part of the tenders for NGOs are related to certain regions or professional tasks such as GINOP (Economic Development and Innovation Operation Programme) and Szechenyi2020.
- Financial support might originate from for example the Structural Funds or Cohesion Fund of the European Union, the budget of the European Union or from international organisations [2§; CLXXV Act of 2011 ([civil törvény](#))].

Local governments

In Hungary, it is the task of local governments to support youth. [CLXXXIX. Act of 2011 ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól)] This means, that on the local level, the local governments also support youth organisations, although the form of this support is not defined.

The **type of activities** which are supported by means of public finance mentioned above are variable, for example:

1. camps,
2. mentor training,
3. training,
4. meetings,
5. advocacy,
6. research,
7. information and communication activities,
8. publications.

Initiatives to increase the diversity of participants

No programmes exist in Hungary on that topic that is available for a wide range of youngsters and financed by the Hungarian state. This issue is not part of the Hungarian Government's main goals or rhetorical line.

Governmental initiatives

There have been several governmental initiatives as well for example the 'Like-a-Parliament' ('[Mint-a-Parlament](#)') or Parliament Youth Day ([Parlamenti Ifjúsági Nap](#)), which aims to encourage youth participation. (For more information about the programmes, please see sub-chapter [5.8 Raising political awareness among young people](#).)

'**Like-a-Parliament**' is a 2-day long programme series: it consists of a debate day and a sitting day. It aims to let higher education students experience the legislative process which would encourage them to participate and be active in organisations.

The goal of the **Parliament Youth Day** ([Parlamenti Ifjúsági Nap](#)) is to show young people the Parliament, the primary institution of democracy where legislation takes place, and to let them learn how they can influence those decisions which affect them, so that they can be more active in public issues. In 2019 ([2019-ben](#)), 300 pupils participated at the event where they had a dialogue with members of the Hungarian and European Union Parliament through an interactive debate game. In 2020 the Parliament Youth Day is planned to organise in October ([Parlamenti Ifjúsági Nap 2020](#)).

There are also other pedagogical programmes which take place in the Parliament weekly or monthly during the school year and of which aim is to motivate students to participate in politics. These programmes are

1. '[A private lesson in Parliament](#)' ('[Parlamenti különóra](#)')
2. '[The democracy game](#)' ('[Demokráciajáték](#)')

NGOs

On the other hand, the NGOs organise the majority of the national level initiatives [for example the [National Youth Council](#) (Nemzeti Ifjúsági Tanács), [Foundation for Democratic Youth](#) (Demokratikus Ifjúságért Alapítvány)].

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

Hungary is one of those European countries where there is no independent strategy for civic education; it does not appear as an individual mandatory subject at school, but it is part of the National Core Curriculum and framework [([Nemzeti Alaptanterv](#) (hereinafter referred to as NAT))]. On the other hand, several legal regulations outline general instructions on education for knowledge and key competencies referred in the [Charter of Fundamental Rights](#) of the European Union and other international statements.

'In Hungary, the National Core Curriculum makes »education for active citizenship and democracy« a key development task across the whole education system and leaves schools the freedom to integrate »homeland studies« as a compulsory separate subject at primary level.' [[Citizenchip Education at school in Europe](#) (2017)]

The NAT, together with local curriculums provides the reference framework regarding social and civic competences in Hungary. NAT defines the tasks of the local governments concerning public education and also the literacy set to be acquired according to the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#)). The aims of the principles and developmental tasks take shape in framework curriculums. These define the developmental requirements during the process of teaching and learning and the depth of the expected knowledge. These requirements refer to youth at school age. Special target groups are usually young people aged 14- 15 and 18.

Formal learning

Social and civic competence education does not appear as an individual subject but education for social and civic competences is part of the general and vocational curriculums both at elementary and at the secondary level (see above). According to the regulations of the NAT, civic education is part of the subject History, social, civic and economic knowledge.

In Hungary

'the teaching of the compulsory subject »history, social and citizenship studies« starts only at ISCED 2'. [[Citizenchip Education at school in Europe](#) (2017), p.37]

'In Hungary, the subject »history, social and citizenship studies« taught in grades 5 to 12 includes sections on »basic citizenship knowledge«, »media models and institutions« as well as »social knowledge«.' [[Citizenchip Education at school in Europe](#) (2017), p.37, p.47]

The curriculum of the Hungarian systems contains both specific objectives and learning outcomes.

Critical thinking is theoretically included in the curriculum, such as:

- thinking critically,
- multi-perspectivity and reasoning,
- analysis skills.

'Cultivating critical thinking and being explicit about it is not confined to general education but extends to school-based vocational education as well'. [[Citizenchip Education at school in Europe](#) (2017), p.62]

According to the National Curriculum, the central goal of civic education is to support the development of

- knowledge,

- thinking,
- skills,
- values,
- attitudes and behaviour.

The aim is to introduce young people the democratic state and public life based on the rule of law. It is important to educate pupils for

- civic participation,
- the respect of law,
- compliance of rules regarding coexistence,
- respect for human dignity and human rights,
- nonviolence and fairness.

NAT underlines that 'participation in public affairs requires the development of creativity; individual reflective thinking; analytical and debate skills which contribute to the establishment of a democratic attitude.' [[Act CXC of 2011](#) on National Public Education ([Köznevelési törvény 2011](#))]

Besides the above-listed subjects, 'social studies' is compulsory for all IVET students.

Non-formal and informal learning

School student councils

School student councils [diákönkormányzat (hereinafter referred to as DÖK)] provide the **formal structure** of participation for pupils. The [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) states that schools may establish school student councils in order to organise their joint activities in connection with education, to educate for democracy and public responsibility. One teacher per school is invited by the students to assist the work of the school student councils. (See sub-chapter [5.3 Youth representation bodies](#).)

'Many countries provide support materials or make non-binding recommendations to include particular events at school level such as the commemoration of specific days with national, European or global significance. Twenty-three [including Hungary] provide information for schools to support events marking national days...' [[Citizenchip Education at school in Europe](#) (2017), p.83]

Every school has a compulsory school ceremony or commemoration on public holidays that commemorate Hungarian (historical) revolutions and victims of retaliation. Schools make decision on how to commemorate them.

Programmes promoting participation skills of students and teachers

Programmes supporting participation skills of students and teachers are not common at primary and at public education. There are some schools which dedicate attention and capacity to organise similar programmes together with NGOs but in most schools there are no such initiatives.

Community service

Community service is an example of encouraging students' participation. The Act on National Public Education of 2011 (in force since 1 January 2015) requires 50-hour-long community service for students before high-school graduation. It is the responsibility of schools to organise community service based on the choice of the student. Students may fulfil the community service task at

1. the state or local-governmental institutions,
2. NGOs or other non-profit organisations,

3. churches or
4. even at individuals. (More information is available in sub-chapter [2.5 Youth Volunteering at national level.](#))

Other large-scale political initiatives

Other large-scale political initiatives and programmes regarding participation are not common. In some towns, town-level self-governments (school student councils at town level) [városi diákönkormányzatok (hereinafter referred to as VDÖK)] were established which provides the opportunity for young people to articulate their opinion towards decision-makers at the town level. The VDÖKs operate well at only a small number of towns, at most places they do not exist. They do not have unified funding rules.

Although these programmes hold on the national level, they are not attractive for many youngsters. Programmes mentioned in sub-chapter [5.8 Raising political awareness among young people](#), such as:

- Parliamentary Youth Day,
- Parliamentary tutorial,
- Mint-a-Parliament.

Partnerships between formal educational institutions and youth organisations

As far as we know – there is no legal framework on forming partnerships between formal educational institutions and youth organisations. Erasmus+ programme provides funding for cross-sector projects, however, the implementation of certain projects depends on

- the openness, motivation and
- financial means of schools, plus
- on teachers' workload.

For this kind of cooperation, [Tempus Public Foundation](#) (Tempus Közalapítvány) has a call for applications. [Capacity building ([kapacitásfejlesztés](#)) projects in the youth field of Erasmus+]

Initiatives to support civic education of youth by the civil society

There are and there were initiatives to support the civic education of youth by the civil society. A good example is the [Foundation for Democratic Youth \[Demokratikus Ifjúságért Alapítvány\]](#) (hereinafter referred to as DIA)], which has had programmes to support the active participation of young people for 15 years, for example with the methodology of democratic debates. More than 100 000 young people and 1 000 teachers and youth workers participated in the programmes of this organisation. (Youth Policy Review p. 40)

Financial support and national level programmes

There is no detailed information on the financial support of these programmes. There is no detailed information either on **national level programmes** which establish or support educational projects regarding civic and social competence development.

Quality assurance/quality guidelines for non-formal learning

In Hungary, the unified national principles and guidelines are under development regarding the recognition of the outcomes of informal and non-formal learning.

Between 15 November 2011 and 30 November 2015 the Hungarian Qualifications Framework [Magyar Képesítési Keretrendszer (hereinafter referred to as MKKR in Hungarian)] was developed ([fejlesztették](#)) as part of the TÁMOP-3.1.8 project titled as 'Overall quality development in public education'. A 2012 government regulation accepted the new, learning-outcome based MKKR. The aim of MKKR (a Magyar Képesítési Keretrendszer [célja](#)) is to systematise the different levels and forms of education and

training in a unified framework, such as the knowledge and competencies gained through non-formal and informal learning. In the evaluation system

- knowledge,
- ability,
- autonomy,
- responsibility and
- attitude descriptors are important aspects which all have 4 layers.

We do not have information yet on how MKKR is implemented in projects of non-formal learning. We do not have information on mechanisms, indicators and outcomes. All in all, it is generally true that the evaluation of such projects/trainings are based on the monitoring aspects of the relevant grant system/grant operator.

Educators' support

Several schoolbooks were published about social and civic knowledge. Typically, handbooks and pedagogical support materials are available on the websites of different NGOs and schools; furthermore, other framework curriculum materials are available for teachers on the internet. But they do not reach a wide range of educators.

Youth experts (special helpers, teachers, decision-makers, researchers) sometimes have the opportunity to take part in different events on several subjects related to youth. A smaller number of these events are organised by the state.

In the last few years there were several initiatives of NGOs as well, like

1. [Hungarian Association of Youth Service Providers](#) [Ifjúsági Szolgáltatók Országos Szövetsége (hereinafter referred to as ISZOSZ)],
2. 'Youthmatter' ('Ifjúságügy'); or
3. [Foundation for Democratic Youth](#) (Demokratikus Ifjúságért Alapítvány, hereinafter referred to as DIA),
4. [Pillar Foundation](#) (Pillár Alapítvány), and so on.

There are certain organisations that organise classes (under certain circumstances) about debate culture (for example, DIA), but they do not reach a wide range of young people.

The different Erasmus+ actions also provide opportunities for educators to support the development of civic competences, although the participation of teachers depends on individual motivation.

According to the Government's regulation [[277/1997. \(XII.22.\) Korm. rendelet a pedagógus - továbbképzésről, a pedagógus - szakvizsgáról, valamint a továbbképzésben résztvevők juttatásairól és kedvezményeiről](#)] as a general rule, it is mandatory for teachers to participate in pedagogical professional trainings and pass an examination ([pedagógus szakvizsga](#)). The aim of these is to renew, expand and develop the knowledge and skills that are needed to deal with children and students.

Among these, there are a few trainings that deal with community service or raising awareness of rights or include human rights, democratic values as part of its subjects. These trainings are mainly for ethics teachers, moreover teachers with interest in civic education. Universities ([szakirányú továbbképzés](#)) and Parliament ([pedagógus továbbképzés](#)) have the possibility to organise such trainings.

5.8 Raising political awareness among young people

Information providers / counselling structures

The information on democratic rights and values is disseminated through

- the National Core Curriculum [([Nemzeti Alaptanterv](#) (hereinafter referred to as NAT))],
- the New Generation Centre [([Új Nemzedék Központ](#) (UNK))] and
- programmes organised by NGOs.

In Hungary, active citizenship education and social responsibility education are present in schools at several points. The National Core Curriculum ([Nemzeti Alaptanterv](#)) requires, that the content of civic education be taught in several subjects (for example history; ethics, and so on).

The New Generation Reloaded Project ([Új Nemzedék Újratöltve](#)) which is the project of the New Generation Centre mentioned above, is financed through a European Union grant (EFOP-1.2.3-VEKOP-15-2015-00001). Now this project belongs to the Elizabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)).

Youth-targeted information campaigns about democratic rights and democratic values

There is no information on current, nation-wide campaigns for young people informing them on democratic rights and values or on awareness - raising campaigns on European values. However, a project called 'Education for Democratic Citizenship' [(['Demokratikus Állampolgárságra Nevelés Projekt'](#) (hereinafter referred to as EDC))] must be mentioned. The project, which was realised at the beginning of the 2000s, aimed at preparing students to active and responsible participation in society and to familiarise them with democratic rights.

National Youth Parliament (Országos Diákparlament)

At the beginning of 2020, the 10th National Student Parliament (hereinafter referred to as ODP) met in Székesfehérvár for 3 days ([találkozó](#)). The county student parliaments delegated about 220 students. The State Secretary Responsible for Public Education also attended the meeting. The students worked in different sections. At the closing plenary session participants made 45 recommendations to the education government (e.g. organising a school student rights theme day).

First voters

First voters have been always important for the current Government in power. Those young people who became of legal age since the latest elections always get a present if they participate in the elections. These presents usually relate to the topic of the election. The [National Election Office](#) (Nemzeti Választási Iroda) gives these presents.

In 2019, citizens, who voted for the first time ([első választók](#)), received a silicone bracelet from the National Election Office. The flag of the European Union is also featured on the national-coloured silicone bracelet. 110 154 young people received it.

In 2014, the Office ordered 15 310 blue plastic cards (in the size of a credit card) for young people, whose first voting was the European Parliament election. On one side of the card, there was a title 'Memento for first voters 2014' (['Emlékül az első választóknak 2014'](#)) with the coat of arms of Hungary and the European Union's yellow stars. On the other side there was a quotation from the Hungarian Fundamental Law:

'We are proud that our people over the centuries have defended Europe in a series of struggles and enriched Europe's common values with its talent and diligence. (...) We believe that our national culture is a rich contribution to the diversity of European unity.' ([The Fundamental Law of Hungary](#), p. 2)

United Nations Youth Delegate

The UN Youth Delegate has also become more popular among young people. Young people aged between 15 and 26 can take part in this programme. The programme aims to provide the young generation the opportunity to represent and enforce their interests in international decision-making. Young people who selected for the programme may represent their own country in the most important forums and consultations of the UN as members of the formal delegations, as a youth diplomat.

The programme has been confirmed, among other things, by certain resolutions of the World Program of Action for Youth (A / RES / 50/81) and the UN General Assembly ([A / RES / 64/130](#), etc.). Hungary joined the program in 2016 with the approval of the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)). The youth delegate develops its own position based on discussions with young people nationwide. (For more information about the UN youth delegates, see sub-chapter [9.3 Exchanges between young people and policy-makers on global issues](#).)

'Step up!' programme ('Lépj fel!' program)

The 'Step up!' programme (['Lépj fel!'](#)) is the programme series of the National Youth Council. They visited all of the counties of Hungary during a year. The aim was to bring young people and decision-makers together. They mostly discuss issues which are relevant on the local level with the delegates of NIT, NGOs, and other stakeholders. (For more details see sub-chapter [5.4 Young people's participation in policy-making](#))

Parliamentary Youth Day

The Parliamentary Youth Day, titled 'You have a say' (['Van beleszólásod'](#)), is designed to enable young people to become acquainted with:

- the basic institution of democracy and
- the legislature,
- the House of Parliament,
- learn to speak on decisions about them, and
- actively participate in the resolution of community affairs in the future.

During the day, participants attending high school at the grade 11-12. (about 300 people) have the opportunity to chat with a member of the national and EU parliament and participate in an interactive discussion and get acquainted with the youth pillar of the Erasmus+.

Representatives' debate is about young people's own prepared questions, and the debate is based on topics that concern them. The participation of the groups - together with the preparation and the creative report - are being evaluated by a professional jury.

Democracy Game

One youth programme of the Public Library and Public Education Directorate is the Democracy Game ([Demokráciajáték](#)). It is a one-day long event where students can take part in the role of representatives, so they can get to know the work of the Parliament closely. During the programme, young people may attend a committee meeting, a plenary session, and a fractional session.

The aim ([célja](#)) of the programme is to familiarise the work of the members of the Parliament with young people by modelling Parliament's legislative work. Its long term goal is to raise students' interest in public life. The initiative seeks to make young people participate in providing opinion and in cultivating discussion on issues that affect them, to expand their communication and argumentation skills and to work in a team.

Parliamentary tutorial

Parliamentary tutorial ([Parlamenti különóra](#)) is also for high school students. The purpose of the programme is to familiarise students with the foundations of parliamentary democracy and to gain insight into the work of the Parliament and to expand their constitutional knowledge. Participants can spend a whole day at the Parliament, have a separate conversation with a member of the Parliament, visit the plenary meeting and take part in interactive games.

'Like-a-Parliament' ('Mint-a-Parlament')

It is like a Democracy game, but university students are the target group of the programme called 'Like-a-Parliament' (['Mint-a-Parlament'](#)). The event is a two-day program series consisting of a debate and a session. The representatives (undergraduates) in simulation game creates fictional parliamentary groups. They submit bills aiming for consensus, which, later, can be discussed at a parliament session. The last session was held at the end of November 2019.

Promoting the intercultural dialogue among young people

Fostering the dialogue among young people is supported by mainly individual, NGO and local initiatives or there are also certain projects which focus on the same aim. Such project, for example, was a 2016 spring call for applications on fostering intercultural dialogue between Roma and non-Roma people. ([Roma és nem-roma interkulturális párbeszéd elősegítése](#))

Promoting transparent and youth-tailored public communication

No programmes exist in Hungary on the topic that is available for a wide range of youngsters and financed by the Hungarian state. This issue is not part of the Hungarian Government's main goals or rhetorical line.

There is no data on trainings available for politicians and decision-makers on youth-tailored communication. There are several bachelor programmes for those who are interested in becoming a youth worker; however, these are available for anyone (who meets the admission requirements), including decision-makers.

5.9 E-participation

As far as e-participation is concerned, there is still room for development. However, there is no established practice in Hungary, e-participation maybe present in various programmes and projects.

Possible examples of youth e-participation:

- National consultation (**e-consultation**) (on family protection) was held in 2018. The Government introduced an online consultation questionnaire for citizens.
- One party's youth organisation ([ifjúsági szervezete](#)) established an **online petition** in autumn 2018 concerning higher education issues.
- Hungary has not yet introduced e-voting (**e-election**) on political elections.

5.10 Current debates and reforms

There are not much public, governmental or social debates or plans for dialogue on the topic of youth participation.

Ongoing debates

On National Student Council's [[Országos Diáktanács](#) (hereinafter referred to as NSC)] sessions, the upcoming issues are the scope of student councils: have review or veto rights.

The support of the work of local governments' youth officers who are not performing adequately. How could young people be involved more in local public life, and how can the local youth officer solve this issue.

Excluding the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), the relevant actors are:

1. members of the National Student Council,
2. students' councils,
3. teachers,
4. youth workers,
5. leaders of youth organisations, and
6. municipal actors.

On its meeting in 2020, the National Youth Parliament ([Országos Diákparlament](#)) has made recommendations ([ajánlások](#)) for the Government and school leadership, such as:

- developing a nationwide training programme for teachers assisting school student councils,
- tools for the prevention of verbal and physical abuse of teachers,
- scholarship programme based not only on scholastic records.

6. EDUCATION AND TRAINING

In Hungary there are **two main challenges** to young people's participation in education and training which are related to the [Europe 2020 strategy](#). By accepting the strategy, Hungary has committed itself to

1. **increase** the proportion of those between 30-40 years who have **higher or equivalent qualification** to 34%, and to
2. **reduce** the proportion of **early school leavers** ([which is now 11.8%](#)) between the age of 18 and 24 (especially disadvantaged, multiply disadvantaged and Roma students) to 10% by 2020.

To increase the proportion of those who have a higher or equivalent qualification to 34%, in 2013, the Hungarian Government modified the [Act CCIV of 2011](#) On National Higher Education ([2011. évi CCIV. törvény a nemzeti felsőoktatásról](#)) and abolished the system of higher education quotas. (For more information see sub-chapter [6.1 General context](#).)

To reduce the proportion of early school leavers from the current 12,5% to 10%, in 2016, the Hungarian Government set up a 'Medium-term strategy against leaving school without qualifications' (['A végzettség nélküli iskolaelhagyás elleni középtávú stratégia'](#)) to tackle early school leaving and to increase employment, for which the cross-sectoral cooperation (education, training, employment, health care, law enforcement and social policy) is important. The strategy also defines individual, institutional and system-level tasks. [For more information, see sub-chapter [6.3 Preventing early leaving from education and training](#) (ELET).]

6.1 General context

Main trends in young people's participation in education and training

Main statistics

In Hungary, the proportion of those participating in education has further decreased since 2008, but in 2016 it still exceeded the figure from the turn of the millennium. According to the data, 40% of young people participated in some organised, school-based training. Among them, 86% of 15-19-year-olds, 34% of 20-24-year-olds, and 9% of 25-29-year-olds have been in education. [Hungarian Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#))]

In the 2019/2020 academic year the number of children/students attending

- kindergartens is 330.5 thousand (1.2% increase compared to 2018/2019);
- primary schools is 720.3 thousand (0.8% decrease compared to 2018/2019);
- secondary institutions is 410.8 thousand (1.3% decrease compared to 2018/2019);
- higher education institutions (full-time courses) is 203.6 thousand (1.7% increase compared to 2018/2019). [Hungarian Central Statistical Office, 2019 and 2020 ([Központi Statisztikai Hivatal, 2019 és 2020](#)) (referred hereinafter to as KSH)]

The number of children in kindergartens and the university students shows a positive tendency.

Public Education

Basic education is ensured by the [Fundamental Law of Hungary \(Alaptörvény\)](#). According to Article XI:

'(1) Every Hungarian citizen shall have the right to education.

(2) Hungary shall ensure this right by extending and generalising public education, by providing free and compulsory primary education, free and generally accessible secondary education, and higher education accessible to everyone according to his or her abilities, and by providing financial support as provided for by an Act to those receiving education.

(3) An Act may provide that financial support of higher education studies shall be subject to participation for a definite period in employment and/or to exercising for a definite period of entrepreneurial activities, regulated by Hungarian law.' (Fundamental Law of Hungary)

Educational institutions ([intézményrendszer](#)) in Hungary are operated by the Hungarian state and include

- kindergartens,
- primary schools and
- secondary schools.

The attendance in these institutions is free of charge (until the age of 18) for Hungarian citizens, and also compulsory between 3 and 16 years of age. (3 years kindergarten and 10 years school.) For more detailed information please see Euridyce, sub-chapter Hungary Overview - [Stages of the Education System](#). [[Act LXXIX of 1993](#) on Public Education ([1993. évi LXXIX. törvény a közoktatásról](#))]

The laws regulating public education were laid down in the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. Nemzeti köznevelésről szóló törvény](#)). The state is obliged to provide the right to its citizens to participate in primary and secondary education and to obtain their first vocational qualification. A recent, but important change

([változás](#)) is that adults now have the possibility to obtain their first and second vocational qualifications at an evening school or through distance education, without age restrictions. For more detailed information, please see Euridyce, sub- chapter Adult Education - [Main Types of Provision](#).

General government expenditure on education as a proportion to the GDP

General government expenditure on education as a proportion to the GDP was 5.1% in 2017, 0.5% more than the EU average (4.6%). These number were exactly the same in 2018. (Eurostat Referred in [Eurostat](#), 2019)

The rate of early school leavers remained unchanged

The proportion of early school leavers stagnated in 2016, but it shows a very mixed picture according to geographical regions and type of school. The rate of early school leavers was:

- 12.4% in 2016,
- 12.5% in 2017,
- 12.5% in 2018,
- 11.8% in 2019. ([Eurostat](#), 2020)

Concerning regions, the highest proportion was observed in the North-Eastern part of Hungary, where the poverty rate is the highest. In addition, 65.3% of Roma students are early school leavers. 21% of early school-leavers come from vocational schools in the three most affected counties. ([Comission Staff](#), 2019)

Challenges to young people's participation in education and training

By accepting the [Europe 2020 strategy](#), Hungary has committed itself to

1. increase the proportion of those between 30-40 years who have higher or equivalent qualification to 34%, and to
2. reduce the proportion of early school leavers between the age of 18 and 24 (especially disadvantaged, multiply disadvantaged and Roma students) to 10% by 2020.

In addition, the aims of the measures to be taken in the area of education policy include:

1. developing the key competencies of students and
2. making the educational structure more interoperable, supported by non-formal and informal learning programmes, as well as the reorganisation of higher education ([Government of Hungary](#), 2017)

The educational attainment of Roma students

'Hungarian education faces equity challenges. Students' performance is linked to their socioeconomic background, and the participation of disadvantaged groups, in particular Roma people, in inclusive mainstream education needs to be increased.' ([European Commission](#), 2016)

According to the [Second European Union Minorities and Discrimination Survey](#)

'the results of the first Roma survey in 2011 were worrying. They showed that only one out of two Roma children surveyed attended pre-school or kindergarten, and a tiny proportion continued school after compulsory education. EU-MIDIS II results show that Roma children lag behind their non-Roma peers on all education indicators. Only about half (53%) of Roma children between the age of four and the starting age of compulsory primary education participate in early childhood education. On average, 18% of Roma between 6 and 24 years of age attend an educational level lower than that corresponding to their age. The proportion of Roma early school-leavers is disproportionately high

compared with the general population. School segregation remains a problem in Hungary despite the legal prohibition of this practice and recent case law of the European Court of Human Rights.'

The rate of schools with above 50% of Roma students increased from 9% to 14% in 10 years and the share of Roma in higher education was 0.8% in 2017. ([European Commission](#), 2020)

Inequality of access to higher education

Forms of higher education include:

- short-cycle higher education,
- Bachelor's degree,
- undivided programmes offering Master's degree.

The entrance procedure for the above forms of the higher education system is based on

- the general knowledge and literacy of the applicants they acquired in secondary school,
- their secondary school grades and
- the results of their final exams at secondary school.

There are no particular entrance exams; points are calculated based on the above grades.

In order to enforce the right to education, the Fundamental Law of Hungary ensures the accessibility to higher education and the financial support of participants of higher education depending on their abilities. Secondary school graduation is necessary; points can be collected based on the students' secondary school results.

In 2013, the Act of National Higher Education was modified, the Government terminated the system of 'frame-numbers'. The entrance procedure is organised centrally, and students are ranked based on the number of applicants for each institution. The decision is made based on the number of available places and the entry requirements (points) achieved by the students.

Statistics

Based on the statistics ([felvételi statisztika](#)) from the previous years, the number of students entering higher education has remained the same for a while. The below figures show the number of students enrolled in higher education each year, including state-financed and fee-based programmes, as well as students enrolled in the supplementary entrance procedure:

- in 2020, 72 821 students were enrolled out of 97 545 applicants (75%) (without the data relates to the supplementary entrance procedure),
- in 2019, 89 608 students were enrolled out of 126 625 applicants (71%),
- in 2018, 84 879 students were enrolled out of 120 937 applicants (70%),
- in 2017, 82 144 students were enrolled out of 118 766 applicants (69%),
- in 2016, 85 019 students were enrolled out of 124 982 applicants (68%),
- in 2015, 82 897 students were enrolled out of 119 714 applicants (69%),
- in 2014, 86 032 students were enrolled out of 121 446 applicants (71%),
- in 2013, 83 354 students were enrolled out of 109 271 applicants (76%),
- in 2012, 92 475 students were enrolled out of 126 574 applicants (73%).

The impact of the students' socio-economic background on education outcomes

'The impact of [Hungarian] pupils' socio-economic background on education outcomes is the strongest in the EU. The impact of school type on outcomes is also very significant, reflecting early selection in secondary education. Pupils are tracked into different schools according to their performance starting from the age of 10. Amongst the three types of secondary school, pupils of vocational secondary schools, which have the highest concentration of disadvantaged pupils, performed particularly poorly in PISA. This type of schools shows limited capacity to counterbalance the socio-economic disadvantage that large numbers of their pupils face.' ([European Commission](#), 2018)

In addition, the OECD also reported on the effects of students' socio-economic background:

'The effects of socio-economic status on student achievement have been widely documented, and research has shed light on specific mechanisms linking economic, social and cultural assets in the family context to students' education outcomes.

For example, students whose parents have higher levels of education and more prestigious and better-paid jobs typically benefit from a wider range of financial (for example private tutoring, computers, books), cultural (for example extended vocabulary, time in active parenting) and social (for example role models and networks) resources that make it easier for students to succeed in school, compared with peers who come from families with lower levels of education or that are affected by chronic unemployment, low-paid jobs or poverty.' ([OECD-PISA Result Volume I](#), 2015)

Organisation of the education and training system

In Hungary, children go to school at the age of 6, and primary education lasts for 4, 6 or 8 years. Traditionally, children go to primary school for 8 years.

The compulsory school age is 16.

'It was just recently lowered from 18 by the 2011 law on public education. The aim of the government was to achieve harmony between the length of compulsory education and vocational training; and offering the choice of studying or working for young people. However, being a young person at this age with low education mostly leads to drifting, uncertainty and low social status.' (Youth Policy Review 2016, p. 13) For more information, see Eurydice report, sub-chapter [2.3. Organisation of the Education System and of its Structure](#).

ISCED levels and VET

In Hungary,

'compulsory pre-primary education (ISCED 0-1) begins with the kindergarten at the age of 3. Pre-primary education is meant for children from 3 to 7 years of age, the final year of pre-primary education prepares children for primary school.'

For primary education (ISCED 1 and 2) there are 8-grade single structure schools, which begin at the age of 6 or 7, after which they choose a secondary school. Students can choose between

- secondary general programmes (ISCED 2+3),
- vocational programmes, special vocational programmes (ISCED 3) or
- vocational secondary programmes (ISCED 3).

'The division of the twelve-year general education may vary: it can be divided either into 8 years of primary education + 4 years of secondary education, or 4 years of primary education + 8 years of secondary education, or 6 years of primary education + 6 years of secondary education. Some secondary school language programmes (bilingual or language specialised classes) may have an extra preparation year. On the basis of their

received points, students gain admission to secondary schools after a central secondary school entrance exam and at the oral / oral + written entrance exam taken at the schools respectively.' [[National Office of Vocational Education and Training and Adult Learning, 2014](#) (Nemzeti Szakképzési és Felnőttképzési Hivatal, 2014)]

There are also 1-2-year programmes of post-secondary vocational education (ISCED 4). For more information, see Euridyce, sub-chapter [2.3 Organisation of the Education System and of its Structure](#).

Adult education

'For those who are not able to complete their education in a regular full-time school, adult education, and adult training outside the school system provide learning opportunities. 16-year-old students or older have the possibility to continue their education as adult education, instead of full-time schooling, in an evening school or distance education form. For years, the number of participants in adult basic education has been very low, about two thousand. While vocational schools continue to grow in numbers, the popularity of vocational training schools is significantly decreasing.' ([Unesco, 2015](#))

Changes in the system of vocational education and training and in the adult education

In 2020, the system of vocational schools changed by the 1168/2019. (III. 28.) Government Decision ([1168/2019. \(III. 28.\) Korm. határozat](#) a „Szakképzés 4.0 - A szakképzés és felnőttképzés megújításának középtávú szakpolitikai stratégiája, a szakképzési rendszer válasza a negyedik ipari forradalom kihívásaira” című stratégia elfogadásáról és a végrehajtása érdekében szükséges intézkedésekről). The strategy is called 'Vocational Training 4.0' ('[Szakképzés 4.0](#)' stratégia).

The main goals of the Strategy are

- to enable young people to enter the labour market as professionals,
- to have the competencies required by the modern, changing economy, technology and industry,
- to create a vocational and adult education system where young people can acquire creative, flexible and competitive knowledge to fit better to the changing labour market needs.

The Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) is responsible for the implementation of the Strategy. The Vocational Training Innovation Council ([Szakképzési Innovációs Tanács](#)), as professional decision-making, reviewing and proposing body, assists the Minister responsible for vocational training and adult education in carrying out his duties in relation to vocational training.

Furthermore, the professional content of vocational and adult training is continuously discussed with the Sector Skills Councils ([Ágazati Készségtanácsok](#)), in order to ensure that the sectoral and economic aspects are properly reflected in the regulation. The Innovative Education Support Center ([Innovatív Képzéstámogató Központ](#)), with the support of the Minister, also has an important role in the reform, as a methodological center and information provider.

The new vocational training system came into force in September 2020, and only affects those who start their studies in vocational training in September 2020.

Main concepts

Children with special educational needs in Hungary

In Hungary, the [Act CXC of 2011](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről) mentions the concept of children with special educational needs.

"Children / students requiring special attention" means

a) children / students requiring special treatment:

aa) children / students with special education needs,

ab) children / students with difficulties in integration, learning or behaviour,

ac) particularly gifted or talented children / students,

b) children / students with disadvantages or [multiple disadvantages](#) according to the Act on Child Protection and Guardianship Administration' [[Act CXC of 2011](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről)]

"Children / students with difficulties in integration, learning or behaviour" means children / students who require special attendance and significantly underperform compared to their age based on the basis of the expert opinion of the committee of experts, or face social relationship problems or suffer from deficiencies in learning or the control of their behaviour, or their integration into the community or personal development is impeded or shows special tendencies but do not qualify as students with special education needs' [[Act CXC of 2011](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről)]

Early school leavers in Hungary

In the documents of the [Hungarian Central Statistical Office \(Központi Statisztikai Hivatal\)](#), definitions are included. Early school leavers ([korai iskolaelhagyók](#)) are considered to be young people aged 18 to 24 who have no more than primary school education and have not participated in education or training inside or outside the school system during the last four weeks.

Definitions of non-formal and informal education in Hungary

For non-formal and informal education, definitions from 2008 can be found.

'The [non-formal education](#) (outside the school system) takes place alongside the main educational and training systems, and does not always provide a formal certificate. It may also be provided by the workplace or through organisations or services which were established in order to supplement formal education. [...] The [non-organised forms of learning](#) belong to the sphere of informal learning. These are learning activities which might occur in anybody's life both in the family or in the workplace based on personal experiences or familial or social guidance. Informal learning is a natural part of everyday life.' ([Hungarian Central Statistical Office](#))

6.2 Administration and governance

Governance

In Hungary, **the main body responsible for education** is the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), and its organisational unit, called the State Secretariat Responsible for Public Education ([Köznevelésért Felelős Államtitkárság](#)).

Furthermore, for vocational and adult training and for higher education,

1. the State Secretariat Responsible for Higher Education, Vocational Training and Innovation (Felsőoktatásért, Szakképzésért és Innovációért Felelős Államtitkárság) under the Ministry for Innovation and Technology,
2. especially for higher education, the Deputy State Secretary of Higher Education ([felsőoktatásért felelős helyettes államtitkár](#))
3. especially for vocational training, the Deputy State Secretary of Vocational Training ([szakképzésért felelős helyettes államtitkár](#)),
4. the Ministry of Agriculture ([Agrárminisztérium](#)),

5. the Ministry of Interior ([Belügyminisztérium](#)) and
6. the Ministry of Defence ([Honvédelmi Minisztérium](#)) also take part in educational tasks.

The most notable background institution is the [National Institute of Vocational and Adult Training \(Nemzeti Szakképzési és Felnőttképzési Hivatal\)](#).

'The new Public Education Act adopted in 2011 extends the competence of the Minister for public education in education administration in line with the public administration reform. Recently, the state, in accordance with the new public administration concept and with Act CLXXXVIII of 2012 and the amendment of the Act on Municipalities, has taken over the schools operated by the municipalities. To operate state-maintained schools, the government has established a national school maintenance centre Klebelsberg Institution Maintenance Centre ([Klebelsberg Központ](#)).' (Eurydice, sub-chapter [2.6 Administration and Governance at Central and/or Regional Level](#))

Furthermore, an important actor of the educational policy is the Education Office ([Oktatási Hivatal](#)) which operates under the Ministry of Human Capacities. It is responsible for all issues related to the matter of studies, from the date of entry into primary school, until the highest qualification is obtained (except for adult training).

National Pedagogue Faculty

The National Pedagogue Faculty ([Nemzeti Pedagógus Kar](#)) is a local governmental body of the teachers working in public education institutions maintained by state and local governments. Every teacher can be a member of it. The main purpose of the organisation is to comment on legislation related to education, overview the organisation of the compulsory community service for secondary school students in Hungary and to operate the related advisory and information system. For more information on [school community service](#), see sub-chapters [2.1 General context](#) and [5.7 'Learning to participate' through formal, non-formal and informal learning](#).

Public actors in higher education

Hungarian Rectors' Conference (Magyar Rektori Konferencia)

In Hungary, there are two national organisations that represent actors of higher education. The [Hungarian Rectors' Conference](#) [[Magyar Rektori Konferencia](#) (MRK)] provides a representation of the entire Hungarian higher education institution system. The board consists of heads of institutions and is [responsible for](#):

- representation of higher education institutions,
- protecting their interests and
- participating in the performance of public tasks.

National Organisation of Student Self-governing Bodies (Hallgatói Önkormányzatok Országos Konferenciája)

The organisation for the representation of students is the National Organisation of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)]. It is organised and functioning on a democratic basis by the students' self-government of higher education institutions. In order to improve Hungarian higher education, it performs various activities ([tevékenységek](#)):

- activities linked to higher education and youth policy,
- maintains contact with Hungarian students in the neighbouring countries,
- initiates legislation to carry out these tasks,
- forms opinion,
- organises conferences and professional lectures. (For more information see sub-chapter [5.3 Youth representation bodies](#).)

Educational research and development related activities

The core task of the former Institute for [Educational Research and Development \(Oktatáskutató és Fejlesztő Intézet\)](#) was to carry out

1. research,
2. development,
3. innovation and
4. service activities for the public (and to a lesser extent) higher education.

The [activities](#) of the institute were:

- research and development in public and higher education,
- international benchmarking and analysis,
- expert activities in the preparation of professional decisions on education management,
- data services,
- and broad dissemination of professional results.

The Hungarian Institute for Educational Research and Development ([Oktatáskutató és Fejlesztő Intézet](#)) was terminated by a government decision ([kormányhatározat](#)) and

'its tasks were transferred to Könyvtárellátó Nonprofit Kft. as of January 1 2017. Tasks related to educational development (such as research, content and textbook development) are performed by a state institution of higher education ([Eszterházy Károly University](#)) appointed by the Ministry of Human Capacities. Management of the above tasks is carried out by the Ministry of Human Capacities.'

The tasks of the Hungarian Institute for Educational Research and Development (apart from publishing textbooks) were taken over by the Institute for Educational Research and Development at [Eszterházy Károly University \(Eszterházy Károly Egyetem Oktatáskutató-és Fejlesztő Intézet\)](#). Then, the tasks related to public education were taken over ([átvette](#)) by the Education Office ([Oktatási Hivatal](#)) since December 1 2019.

Important organisations of teachers

Two organisations from the side of the teachers are worth mentioning, which have a role to play in education policy:

1. the Democratic Trade Union of Teachers ([Pedagógusok Demokratikus Szakszervezete](#)), and
2. the Trade Union of Teachers ([Pedagógusok Szakszervezete](#)).

The first one is the Democratic Trade Union of Teachers ([Pedagógusok Demokratikus Szakszervezete](#)), which was founded in 1986 and whose activities include education and labour interest reconciliation, pedagogical representation, and legal assistance. The other organisation is the Trade Union of Teachers ([Pedagógusok Szakszervezete](#)), which is the oldest and, according to its membership, the largest sectoral trade union in Hungary. Its job is, among others, to provide advocacy and protection of the interests of teachers and educators.

Non-public actors taking part in the development of policies in education

The Trade Union of Employees in Higher Education (referred hereinafter to as FDSZ)

'The [FDSZ](#) is an independent organisation safeguards higher education employees' interests according to laws and any other legislative acts and is able to create an alliance with other organisations. FDSZ and its institutional organisations have rights to represent their members' interests on forums where governmental goals are defined, draft

legislative acts are prepared and decisions are taken - all concerned to education and research in higher education. Furthermore, it develops and maintains relationships with home and international organisations dealing with education and working life by representing public servants' interests employed in higher education.'

FDSZ is the third biggest Union in Hungary, and its members are from higher education institutions (teachers, administration staff, researchers, support personnel, technical assistant staff, teachers at preparatory schools of universities and, also retired higher education staff members).

General distribution of responsibilities

From January 1 2017, the institutions of public education are run by the Klebelsberg Center ([Klebelsberg Központ](#)), organised into 60 educational district centres. Educational institutions founded by national minority self-governments or churches, as well as private schools and kindergartens maintained by cities may continue to operate. In their case, the maintainer is to determine the operating rules. The educational district centre ([tankerület](#)) is responsible for appointing the employees of the public educational institution. The head of the institution is responsible for the operation of the institution. For more detailed information, see Eurydice (sub-chapter [2.7 Administration and Governance at Local and / or Institutional Level](#))

Cross-sectorial cooperation

Generally, those ministries and institutions have to cooperate in education issues which are mentioned at the [beginning](#) of this sub-chapter. Especially for the vocational training, the Ministry for Innovation and Technology and its background institution and the [National Office of Vocational Education and Training \(Nemzeti Szakképzési és Felnőttképzési Hivatal\)](#) are responsible together. Their tasks are

1. to make decisions,
2. coordinate,
3. financing,
4. maintenance at an operational level.

Need of cooperation

One of the main areas of the Public Education Development Strategy ([Köznevelés-fejlesztési stratégia](#)), adopted in 2014, is the fight against leaving school without qualifications, to which the later [[6.3. Preventing early leaving from education and training \(ELET\)](#)] discussed medium-term strategy and action plan was elaborated. The ESL Action Plan ([cselekvési terv](#)) states that many sectors are responsible for the implementation of the ESL strategy, and therefore, cooperation between sectors, as well as the realisation of a coordinated, integrated implementation-supporting co-operation, is the most important. In 2019, according to the information provided by the Ministry these sectors are:

- from the government: Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), Ministry of Finance ([Pénzügyminisztérium](#));
- from public sector: Klebelsberg Centre ([Klebelsberg Központ](#)), [National Office of Vocational Education and Training \(Nemzeti Szakképzési és Felnőttképzési Hivatal\)](#), Education Office ([Oktatási Hivatal](#)), Pedagogical Educational Centres ([Pedagógiai Oktatási Központok](#)), Vocational Training Centres ([Szakképzési Centrumok](#)) maintainers of educational institutes, local governments;
- from non-public sector: youth and civil organisations, professional forums, organisations from the social area, cultural institutes (libraries, museums).

Legislative changes in recent years have demanded and also presuppose many 'sectoral' cooperation, for example, due to the legal division of tasks in the secondary school

structure, where vocational training was transferred to the Ministry of Finance [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)].

Similarly, the operation of other government sectors (ministries, such as the Ministry of Defence, Ministry of Interior) as the maintainers of institutions is also a field for such cooperation. In addition, there is a need for cooperation for the compulsory community service for high school students ('[Fogadó Intézmény](#)'), in social, health, environmental areas etc.

For example, in the case of thematic weeks (see sub-chapter [6.4 Validation of non-formal and informal learning for more information](#)), when providers and employers work with educational institutions.

Examples can also be found for when a company carries out a school maintenance task ([Audi Hungaria Schule Győr](#)).

In the field of talent management, there are also examples of sectoral cooperation, like in the case of the Genius Loci award ('[Genius Loci](#) – Vállalatok és vállalkozók a tehetségekért' díj).

Dual training in higher education

Due to the positive results of foreign dual training and domestic initiatives ([hazai kezdeményezések](#)), the government has introduced the dual training model in Hungary. The dual-type training programme is a special practice-oriented higher education course with the cooperation of higher education and economic operators aiming students to gain practical knowledge during their academic years. According to the information provided by the Ministry in 2019, the following institutions take part in the cross-sectoral cooperation:

1. Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)),
2. Dual Training Council ([Duális Képzési Tanács](#)) representing members of professionals from Ministries, from Higher Educational Institutions and directors of the workplaces which take part in the dual training,
3. the Department Responsible for Internship and Dual Trainings in the Education Office ([Oktatási Hivatal Szakmai Gyakorlatok és Duális Képzések Osztálya](#)) which provides the secretariat tasks of the Dual Training Council and therefore cooperate with all of the above-mentioned institutions.

6.3 Preventing early leaving from education and training (ELET)

National strategy

In 2016, the Hungarian Government set up a 'Medium-term strategy against leaving school without qualifications' [('A végzettség nélküli iskolaelhagyás elleni [középtávú stratégia](#)')] to tackle early school leaving and to increase employment, for which the cross-sectoral cooperation (education, training, employment, health care, law enforcement and social policy) is important. The timeframe of the strategy is 5 years between 2016 and 2020. The strategy also defines individual, institutional and system-level tasks ([feladatok](#)):

Its main goals at the individual level are:

1. person-oriented, differentiated education and support,
2. encouraging learning, preventing backwardness and disappointment,
3. appropriate intervention,
4. creating incentives for institution financing.

Institutional Objectives:

1. providing adequate training and professionals,
2. development of institutional public services,
3. collaborative, adaptable learning organisation and management.

At system level:

1. implementation of cross-sectoral cooperation,
2. providing adequate education and training structure,
3. developing sectoral responsibility,
4. creating an appropriate financing system,
5. creating flexible, effective regulation,
6. creating an information system.

The Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) is responsible for the implementation of the strategy, including the State Secretariat Responsible for Public Education ([Köznevelési Államtitkárság](#)). Since the strategy was adopted in 2016, its first audit has not yet been released, but some measures have already been taken according to the information provided by the Ministry in 2018, such as:

- From September 2015, the kindergarten is compulsory for children from year 3. It aims to ensure educational successfulness.
- The early warning and pedagogical support system was introduced (see below).
- There is a system for controlling and monitoring the work of the teachers by the Education Office ([Oktatási Hivatal](#)).
- Pedagogical Educational Centres ([Pedagógiai Oktatási Központok](#)) were established to coordinate controlling and monitoring at the local level.
- The expectation and recognition of competences of inclusive education are included in the qualification procedure of the teachers.

Those teachers who work with disadvantaged students (for example Roma children) are entitled to an extra pay from January 2019.

According to the information provided by the Ministry in 2019, the responsible authority for the audit is the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) and the audit was planned to be held in 2020, but so far no information available on it.

Early warning and pedagogical support system for preventing early school leaving

The amendment of the Government regulation no. 229/2012 (VIII.28.) on the implementation of the Act on National School Education [nemzeti köznevelésről szóló törvény végrehajtásáról szóló [229/2012. \(VIII. 28.\) Korm. rendelet](#)] entered into force on November 19 2016. The regulation introduced the early warning and pedagogical support system for

1. the prevention of early school leaving and
2. the commencement of related institutional and state tasks at the national level.

The support system is intended to contribute to the achievement of the 'Medium-term strategy against school leaving without qualifications' ('[A végzettség nélküli iskolaelhagyás elleni középtávú stratégia](#)'), and to help achieving the targets of the [Europe 2020 strategy](#), namely that the proportion of early school leavers in Hungary should fall to 10% by 2020. The system draws attention to situations and areas requiring

development ([fejlesztendő területek](#)) that, if recognised in time, might prevent the drop-out. These are usually linked to

1. declining school performance,
2. problematic behaviour,
3. regular absence from school,
4. problems in the family.

In the second half of the 2019/2020 academic year, the target was approximately reached. The rate of early school leavers was higher than 10% only in 3 counties and in 1 region ([Oktatási Hivatal, Kimutatások](#), 2020).

Formal education: main policy measures on ELET

In Hungary, the [Tempus Public Foundation](#) ([Tempus Közalapítvány](#)) coordinated the '[CroCooS](#) (Cross-sectoral cooperation focused solutions for preventing early school leaving) – Prevent drop-out!' Program, which was launched under the European Commission's [Lifelong Learning Program](#). Within the framework of '[Objective Implementation of the education and training EU strategy](#)' ('Az oktatás és képzés terén meghatározott uniós stratégiai célkitűzések végrehajtása') between 2014 and 2017, mainly from EU funds, the main [aim](#) of the initiative was to support policies in reducing early school leaving. The introduction of a [complex early warning and intervention system](#) where schools can develop a system for themselves for screening and assisting young people at risk of dropping out was the practical outcome of the program.

Scholarships for preventing early school leaving

The Arany János Talent Program ([Arany János Tehetséggondozó Program](#)), Arany János College Program ([Arany János Kollégiumi Program](#)) and Arany János College-Vocational School Program ([Arany János Kollégiumi-Szakiskolai Program](#)) are complex support schemes for socially disadvantaged students, which supports the upper secondary education of young people, thus trying to prevent early school leaving. The development of the Arany János Programs is also part of the aforementioned goal of the 'Medium-term strategy against school leaving without qualifications' ('[A végzettség nélküli iskolaelhagyás elleni középtávú stratégia](#)') as it aims to provide complex-pedagogical, social, health and cultural support for drop-out groups of students. Further developments of the program are focusing on specific objectives and target groups ([Arany János programok](#)). For more information about scholarship programmes, see sub-chapter [4.4 Inclusive Programmes for Young People](#).

The 'Road to School Scholarship Program' ([Útravaló Ösztöndíjprogram](#)) was set up to provide support for disadvantaged youth (mainly Roma) to prepare for further education or finish their current studies in primary or secondary education. The Roma Girls Incorporation Program ([Roma lányok korai iskolaelhagyásának megelőzése](#)) also aims to prevent school dropouts by increasing the learning motivation of Roma girls aged 10 to 18 years. For more information, see sub-chapter [4.4 Inclusive Programmes for Young People](#).

The Complex Basic Program

The [Complex Basic Program](#) [[Komplex Alapprogram](#) (formerly called the KOALA-program)] was set up in 2017 to focus on

- differentiated development,
- cooperation, and
- equal opportunities

by providing specific opportunities and compensation for disadvantaged groups (for example students with disadvantaged socio-economic background, such as from families with very low monthly income or Roma children) by introducing new principles and

methods in a personalised manner but the general aim of the program is to develop the work in those classes where there are children with different skills, performance, and who are coming from different socio-economic backgrounds. Therefore, the programme also supports talented students. Its main goal is to teach the 'practical' knowledge of life within the framework of formal education and to make children feel better at school.

The Program is coordinated by the [Eszterházy Károly University](#) and 173 primary school participated ([részvétel](#)) in the Program till October 2019.

The School Education Bridge Program

The adult education programme of the Ministry of Human Capacities, the School Education Bridge Programme ([Köznevelési Hídprogram](#)), helps the return of early school leavers to education. It aims to introduce young people to vocational training that meet the needs of the labour market.

The programme was launched in 2013, and those young people can participate in it, who

- have not finished their basic education,
- have successfully completed at least six primary school years and
- have reached the age of 15.

The program is divided into two parts:

1. the School Education Bridge Program (Köznevelési HÍD – program), and
2. the Springboard Program (Dobbantó – program) that replaced the Vocational Training Bridge Program (Szakképzési HÍD – program) from September 2020.

First, the School Education Bridge Program (Köznevelési HÍD – program), for which the Klebelsberg Center ([Klebelsberg Központ](#)), and the Educational district centers ([Tankerületi Központok](#)) are responsible. Second, the Springboard Program (Dobbantó – program) [formerly the Vocational Training Bridge Program (Szakképzési HÍD – program)], for which the [National Institute of Vocational and Adult Training \(Nemzeti Szakképzési és Felnőttképzési Hivatal\)](#) is responsible in general, and the Vocational Training Centres ([Szakképzési Centrumok](#)) are coordinating at local level.

According to the government's regulation [[12/2020. \(II. 7.\) Korm. rendelet](#) a szakképzésről szóló törvény végrehajtásáról]

'the Springboard Program is open to students who have reached the age of sixteen and do not have a primary education by the last day of the previous school year.'

A person can study at a workshop school only if he or she does not have a primary education and has completed the Springboard Program of the vocational school or has a primary education and has reached the age of 16. The workshop school aims to acquire the skills needed to enter to the vocational training or to the labour market.

According to the government's regulation [[322/2016. \(X. 27.\) Korm. rendelet](#) a Szakképzési Hídprogramban részt vevő tanulók ösztöndíjáról, valamint a részt vevő pedagógusok pótlékáról], young people who participate in the programme are eligible to receive scholarships, while their teachers receive additional grants.

- In the 2018/2019 school year 2 100 students took part in the programme. ([KSH, 2019](#))
- In the 2017/2018 school year, this number was 2 600, so the number of participants has increased compared to the previous figure. ([KSH, 2018](#))
- In the 2016/2017 school year, nearly 2 300 students participated in day-to-day training, nearly 770 fewer than in the previous academic year. ([KSH, 2017](#))

The Bridge programme is also mentioned in Eurydice' sub-chapter [2.3 Organisation of the Education System and of its Structure](#).

There is a programme which relates to the Bridge Program, called 'Reducing the number of the early school leavers in vocational training' ([GINOP-6.2.2-VEKOP/15](#) 'A szakképzést végzettség nélkül elhagyók számának csökkentése'). It aims to develop the competences of students in vocational training and in the Bridge programme, to make vocational training more effective, to increase the quality of their school performance, and to make students capable for lifelong learning. The application deadline has expired but the implementation lasts until the end of 2021.

Supporting Institutions with High Dropout Rates (EFOP - 3.1.5-16) The project 'Supporting Institutions with High Drop-out Rates' ([EFOP - 3.1.5-16](#) A tanulói lemorzsolódással veszélyeztetett intézmények támogatása) is organised by the Education Office ([Oktatási Hivatal](#)). The aim of the project is to reduce the rate of early school-leavers to below 10% in accordance with the [Europe 2020 Strategy](#). Therefore, it supports cooperation within local communities in order to decrease the risk of drop-out of students and to help them gain the qualifications and skills necessary for the labour market. The other goal of the project is to improve local pedagogical services. The following activities are supported:

1. the complex development of participating institutions through individual and differentiated development programs with central coordination,
2. support of students with a high chance of drop-out without qualifications, improvement of their success at school and later, on the labour market,
3. development of network among the institutions of higher education,
4. improvement of local pedagogical services operated by the Educational Authority, development of the organisation of education.

The project is aimed at supporting convergence areas and those age groups which will reach the target group age (18-24 years) by 2020. Different targeted programs exist for assisting the situation of disadvantaged students. (Further information can be found in sub-chapter [4.4 Inclusive Programmes for Young People](#).)

Addressing ELET through non-formal and informal learning and quality youth work

The Tanoda Program

The Tanoda program ([Tanoda program](#)) was established to prevent early school leaving. It is a community scene featuring a non-governmental organisation with local features based on voluntary participation and focusing on individual needs of children. It provides a complex service for the development of personality, that would be otherwise unavailable for disadvantaged children. For this program we cannot make a difference between age groups, since every Tanoda has a unique mix of age groups. It depends on who is involved into it. There are places, where special target groups are involved (for example disadvantaged children in kindergartens or in primary school), but usually students from the youth age group (16-18 years) and from primary schools are present.

Funding

The schools ([iskolák](#)) are usually established by foundations, public benefit organisations and other non-governmental organisations, and they are mainly run by volunteer staff. The tutors could apply for funding under the EFOP-3.3.1-15 study contest ([EFOP-3.3.1-15 tanodapályázat](#)), which resulted in the acquisition of 171 schools in 2015 for a total of HUF 25-30 million (about EUR 84 000-100 000).

In the 2017 academic year, 275 workshops were held and the government provided a total amount of HUF 11.5 billion (about EUR 3.8 million) financial support for the work. ('[A kormány elkötelezett a tanodák működtetése mellett](#)') In the next year (2019), for the first time, the Hungarian Government intends to [give financial support](#) for Tanoda schools. The amount of the support was HUF 2,5 billion (about EUR 7,5 million), which was allocated in the 2019 budget ([2018. évi L. törvény](#) Magyarország 2019. évi központi

költségvetéséről). The same amount was allocated also in the 2020 budget ([2019. évi LXXI. törvény](#) Magyarország 2020. évi központi költségvetéséről).

Results of the Program

The practical activities of the schools are diverse, for example, the Csepp Tanoda School of Csobánka ([Csobánkai Csepp Tanoda](#)) helps Roma children in learning, acquiring the curriculum by common learning. The Kompánia Tanoda ([Kompánia Tanoda](#)) also organises afternoon training where they provide individual development, rehearsal, computer use and English language training. The [Toldi Tanoda](#), created by the [Real Pearl Foundation](#) ([Igazgyöngy Alapítvány](#)) aims to develop reading motivation, reading comprehension, mathematics, foreign language and social competences, prepares children in kindergarten for school, and organises recreational development programs.

Cross-sector coordination and monitoring of ELET interventions

The 2016 Action Plan ([akcióterv](#)) of the 'Medium-term strategy against school leaving without qualifications' ('A végzettség nélküli iskolaelhagyás elleni középtávú [középtávú stratégia](#)') defines which sectors need to cooperate for the implementation of the strategy.

On the one hand, cross-sectoral cooperation should be strengthened by setting up a professional body coordinating government actions. On the other hand, the cooperation of cross-sectoral complex:

- human services,
- cultural and economic institutions, and
- libraries are needed for building the knowledge base between sectors.

In addition, from another point of view the cooperation of local institutions and civil organisations (including organisations in social, healthcare, sports, child and youth protection) is very important regarding the coordination of ELET interventions. It is also important to establish efficient communication and cooperation between the schools and the various stakeholders, and the participation of local cultural institutions in out-of-school educational activities.

Monitoring of ELET interventions

The 'Medium-term strategy against school leaving without qualifications' ('A végzettség nélküli iskolaelhagyás elleni [középtávú stratégia](#)') is currently under review. The objectives are also included in the Action Plan ([akcióterv](#)) of the Strategy:

1. developing an indexing system for analysing institutional and local data;
2. further development of databases containing national and regional data suitable for the analysis and decision making in educational policy,
3. the operation of signalling system for statistical and diagnostic purposes, which is able to follow an individual's life and to support with intervention if necessary,
4. evaluation of programs to decrease rate of drop out, feedback of results.

Implementation of the national Youth Guarantee Programme

In the framework of the II. Youth Guarantee Active Labour Market Programme ([programok](#)) (GINOP-5.2.1-15, VEKOP-8.2.1-15), young people under the age of 25 have the opportunity to take part in training organised by the [National Employment Service](#) ([Nemzeti Foglalkoztatási Szolgálat](#)). The training focus on how to become an entrepreneur, how to obtain a marketable vocational qualification.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

'Hungary does not have a nationwide validation system based on uniform principles and procedures. The validation of non-formal and informal learning outcomes appears in some policy documents as an important tool for lifelong learning, but there is no evidence of an explicit national strategy. No strategy has therefore been developed so far, and a comprehensive validation system which covers any education or training sector is also missing. There are some fragmented, specific methods and procedures, but these have very limited scope in relation to institutional practice.' ([Cedefop, 2016](#))

'By 2018, Hungary has to meet EU requirements to enable adult learners to have their prior knowledge validated and recognised either for obtaining a qualification in adult training or shorten the length of their training.' (Eurydice, sub-chapter [8.5 Validation of Non-formal and Informal Learning](#))

This was stated in the Government's 'Framework Strategy for Lifelong Learning Policy for 2014-2020' ('[Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#)'). In Hungary, the main target groups of the validation process, based on Anett Kovács's study ([tanulmány](#)) are:

- the unemployed,
- the low-skilled, and
- the early school leavers.

EFOP - 3.2.15 project

To the support of non-formal / informal learning, there is a project called 'Creation and renewal of the measuring-evaluating and digital developments, innovative education management methods related to the framework of school education' ([EFOP-3.2.15-VEKOP-17 A köznevelés keretrendszeréhez kapcsolódó mérési-értékelési és digitális fejlesztések, innovatív oktatásszervezési eljárások kialakítása, megújítása](#)) is a relevant initiative. Its purpose is to

1. renew education content controllers, measurement-evaluation and digital pedagogical developments; and to
2. develop thematic informal and non-formal programs that enhance equal opportunities;
3. to support convergence and, consequently, social cohesion; and
4. to reduce early school leaving.

Results

The most important result of the project is, that planning of the new National Core Curriculum ([Nemzeti Alaptanterv](#)) has finished.

The new National Core Curriculum ([Nemzeti Alaptanterv](#)) was announced in 2020 and it is implemented from the 2020/2021 academic year, in an ascending system. In addition to content changes, the subject structure is also changed (e.g. the introduction of 'digital culture' instead of 'IT') as well as the number of school hours. New framework curriculums ([kerettantervek](#)), in line with the new National Core Curriculum, have also been completed and published on the Educational Authority ([Oktatási Hivatal](#)) sub-page.

According to the information provided by the Ministry in 2020, schools have reviewed and modified their pedagogical programme and their local curriculum. Institutions that do not follow the requirements of central content regulators in all their elements, could apply for permission to use an individual solution. A significant number of alternative schools in Hungary took advantage of this opportunity.

There are some other measurements which were launched under this EFOP project:

1. in connection with the new National Core Curriculum, new frame curriculums ([kerettantervek](#)) have been set up;
2. development of nationwide measurement of competencies;
3. development of the system of the graduation exam;
4. methodological and professional establishment of the thematic informal and non-formal learning opportunities. (According to the information provided by the Ministry in 2018)

In connection with the informal learning opportunities an important result of this project was the establishment of the Wonder Deer School Community Program ([Csodaszarvas Iskolai Közösségi Program](#)). The aim of the Program is to develop and renew the methodology of Hungarian public education, and to expand the tools of teachers. The learning opportunities in the Program are non-traditional school lessons: they allow the free processing of topics which are close to students' interests. Teachers can try new forms of training and students could participate in experiential community events.

Establishing a validation system A proposal has already been created in order to establish a validation system ([validációs rendszermodell](#)) for the recognition of skills acquired with non-formal and informal learning which is to be based on three elements:

- a validation procedure regulated by the institutions of higher education,
- a knowledge centre to ensure the development of the system and a 'bridging element', which would enable the organisation of services and
- cooperation between the two previous elements.

Recognition of skills acquired with non-formal and informal learning in higher education Section 49. (6) of the [Act CCIV of 2011](#) on National Higher Education [[2011. évi CCIV. törvény](#) 49. § (6) bekezdése] states, that the Credit Transfer Committee (Kreditátviteli Bizottság) may recognise knowledge and work experience gained through non-formal or informal learning. The procedure and the number of credits are regulated at the institutional level in the given institution's Study and Examination Rules.

Information and guidance

There are no outlets/services/large-scale initiatives for disseminating information and offering guidance on validation of non-formal and informal learning.

Development of Communication and Skill-development Programs (EFOP- 3.4.4-16)

There are no outlets/services/large-scale initiatives for disseminating information and offering guidance on validation of non-formal and informal learning.

The project called 'Development of Communication and Skill-development Programs to Support Entrance to Higher Education and Promotion of Courses in Mathematics, Sciences, Engineering and IT' ([EFOP- 3.4.4-16](#) A felsőoktatásba való bekerülést elősegítő készségfejlesztő és kommunikációs programok megvalósítása, valamint az MTMI szakok népszerűsítése a felsőoktatásban) includes supported activities in which students are given assistance to develop communication skills and competences in order to enter higher education. Supported activities should enable students to acquire professional skills and practical experiences and to take part in non-formal preparation. Recruitment and deliberate preparation are needed in which the institutions of higher education should have an active role as well.

Besides, the project supports other activities, such as

- courses based on individual motivation and social needs without giving any formal qualifications,

- workshops,
- lectures,
- study groups,
- training for students in order to increase their chances to enter higher education.

From June 2017, 23 contracts have been signed between the Government and the institutions. 87% of the projects have reached the first milestone, 5 projects have reached the second milestone. Until June 18 2018, 12.1% of funds, HUF 957 645 047 (about EUR 2.9 million) has been paid. (According to the information provided by the Ministry in 2018)

Quality assurance

The quality assurance of the arrangements for the validation of non-formal and informal competences is ensured in the [Fundamental Law of Hungary \(Alaptörvény\)](#) in Article X. and XI. According to Article X.

'(1) Hungary shall ensure the freedom of scientific research and artistic creation, the freedom of learning for the acquisition of the highest possible level of knowledge and, within the framework laid down in an Act, the freedom of teaching.

(2) The State shall have no right to decide on questions of scientific truth; only scientists shall have the right to evaluate scientific research.

(3) Hungary shall protect the scientific and artistic freedom of the Hungarian Academy of Sciences and the Hungarian Academy of Arts. Higher education institutions shall be autonomous in terms of the content and the methods of research and teaching; their organisation shall be regulated by an Act. The Government shall, within the framework of an Act, lay down the rules governing the management of public institutes of higher education and shall supervise their management.'

6.5 Cross-border learning mobility

Policy framework

Section 91. (1) of the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) states that 'a Hungarian citizen may study abroad without permission and is able to complete his/her education in a foreign educational institution'.

The 'Mid-term Strategy of Grade Change in Higher Education'

In 2016, the Hungarian Government published a mid-term strategy named 'Grade Change in Higher Education' ([Fokozatváltás a felsőoktatásban, középtávú szakpolitikai stratégia](#)) which is a document about the problems of the Hungarian higher education system, and set development goals.

In this document, the internationalisation of higher education also appears: government would like to invite more students from abroad to Hungary. Between 2010-2015, among full-time students the proportion coming from abroad increased by 53%.

There is also an increasing number of Hungarian students who travel and learn abroad, due to international mobility programmes (like [Tempus](#), [CEEPUS](#), Socrates/Erasmus, LLP, Erasmus+). The Government also emphasises opportunities for part-time training or mobility for ethnic students in their mother country.

The government's main aim is to encourage participation in international mobility programmes. It is important (according to the strategy) to make it possible to get qualifications which fit better to the requirements of the labour market. Furthermore, higher education institutions have to become competitive in the international higher education system.

Main cross-border mobility programmes for students in formal education

One of the most significant mobility programs of [Tempus Public Foundation](#) ([Tempus Közalapítvány](#)) is [Erasmus+](#), which aims to increase the quality of education in institutions involved in the program by supporting the professional development of students and teachers. (For more information about Tempus Public Foundation, please see sub-chapter [2.5 Cross-border mobility programmes](#).) Institutions participating in the program must draw up a 'European Development Plan', which defines the institutional mobility strategy. The target groups of the program are, among others:

- university students, college students,
- vocational students,
- professionals working in education.

The [Campus Mundi scholarship](#) ([Campus Mundi ösztöndíjak](#)) program is a higher education mobility program whose primary goal is to ensure that Hungarian higher education is actively involved in international mobility processes. Within this framework, Hungarian higher education students can participate in foreign training courses, for which they can get a scholarship [short study trip (from at least 2 days to maximum 30 days) / individual and group / vocational training, part-time training]. The experience gained through foreign training contributes to the improvement of the employability of higher education graduates, and to the training of internationally informed, self-conscious Hungarian intellectuals. The scholarship is funded by the European Union, the Hungarian Government and the European Social Fund. The support could be used for the costs of the scholarship.

Mobility language programme for students in secondary education The Hungarian Government launched the [Language Learning Scholarship Programme for Hungarian Students](#) ([Külföldi Nyelvtanulási Program](#)) in 2020 for students in grades 9-11. in secondary schools: 140 000 students will have the opportunity to study abroad twice alone or in a team for two weeks in those countries which language could be learnt as the first foreign language according to the National Core Curriculum ([Nemzeti Alaptanterv](#)) (English, German, French, Chinese).

During these two weeks, the students [attend](#) intensive language courses through a language school or a school in the other country. The main aim of the project is to motivate students for studying foreign languages and to overcome their barriers in using their knowledge in another country. The schools have to apply to this scholarship till the end of September 2019 and the Tempus Public Foundation is responsible for the coordination of the project. The budget of the project is in the frame of the 2019-2027 foreign language strategy for which 35 000 million HUF (about EUR 104.5) is allocated in the [2020 budget](#) (the documentation of the strategy is not published yet).

In 2020, due to the pandemic situation, the Ministry of Human Capacities announced the [suspension](#) of the Language Learning Scholarship Programme. The trips were postponed. The winning applications will not be cancelled due to the postponement.

Promoting mobility in the context of non-formal learning, and of youth work

There are no policy/programme/project/initiative for promoting mobility in the context of non-formal learning, youth work.

Quality assurance

The Mobility Tool+ ('[Beszámolás folyamata](#)') created by the European Commission is a web-based tool that enables Erasmus+ participants to make reports and track projects. The Mobility Tool+ programme's primary goal is to make the participation of the students in Erasmus+ programme completely transparent. One outcome is the final product(s) of

the activity determined in the application (it can be a publication/any kind of written material). The other outcome is financial accounting of students. Therefore, it is a half-quality assurance/half-administrative tool. If the student does not complete the requirements, the National Office of the Erasmus+ programme could demand the already paid scholarship.

In addition, the [Tempus Public Foundation](#), which is responsible for Erasmus+ coordination, reports ([éves jelentés](#)) from the year 2007 onwards on the effectiveness of its programmes. Tempus Public Foundation reports on their previous year's activity. It is a factual summary of their activities. The report examines if their activity reflects the education policy's goals, provide numbers of students who participated in their scholarships, projects, programmes. There is also a section on the challenges and plans about their activities, so it is rather a 'self-evaluation' report than a strict quality report based on quality criteriums, but it provides transparency.

6.6 Social inclusion through education and training

Educational support

There are two main strategies which identify specific target groups in the topic of the social inclusion of youth:

1. [National Youth Strategy 2009 – 2024](#) (2009) [[Nemzeti Ifjúsági Stratégia 2009 – 2024](#) (2009)],
2. [National Social Inclusion Strategy 2011 – 2020](#) (2014) [[Magyar Nemzeti Felzárkóztatási Stratégia 2011 – 2020](#) (2014)].

National Youth Strategy (Nemzeti Ifjúsági Stratégia) It aims to create chances for different disadvantaged groups:

- Roma children/people: improve their situation and reduce their segregation and exclusion,
- disabled children and their families: improve their situation and 'take their requirements into account and treat them more sensitively',
- disadvantaged settlements and regions: reduce their exclusion.

National Social Inclusion Strategy (Magyar Nemzeti Felzárkóztatási Stratégia) It deals with:

- child poverty,
- Roma children issues and
- the inclusion of disadvantaged regions.

(For more information, please see sub-chapter [4.3. Strategy for the Social Inclusion of Young People.](#))

Children and pupils in need of special support

The [12th Chapter](#) of the Eurydice report defines the groups of children and pupils who receive special attention based on the act on public education. Children and pupils in need of special support, including:

- children/pupils with a special educational needs (for example children/pupils with physical disability),
- children/pupils with social, learning and behavioural difficulties,
- exceptionally gifted children/pupils and
- disadvantaged children/pupils and those with [multiple disadvantages](#).

There are different institutions and professionals who provide services for children/pupils with special educational needs:

1. institutions of the Pedagogical Assistance Service;
2. separate special education institutions, conductive education institutions;
3. integrated special education and conductive education institutions;
4. inclusive schools and kindergartens (the schools which aim to solve the problem of anti-segregation of Roma children.);
5. mobile network of special needs teachers;
6. developmental educators. (Eurydice, chapter [12. Educational Support and Guidance](#))

The Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) announced the implementation of the EFOP-3.1.7-16-2016-00001: Creating Opportunities in School Education ([EFOP-3.1.7-16](#) Esélyteremtés a köznevelésben) which aims to support inclusive education, as well as the treatment of school leaving and drop-out without qualifications, and to promote equal opportunities for disadvantaged students, to increase the educational and labour market opportunities and to promote social inclusion. The project also aims at coordinating and mapping the outcomes of programs that increase disadvantaged compensation outside the school. For that [measure](#), 4 290 000 000 Ft (about 13 312 292 euros) was allocated. The application period has already terminated but the implementation deadline is January 2021.

Social cohesion and equal opportunities

Social cohesion and the results of the Pisa Test

According to the [Pisa Test](#), the performance of Hungarian students shows a negative tendency. In 2012, the results were below OECD average and compared to the 2009 survey, and they were also worse in mathematics, natural sciences and in text comprehension. (OECD 2013) Furthermore, the impact of pupils' socioeconomic background on education outcomes is very strong. (Further information can be found in sub-chapter [6.1. General context](#).) ([European Commission](#), 2016)

The 2015 Pisa Test has also produced similar results: in Hungary, social conditions of the student explain the differences in results much more than in other OECD countries, and the type of school also plays a decisive role in inequalities, as the primary school enlarges family background differences in students' labour market skills. ([Némethné](#), 2016) The results were the same in [2018 Pisa Test](#): there was a bigger difference in the results of socio-economically advantaged and disadvantaged students in reading than the OECD average (and also there were huge differences in the results of mathematics and science – but it is usual in all OECD countries).

Results of the Eurydice report from 2017 According to the Eurydice report on [Citizenship Education of 2017](#), there are different programmes, policies aiming to enhance social cohesion:

1. the [School Community Service programme](#) (iskolai közösségi szolgálat),
2. Ministerial decree on the learning outcomes of teacher training.

The **School Community Service programme**, which means 50 hours of community work, and it is compulsory for obtaining the maturity exam. Its aim is to

- 'raise social awareness,
- improve the self-confidence and
- competences of students, with an opportunity for career guidance'.

Ministerial decree on the learning outcomes of teacher training, which requires helping to develop active citizenship among students and to teach students to be free

from prejudices and to accept and respect different opinions and values. For more information on social cohesion and equal opportunities, please see sub-chapter [4.5 Initiatives Promoting Social Inclusion and Raising Awareness](#).

6.7 Skills for innovation

Innovation in formal education

The new National Core Curriculum ([Nemzeti Alaptanterv](#)) only mentions innovation among key competencies:

'The National Core Curriculum defines the general competencies across the fields of learning as follows, starting from and building on the key competencies recommended by the European Union, but taking into account the specifics of Hungary. Furthermore, on the basis of the same, it identifies competencies that cannot be linked exclusively to one certain field of learning. These build on the acquired knowledge in varying amounts and compositions and develop in the learning-teaching process.'

These key competencies are the following:

- Competencies of learning
- Communication competencies (mother tongue and foreign language)
- Digital competencies
- Mathematical and thinking competencies
- Personal and social relationship competencies
- Competences of creativity, creative creation, self-expression and cultural awareness
- Employee, innovation and entrepreneurial competences.

According to the information provided by the Ministry in 2020, the new National Core Curriculum aims the development of creativity, solution-focused and critical thinking and the diversity of perspectives. As the majority of today's students will work in jobs in the future that we do not even know today, there will be an emphasis on flexibility, competence and skills development, the development of cooperation skills and digital competencies.

Innovations are explained in more details in chapter [8. Creativity and Culture](#).

Fostering innovation through non-formal and informal learning and youth work

One of the aims of the project 'Establishment of informal and non-formal educational opportunities in school education institutions' ([EFOP-3.3.7-17 Informális és nem formális tanulási lehetőségek kialakítása a köznevelési intézményekben](#)) of the Ministry of Human Capacities is to develop students' core and key competencies and workforce competencies through informal and non-formal learning opportunities. In the project, 83 000 to 250 000 EUR non-refundable support could be applied for. The budget of the project is jointly financed by the European Social Fund and Hungary's state budget. For more information about improving key competences and workforce competencies see chapter [3. Employment & Entrepreneurship](#).

6.8 Media literacy and safe use of new media

National strategy

In December 2015, the Hungarian government adopted the 2012/2015. Government Decree on the Digital Success Programme to be implemented on the basis of the national consultation about internet and digital developments ([InternetKon](#)) by the Government

[[2012/2015. \(XII. 29.\) Korm. határozat](#) az internetről és a digitális fejlesztésekről szóló nemzeti konzultáció (InternetKon) eredményei alapján a Kormány által végrehajtandó Digitális Jólét Programjáról], based on which three strategies were defined, two of which affect Hungarian youth:

1. the [Digital Child Protection Strategy of Hungary \(Magyarország Digitális Gyermekvédelmi Stratégiája\)](#) and
2. the [Digital Education Strategy of Hungary \(Magyarország Digitális Oktatási Stratégiája\)](#).

For more information see sub-chapter [8.7 Fostering the creative use of new technologies](#).

The Digital Child Protection Strategy of Hungary

The strategy was adopted in 2016. The relevant organisations for the strategy are:

- the Ministry for Human Capacities ([Emberi Erőforrások Minisztériuma](#)),
- the Ministry of Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) and
- the Ministry of Interior ([Belügyminisztérium](#)).

Other respondents and consultants are (among others):

- the [National Cyber Safety Coordination Council \(Nemzeti Kiberbiztonsági Koordinációs Tanács\)](#),
- [National Authority for Data Protection and Freedom of Information \(Nemzeti Adatvédelmi és Információszabadság Hatóság\)](#),
- [National Media and Infocommunications Authority \(Nemzeti Média- és Hírközlési Hatóság\)](#),
- [Media Council](#) of the National Media and Infocommunications Authority,
- [Internet Roundtable for Child Protection \(Gyermekvédelmi Internet-kerekasztal\)](#),
- [Office of the Commissioner for Fundamental Rights \(Alapvető Jogok Biztosának Hivatala\)](#),
- [Office of the Commissioner for Educational Rights \(Oktatási Jogok Biztosának Hivatala\)](#).

The main objectives of the [strategy](#):

1. Quality online content for children and young people;
2. Development of awareness-raising and preparatory actions;
3. Creating a secure online environment for children;
4. Fight against the sexual harassment and exploitation of children.

The [strategy's](#) target system is based on three pillars:

1. raising awareness and media literacy for both students, teachers and parents;
2. the establishment of protection and security with state involvement, and
3. sanctioning and assistance in the event of an offense.

In the frame of the strategy measurements the following were launched:

- The Ministry of Human Capacities established contact with the Victim Support Centres ([Áldozasegítő Központok](#)) in connection with the RJ grievance handling.
- A professional forum was held in February 2018 with the participation of 100 teachers.
- The coeval supporting programme and the training of the parents has been started.

- The plan of the new National Core Curriculum pays emphasised attention to the strengthening of the digital competences.
- In the Digital Theme Week Programme ([Digitális Témahét](#)) the topic of media literacy ([tudatos médiahasználat](#)) has appeared in 2020.

The Digital Education Strategy of Hungary

The [strategy](#) was adopted in 2016 and follows the learning pathway at all levels of the education system (school education, vocational training, higher education, adult learning), and considers it important to create equal opportunities and a secure digital environment. The strategy is designed to develop the following areas:

1. applied methodology (teacher education and training, and institutional development);
2. educators' digital skills and attitudes;
3. physical infrastructure, access, internal networks;
4. asset availability of educational institutions;
5. content (Nat and Framework Surveillance, Digital Content Development);
6. education management (administration and quality management, standard information system, student measurement, management information system).

The professional implementation of the [Digital Education Strategy](#) ([Digitális Oktatási Stratégia](#)) is supported by the Digital Pedagogical Methodology Center ([Digitális Pedagógiai Módszertani Központ](#)), which provides methodological, professional background and expert base, and deals with the professional supervision of applications and projects related to the implementation of the strategy. The monitoring tasks of the strategy also relate to the Digital Pedagogical Methodology Center.

Media literacy and online safety through formal education

With regard to media literacy and online security, the new National Core Curriculum ([Nemzeti Alaptanterv](#)) contains elements by subjects.

Media literacy

The topic is covered by the students in the subject of Motion Picture Culture and Media Literacy. The aim of the course is

'to acquire basic media literacy, especially to develop cinematic comprehension, to explore the social role and mode of operation of the media. The teaching of the course is strongly related to digital culture, Hungarian language and literature, and the arts.'

Online safety

The topic is covered in the Digital Culture course.

'The aim of the course is to transfer and develop up-to-date knowledge and skills that will make the learner a successful and useful member of the information society. Algorithmization and coding (...), problem-solving in a digital environment, creativity, cooperation and logical thinking play an important role in the course. (...) An important task of the course is to enable the student to solve the problems with the tools of the digital environment.'

Teachers' training

The Accreditation Department of the Educational Authority ([Oktatási Hivatal Akkreditációs Osztálya](#)) organises several training sessions for educators in teacher's training in the field of media literacy.

Another program is the 'Development of Media Consciousness in School' (['Médiatudatosság fejlesztése az iskolában'](#)), which develops educators' intelligent and critical use of media to be able to prepare children for critical media behaviour.

A third program, 'Good Practices in Public Education for New Media and Motion Picture Education' (['A köznevelésben hasznosítható jó gyakorlatok az újmédia és a mozgókép oktatásához'](#)) aims to enhance the knowledge and development of analytical use of new media formats among teachers, that can support their teaching with more sensitivity towards problems of the new media.

Another new program is the so-called 'Digital competence development' (['Digitális kompetencia fejlesztése'](#)). The main expectations of the program are

- to contribute to the development of a quality and equitable public education system,
- to facilitate successful participation in lifelong learning by reducing early school leaving, and
- to acquire the digital competencies required by society and the labour market.'

The program also provides teachers IT tools. The aims of the program are the following:

- renewal of the pedagogical methodology of learning and teaching,
- provision of the modern IT infrastructure for public education institutions,
- supporting the teaching-learning process according to modern pedagogical methods by ensuring WiFi coverage of all public education institutions.

Promoting media literacy and online safety through non-formal and informal learning

Hungary is seeking to raise awareness of the importance of media literacy and the importance of online security in non-formal and informal learning. As an example, in the framework of the TÁMOP-3.1.14-12-2013-0001 'Future Conscious Media Consumers - Media Literacy and Media Awareness dissemination' ([TÁMOP-3.1.14-12-2013-0001- 'A Jövő tudatos médiafogyasztói – médiaműveltség és médiatudatosság elterjesztése'](#)) project, the [National Media and Infocommunications Authority \(Nemzeti Média-és Hírközlési Hatóság\)](#) established the [Magic Valley media education training centre \(Búvösvölgy médiaértés-oktató központot\)](#).

It [aims](#) to support the development of media awareness among young people. The first centre was opened in 2014 (according to the information provided by the Ministry it was supported from the budget of the project [500 million HUF (about 1,6 million EUR)] in Budapest, and another was opened in Debrecen in 2017 [according to the information provided by the Ministry it was supported by 295 million HUF (about 937 000 EUR)]. In 2020, one more centre was opened in Sopron (['Búvösvölgy Sopron'](#)).

Raising awareness about the risks posed by new media

The Ministry of Human Capacities and the former New Generation Center [[Új Nemzedék Központ](#) (now it is Elisabeth Youth Fund) ([Erzsébet Ifjúsági Alap](#))] have created a multi-year educational program on cyber security, the Digital Immune Strengthening Program ([Digitális Immunerősítő Program](#)). It includes a movie on online security specifically targeted on students and screened at schools, complemented with 'unusual head teacher's class', where students have the opportunity to discuss the content of the film.

Mediapedagogical curriculum

The Ministry of Human Capacities commissioned a media pedagogical association ([Televele Médiapegagógiai Műhely Egyesület](#)) in 2018 to create a media pedagogical curriculum to reflect the challenges of the changing media world. This curriculum was made primarily to the teachers who take part in the Digital Theme Week Programme ([Digitális Témahét](#)) but all of the teacher could access it. This curriculum consists of three study packs for the grades 1-4., 5-8., 9-12. The content of the curriculum for the youth age group Grades 9-12:

- Fake news,

- Online influence,
- Body and soul in the digital world, addictions.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

The website of the legal successor of the New Generation Centre (Új Nemzedék Központ), the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)), provides information about youth work, on the concept and context of the youth work in Hungary, there are publications, good practices, news on professional events.

Awareness raising initiatives

The Government calls for attention and planning to work on non-formal and informal learning, support and development of workplace learning in the 'Framework Strategy for Lifelong Learning Policy for the period of 2014- 2020' (kormány 'Az egész életen át tartó tanulás szakpolitikájának [keretstratégiája](#) a 2014- 2020 közötti időszakra').

Within this, **three main objectives** are defined:

1. development of non-formal and informal learning through the cultural institution system,
2. developing e-learning and distance education,
3. supporting and developing workplace learning.

The specific target groups identified:

1. developing the chance to access to **learning possibilities of disadvantaged people** (including the integration of disadvantaged children),
2. improving the employability of those who are **disadvantaged on the labour market**, for example Roma and changed working ability people,
3. improving the chance of those young people who are early school leavers, and they are not in the education system and not at the labour market (**NEET**),
4. promoting non-formal, informal learning and e-learning, promoting **learning and training at work**.

The Government justifies the importance of the strategy by the fact, that participation in lifelong learning in Hungary is low in international comparison, and this not only means that access to non-formal learning is limited, but also the proportion of those who participate in it.

The Government of Hungary draws attention to the importance of non-formal and informal learning by means of application programs, for example, the EFOP tender mentioned in chapter [6.7 Skills for innovation](#) called 'Informal and non-formal learning opportunities in school education'.

In addition, two other tenders were announced in 2017 for the same purpose: one for 'Cultural Institutions for Effectiveness of School Education' ([VEKOP-7.3.4-17](#) 'Kulturális intézmények a köznevelés eredményességéért') and with 'The Strengthening of the Mother Language Competence Developer Role of Folk Tales in Informal and Non-formal Learning' ([EFOP-3.3.4-17](#) A népmese anyanyelvi kompetenciafejlesztő szerepének erősítése az informális és non-formális tanulásban).

6.10 Current debates and reforms

According to the information provided by the Ministry in 2018, there are different ongoing debates divided by the three levels/fields of education:

- national education
- national higher education
- vocational training.

Current debates in national education

The plan of the new National Core Curriculum.

The launch of the 'National Educational Infrastructural Development Program' ([Nemzeti Köznevelési Infrastruktúra Fejlesztési Program](#)). In the budget of 2019 HUF 9 000 000 000 (about EUR 27.2 million) was allocated for the modernisation of schools and building gymnasiums and swimming pools to support the requirements of everyday physical education. In the first part of the program 82 project have finished (from 2014-2018), and in the second part the Government implemented 76 further projects. In 2020, in the third part of the program, HUF 219 million (about EUR 600 000) is planned for the program and 42 further modernisation/building is accepted.

'[Modern Cities Program](#)' (2015-2020). In the frame of this project, the Government contracts with cities in favour of infrastructural development. It concerns the institutions of the national education in case of 5 cities. These cities are to receive HUF 59.8 billion (about EUR 18 million).

According to the information provided by the Ministry in 2019, it plans to improve access to the education of the students with special educational needs

- by developing the institution of the pedagogical specialised services and
- improving the regulation of the system of the 'mobile' remedial teachers and conductors, and
- updating education, based on skill developing.

The new National Core Curriculum and the frame curriculums based on this is approved in 2020. Furthermore, all of the students get the textbooks for free from the year 2020 (in primary and secondary school also).

In addition, many so-called smart-books have been developed on the National Public Education Portal ([Nemzeti Köznevelési Portál](#)), which are available free of charge to registered students and teachers. These contain illustrative materials and interactive tasks, and can even be used in out-of-classroom digital education.

Current debates in national higher education

The frame number of the PhD training is going to increase.

The launch of the 'Mobility Window' ([mobilitási ablak](#)) from the academic year 2019/2020. The aim of this provision is the internationalisation of students in higher education. The three types of mobility are:

1. the mobility for learning,
2. for internship and for research, and
3. for writing the thesis.

It is compulsory for every higher education institution to involve the possibilities of mobility in the curriculum. It is involved in the 87/2015. (IV.9.) Government decision on the implementation of the provisions of the 2011/CCIV. Act on National Higher Education ([87/2015. \(IV. 9.\) Korm. rendelet](#) a nemzeti felsőoktatásról szóló 2011. évi CCIV.

törvény egyes rendelkezéseinek végrehajtásáról) that a higher education institute could launch a training just in the case if the core curriculum of the training ensures a time period for the student for a part-time training in abroad.

The standardisation of the undivided teacher training is under development. The training period would be defined as 5 years or 5 and 6 years.

Current debates in vocational training

The system of vocational and adult training is reformed in 2020, by the 'Vocational Training 4.0' Strategy ('Szakképzés 4.0' Stratégia). For more information, see sub-chapter [6.1 General context](#).

7. HEALTH AND WELL-BEING

The main aim of this chapter is to present the health and well-being of young people. The Government of Hungary treats human health as a priority with the primary objective of **improving the health status, life expectancy and quality of life** of the Hungarian population and **reducing the mortality caused by the diseases**.

Hungary does not have substantive youth-specific health and well-being strategy. However, both the 'Healthy Hungary 2014-2020 Healthcare Sectoral Strategy' (['Egészséges Magyarország 2014-2020'](#)) and the 'National Spiritual Health Strategy' (['Nemzeti Léleki Egészség Stratégia'](#)) have a significant impact on the young population.

This chapter includes:

- the **general context** of youth health and well-being,
- **main trends** in the health conditions of young people,
- **critical data** on youth, and
- governmental and non-governmental **measures related to**, healthy lifestyles and healthy nutrition,
- **the strategies that include elements on youth health and well-being**.

The general objective of the Hungarian Government is:

1. involve children between the age of 6 and 14/15 years old in regular physical training
2. increase the willingness of young people to practice sport
3. develop exercise, sport and active lifestyles along with the development of a supportive environment for the healthy growth of the future generations
4. aim to have 'the five PE classes per week', introduced by law, to provide physical exercise every day for every child in the country
5. modernise children's healthcare institutions, establishing the currently missing children's and youth healthcare centres, and setting up an adolescent psychiatric and addictology network. (For more details see sub-chapter [7.3. Sport, youth fitness and physical activity](#).)

7.1 General context

Main trends in the health conditions of young people

European Health Interview Survey

According to the latest data of the [European Health Interview Survey](#) from 2014 ([Európai lakossági egészségfelmérés, 2014](#)), 91% of 15-29-year-old youth people consider their health status as good or very good. Meanwhile, for 20% of 15-17-year-old young people, being underweight and malnutrition are problems, for young adults, overweight and obesity are much more widespread: 39% of males and 23% of females fall into this category. Comparisons with earlier surveys show only a slight decrease among young male adults and a small increase among young female adults. [[European Health Interview Survey](#), 2014 (Európai Lakossági Egészségfelmérés, 2014, [Statisztikai Tükör 2015/29](#), KSH)] In the autumn of 2019, the [European Population Health Survey](#) (abbreviated as ELEF2019) was conducted for the third time in Hungary. The survey was conducted from 16 September 2019 to 16 December 2019 in 510 locations with 12 002 people. For the first time in the history of the ELEF, the target population for data collection includes the younger ones. If the selected person has a child between the ages of 6 months and 14 years living in the same household, the information will also be collected about him/her.

Differences by gender

The results of the survey in 2014 show significant gender differences.

'In the full sample, girls consider their health acceptable or poor significantly higher than boys. But if we break down the data by age, we can see, that significant difference appears only in the 7th, 9th and 11th grades. In older age groups the ratio of those reporting of unfavourable health condition is also higher.' [Health Behaviour in School-aged Children 2014. ([Egészség és egészségmagatartás iskoláskorában 2014](#), p 136)]

Differences by the level of education

There is also difference according to the level of education.

'Among those attending courses that do not provide [a leaving diploma], there are significantly less of those who consider their health excellent (21.8%) than those in high school and technical school (26.2%); but there are more vocational and technical school students who think their health condition is acceptable (25.3% compared to the 17.6% of the students in courses with a school graduates exam).' [Health Behaviour in School-aged Children 2014. ([Egészség és egészségmagatartás iskoláskorban 2014](#), p 136)]

Results of youth researches

The results of the large sample youth research conducted in every four years in Hungary, the Hungarian Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#)) shows an improving tendency. According to the research three quarters of 15-29-year-old Hungarian youth were satisfied with their health condition and well-being both in 2008 and 2012. In 2016 79% felt so. Half of the sample were satisfied with their level of fitness in 2008, 52% in 2012 and 57% in 2016. Also, half of them (50%) were satisfied with their appearance in 2008, 61% in 2012. This figure increased to 64% in 2016.

Smoking

According to the Hungarian Youth Research survey conducted in 2016,

'the proportion of daily smokers has decreased by two percentage points compared to the data from four years earlier. The decrease is even higher (7 percentage) compared to the data from 2004. The ratio of non-smokers is decreasing or stagnating in various age groups of the youth population.' ([Magyar Ifjúság Kutatás 2016](#))

Alcohol consumption

According to the Hungarian Youth Research survey conducted in 2012,

'one third of young people claimed that they did not drink alcohol during the past year, while 13% had a drink at least once a week. Based on data from 2016, the proportion of those who almost never drink and who drink weekly has decreased by two and by six percentage points.' ([Magyar Ifjúság Kutatás 2016](#))

According to a non-representative study ([felmérés](#)) in 2019 made by the 'Sorted programme' ([Szétcsúszva program](#)), nearly half of young people between the ages of 14 and 18 (46%) have not remembered things after consuming too much alcohol. It happened to 15% of them that after a lot of drinks, they posted messages on social media that they later regret. Nearly a quarter of the respondents (24.8%) indicated that their mood have changed due to alcohol, and they became depressed and anxious. More girls (28%) experienced such symptoms than boys (21%).

Main concepts

In Hungary there is a widespread [professional](#) understanding of 'health information is a resource of the professional politics that is crucial to health planning, realisation and evaluation.' ([European Health Information Initiative](#))

The focus of this chapter is on:

- governmental actions regarding youth health
- provisions and guidance regarding sports and mental health
- healthcare measures regarding youth
- the improvement of mental health
- the treatment of mental diseases.

7.2 Administration and governance

Governance

Currently, there is no dedicated governmental authority that is responsible for the health and well-being of young people in Hungary.

Governmental actions regarding youth health take place in certain secretariats of the Ministry of Human Capacities ([Emberi Erőforrás Minisztérium](#)) and the Prime Minister's Office ([Miniszterelnökség](#)). Mainly the Secretariat Responsible for Family and Youth Issues ([Család- és Ifjúságügyért Felelős Államtitkárság](#)) and the Secretariat Responsible for Sport ([Sportért Felelős Államtitkárság](#)) should be referred to, that coordinates issues related to the youth.

In addition, the main fields regarding youth are handled by specific departments, such as:

1. Department for Health Policy (Egészségpolitikai Főosztály),
2. Department for Youth (Ifjúsági Főosztály),
3. Department for Sports Professionals (Sportszakmai Főosztály),
4. Department for Education Strategy (Köznevelési Stratégiai Főosztály).

The Ministry's background institutions and other institutions also deal with young people:

1. National Centre for Public Health ([Nemzeti Népegészségügyi Központ](#))
2. [National School, University and Leisure Sport Federation](#) ([Nemzeti Diák-, Hallgatói és Szabadidősport Szövetség](#))

3. [National Institute of Pharmacy and Nutrition \(Országos Gyógyszerészeti és Élelmezés-egészségügyi Intézet\)](#)
4. [Hungarian School Sport Federation \(Magyar Diáksport Szövetség\)](#)
5. [National Koranyi Institute of Pulmonology \(Országos Korányi Pulmonológiai Intézet\)](#)
6. [Hungarian Directorate-General for Social Affairs and Child Protection \(Szociális és Gyermekvédelmi Főigazgatóság\)](#)

Act CLIV of 1997 on Health

[Act CLIV of 1997 on Health \(1997. évi CLIV. törvény az egészségügyről\)](#) is guided by the conviction that 'the interest of the individual in his health and well-being must take priority, and that the achievements of the development of medical science should be utilised to ensure positive benefit for present and future generations'. The Act also builds on the idea that 'being aware that health as a prerequisite for the individual's quality of life and self-realisation has a major impact on family, work and, as a result, on the entire nation.'

The Preamble also states that

'the system of means and resources available to health services cannot serve the promotion, maintenance and restoration of health unless completed by a social welfare system, the protection of the natural and human-made environment, together with the social and economic environment, as well as by health promoting public policies and practices'.

'The purpose of the [Act on Health](#) is to

- a) foster the improvement of the health of the individual, and thereby, of the population, by determining the system of conditions and means influencing health, as well as the responsibilities of those involved in the establishment thereof,
- b) contribute to ensuring equal access to health care services for all members of society,
- c) create the conditions whereby all patients may preserve their human dignity and identity, and their right of self-determination and all other rights may remain unimpaired,
- d) define the general professional requirements and guarantees of the quality of health services, regardless of the legal status of service providers and the funding of services,
- e) ensure the protection of health workers and healthcare institutions by defining their rights and obligations and through safeguards arising from the peculiar nature of health services,
- f) enable that individual and community interests may be asserted in harmony, current public health objectives may be attained, the required funding may be available and deployed in an optimal way, and health sciences may continue to develop.'

Cross-sectorial cooperation

Various civil organisations and ecclesiastical institutions deal with issues concerning the youth, such as

- upbringing and education,
- development of skills,
- representation of children and youth interests,
- children and youth protection,
- health maintenance,
- prevention of diseases,
- medical treatment and health rehabilitation,

- drug prevention,
- conservation of nature and environment.

The financial support and co-ordination of the civil sector are primarily provided by the National Cooperation Fund ([Nemzeti Együttműködés Alap](#)). (See sub-chapter [1.7 Funding Youth Policy](#).)

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Sport XXI. National Sport Strategy

In 2007 an extensive policy document was prepared within the framework of the Sport XXI. National Sport Strategy ([Sport XXI. Nemzeti Sportstratégia](#)), which sets the short and long-term strategies of every aspect of the sport in Hungary. It regards sport as a tool for achieving the most critical social objectives:

- health maintenance
- upbringing
- personality development
- community building
- social integration.

The target group of the strategy was all Hungarian citizens; however, in parts concerning youth, it is suggested that in order to achieve a sporting lifestyle, young people must get active. In this way, with the development of life-leading and problem-solving skills, they can get support to deal with the challenges of the 'accelerated world'.

The strategy was planned for the 2007-2020 period, in close co-operation with the State Secretariat Responsible for Public Education ([Köznevelésért Felelős Államtitkárság](#)).

The most recent measure within the framework of the Sport XXI. programme ([Sport XXI. Nemzeti Sportstratégia](#)) involves children between 6 and 14/15 years old in regular physical training. It provides a wide base of selection for the Heracles-programmes ([Héraklész-programok](#)), which contribute to the preparation and competition of youth between 14-23 years-old in 20 branches of sports by providing financial resources and well-educated professionals.

Heracles Champion Programme

As the first element of the new recruit-training strategy, the Heracles Champion Programme ([Héraklész Bajnokprogram](#)) has begun in 2001 with 13 sports. Currently, it comprises 20 Olympic sports:

1. table tennis
2. athletics
3. wrestling
4. rowing
5. ice hockey
6. judo
7. kayak-canoe
8. Handball
9. basketball
10. boxing

11. pentathlon
12. Volleyball
13. shooting
14. weightlifting
15. tennis
16. women's and men's gymnastics
17. triathlon
18. swimming
19. fencing
20. water polo.

The objective of the Champion Programme is to train competitors who reach the age group's international standards by young adult age. This can be realised most effectively between the ages of 14 and 18 years. For achieving this goal, the highest priority of the programme is ensuring regular, continuous training. Accordingly, the project helps at the beginning stage of the efficient, long-term career of the most talented 14- 18-year-old sportsmen and sportswomen. It is realised mainly by providing regular training camps and framework training, employing trainers to control the programme full-time and to offer scientific measurements and examinations.

[Tünde Szabó](#), the secretary responsible for sports, pays extra attention to the programme. According to her statement ([nyilatkozat](#)):

'the Heracles has a favourable influence on the proportion of the local, club and central training since it co-ordinates the participation of the young sportsmen in central training camps and selected framework training. We can say that 74 per cent of the sportsmen participating in last year's Olympics in Rio and almost every sportsman of the July Water World Championship in Hungary was from the Heracles. Still, a significant part of our adult selected sportsmen also took part in some of the recruit-programmes.'

'Healthy Hungary 2014-2020' government programme ('Egészséges Magyarország 2014-2020' kormányprogram)

The programme defines young people as a priority target group. The willingness of youth for pursuing in sports activities should be increased, the training and active lifestyle should be advanced, and also encouraging environment for the healthy growth of the future's generation should be developed. The actions of the complex program for the prevention of circulatory diseases [Government Decision No. 1234/2017. (IV 28) on the National Health Strategy's plans for 2017-2018's ([1234/2017. \(IV. 28.\) Korm. határozat](#) a Nemzeti Népegészségügyi Stratégiához kapcsolódó egészségügyi ágazati szakpolitikai program 2017. és 2018. évre vonatkozó intézkedései I. üteméről)] also include health promotion programmes for young people such as joyful exercise, healthy nutrition and prevention of smoking. (We discuss it in more detail in sub-chapter 7.4 Healthy lifestyles and healthy nutrition.)

Promoting and supporting sport and physical activity among young people

Besides schools and sports clubs, numerous programmes exist to:

1. promote regular exercise
2. help children and adults to choose sports
3. integrate sports into young people's everyday life.

The aim is to support competitive and leisure sports and the spreading of healthy lifestyles.

The 'Great Sports Selector'

The 'Great Sports Selector' ([Nagy Sportágválasztó](#)) was held for the 21st time in 2017. Besides endearing sport, it is aimed to help both children and adults choosing their suitable sport. The point of the event is that the guests should not only watch sports shows but actively participate in them, take the equipment in their hands, try the sport, and experience the nature and feeling of different sports. More than 100 sports have been represented at these events in the past years.

The Challenge Day

The Challenge Day ([Kihívás Napja](#)), which started in Canada in 1982, has been held in Hungary since 1991. The event is co-ordinated by the Hungarian Leisure Sports Alliance [[Magyar Szabadidősport Szövetség](#) (MSZSZ)], and up until now a total of 1596 settlements have participated in the competitions in Hungary. In 2016 the residents of the participant villages and cities completed more than 3 million 15-minute exercises.

European Sports Week

Since 2015 Hungary also takes part in the [European Week of Sport](#) ([Európai Sporthét](#)) organised by the European Council (Európai Bizottság). Hungary has been an outstandingly active participant of the project in the last two years, even by European standards. The national tasks concerning the co-ordination are taken care of by the Hungarian Leisure Sports Alliance ([Magyar Szabadidősport Szövetség](#)).

The programmes of the Hungarian School Sport Federation

In the framework of the [European School Sports Day](#) ([Európai Diáksport Nap](#)) the [Hungarian School Sport Federation](#) ([Magyar Diáksport Szövetség](#)) organised events in Hungary in 2019/2020 to raise awareness of the initiative, as well as regular exercise and healthy eating (water and fruit consumption). In 2019 one thousand three hundred six schools registered for the event and 450 000 students participated ([részvétel](#)).

The MDSZ also launched a social media campaign during spring - 'Move at home' ([Mozogj otthon](#)) - which aim was to ensure youth to move at least 60 minutes a day at home in the pandemic situation.

Physical education in schools

With the aim of contributing to a healthier society, the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#)), insists on the importance of organising PE classes and other sporting programmes in schools. The aim of the five PE classes per week, introduced by the law, is to provide everyday exercise for every child in the country.

The law states that on school days when there is general or technical theoretical education, the school must organise everyday physical education in the form of at least one PE class per day. A maximum of two classes per week out of this can be replaced by educational conditions determined by the directions of the curriculum concerning physical education classes, literacy education, sport carried out in the school sports circle. Two classes can also be replaced by exercises organised in the framework of the sports club. It is realised by the application of the students who are involved in competitive sports and are certified members of sports clubs or have amateur sports contracts, who possesses the start licence and the certification of their sports club, valid for the school year. ([Act CXC of 2011](#) on National Public Education)

Collaboration and partnerships

Many schools sign a cooperative agreement with different clubs. These are local initiatives, usually realised with the help of local governments.

Annual development framework

The call of the Government of Hungary to civil organisations, churches and consortiums of financial organs, based on the annual development framework stated in the

Government Decision no. 1037/2016. (II.9) [[1037/2016. \(II.9.\) számú Kormányhatározat](#)], is in the interest of

- strengthening personal and collective responsibility
- development of citizens' health consciousness
- maintenance of mental and physical health
- social development
- the realisation of youth and sports programmes
- strengthening cultural co-operation
- improvements concerning family issues.

Co-operation in the Carpathian Basin

The aim of the call 'Strengthening the thematic co-operation in the fields of youth issues, healthcare, community development and social development with the neighbouring countries in the Carpathian Basin' (A [Tematikus együttműködés](#) erősítése az ifjúságügy, egészségügy, közösségfejlesztés és társadalmi felzárkózás terén a Kárpát-medence szomszédos országaival) is to:

- support the development of the Carpathian Basin and the borderline's region
- to lower social inequalities by sharing good practices
- strengthening co-operation and solving economic and social problems in the fields of healthcare, sports and youth policies, culture, social development and family issues.

National Competitive Sports and Recruit-training Education Centres

Another framework for co-operation is provided by the National Competitive Sports and Recruit-training Education Centres (Nemzeti Élsport és Utánpótlás-nevelési Képzési Központok) whose existence is based on Government Decision no. 1868/2016. (XII. 28) [[1868/2016. \(XII. 28.\) Korm. határozat](#)]. These Centres form an academic system that provides an opportunity for young sportsmen and sportswomen to train both mentally and physically under higher level professional supervision, direction and in a modern, safe infrastructural environment.

Hungarian Sports Stars' Scholarship

To cooperate with higher education institutions, the government founded the Hungarian Sports Stars' Scholarship ([Magyar Sportcsillagok Ösztöndíja](#)). Its aim is to support those sports students studying in higher education and have outstanding results with a chance to be European Champion, World Champion or Olympic medals during their studies. The monthly support is between 120 and 140 thousand Forints (between EUR 390 and 775). It helps sportsmen and sportswomen achieve a higher level of education during their active competitor years. In the 2016/2017 school year, sportsmen and parasports men from almost 20 branches of sport won the scholarship:

1. 135 the first
2. 97 in the second semester.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

The government approved healthcare general sector's strategy in the Government Decision no. 1039/2015. (II. 10) ([1039/2015. \(II. 10.\) Korm. határozat](#)) on the 'Healthy Hungary 2014-2020' Healthcare Sectoral Strategy's acceptance, although it is not a special youth strategy, there is no specific strategic document.

The document was prepared in 2014 by the State Secretariat for Health ([Egészségügyért Felelős Államtitkársága](#)) of the Ministry of Human Capacities [[Emberi Erőforrások Minisztériuma](#)] (referred hereinafter to as: EMMI). The strategy was made for the 2014-2020/2022 period since it is primarily linked to the EU's macro-level comprehensive and policy strategies and fund-raising opportunities.

The document outlines the general sectoral targets for the next period. It includes that by 2020 the estimated years spent healthy should grow by two years, and by 2022 this figure should reach the EU average. Furthermore, an important aim is to strengthen personal responsibility in maintaining health, and to lower the difference in health conditions of residents in certain parts of the country.

Among the explicit aims concerning youth, the healthcare strategy also emphasises:

- the modernisation of children's healthcare institutions
- establishing the currently missing children's and youth's healthcare centres
- setting up an adolescent psychiatric and addictology network.

National health programmes

For the support of the health care system the Government of Hungary applied 5 national health programmes ([nemzeti egészségügyi programok](#)) with the Decree no. 1722/2018. (XII. 18.) [[1722/2018. \(XII. 18.\) Korm. határozat](#)] to enable Hungary to achieve a healthier, longer life for its citizens with wide-ranging government support. The programmes are targeted at society as a whole but some of its segments apply to young people. The five programmes are the

- 'National Anti-Cancer Programme'
- 'National Circulation Programme'
- 'National Musculoskeletal Programme'
- 'National Mental Health Programme'
- 'National Child Health Programme': to eradicate child poverty and its effects, to ensure a chance to start a healthy life, to prevent chronic diseases in adults from an early age.

The programmes were adapted in 2018 and its implementation run till 2030 based on the Government Decree.

Encouraging healthy lifestyles and healthy nutrition for young people

Healthy eating is regulated by different decisions of the EMMI, Communal catering in Hungary affecting 1/20 of the residents daily. The laws regulating the sector try to influence suppliers and service providers to move towards the reform of communal catering and healthy eating.

School Fruit Scheme

The Ministry of Rural Development's Decree no. 50/2012. (V. 25) [[50/2012. \(V. 25.\) VM rendelet](#)] on the implementation of the School Fruit Scheme contains the School Fruit and Vegetables Programme in Hungary, part of the [European School Fruit and Vegetables Scheme](#), which is realised with the help of the European Union's financial support.

Nutrition-healthcare regulations concerning communal catering

In April 2014, the Ministry of Human Resources' Decree no. 37/2014. (IV. 30.) [[37/2014. \(IV. 30.\) EMMI rendelet](#)] was enforced on the nutrition-healthcare regulations concerning communal catering, which aims to change the basics of the general culture of communal catering in Hungary by setting healthy nutrition as a priority. The decree regulates the preparation and nutrient content of food served in school canteens and hospitals.

The main prohibitions are the following:

1. Carbonated or sugary soft drinks are forbidden
2. It is forbidden to use meat with high-fat content
3. It is forbidden to put salt or sugar bowls on tables
4. It is forbidden to add sugar to milk offered to drink
5. It is forbidden to use food powders, stock-cubes, seasoning creams, pastes; only for substance development or seasoning.

Medical Officer Service

As the initiative of the Medical Officer Service, a programme started in 2010 in Békés County. Since then, 250 kitchens have joined. The purpose of the programme is to improve public catering, taking into consideration the following:

1. Expanding the range of foods included in public catering
2. Creating new meals
3. Use of healthy raw materials
4. Involve the raw materials produced by small local producers
5. Improving the material conditions of catering.

Canteen Programme (Mintamenza Programme)

The objective of the [Canteen Programme \(Mintamenza Program\)](#) was to increase the proportion of local and organic food to 30 per cent in school menus. The programme aims to involve fish and game meat bred in Hungary in communal catering.

Nationwide surveys of the National Food and Nutrition Institute

The National Food and Nutrition Institute ([Országos Élelmezés- és Táplálkozástudományi Intézet](#)) regularly performs nationwide surveys to assess the status of kindergarten and school meals. Two hundred fifty-seven schools and their kitchens took part in the survey after a representative sample selection. The survey aims to provide a nationwide picture of the situation of school meals in the communal catering sector.

'Healthy Hungary 2014-2020'

The 'Healthy Hungary 2014-2020' government programme (['Egészséges Magyarország 2014-2020'](#)) includes the promotion of a healthy lifestyle for children and youth, and healthy eating is part of its elements concerning healthy physical and mental development. Section 1.1 Tourism based on health (Egészségiparra épülő turizmus) of the [New Széchenyi Plan 'The Healing Hungary - Health Programme' \('A Gyógyító Magyarország – Egészségipari Program'\)](#) states that:

'in the context of the development of gastronomy and catering, financial opportunities should be provided for businesses engaged in catering (including public catering) to start modernising machinery and equipment, so that a nutritional reform, which is essential for the creation of a healthy lifestyle, can take place. The kitchens of both institutional and open-label catering establishments should be made suitable to serve modern nutritional needs. By developing the technical background of the catering industry, it is possible to create a good foundation for the spread of healthy gastronomic trends with modern raw materials.

By supporting institutional catering, it is possible to develop the nutrition culture of young people and to preserve their health. The canteen reform started in children's catering can significantly contribute to healthy children to become adults who eat healthily and consciously, with a significant workload. With education, knowledge dissemination, innovative technologies and the promotion of quality raw materials, in

general, it is possible to increase [...] the quality of catering, with particular regard to children's catering which is extremely important for the future'.

'The Buda Area Health Programme'

On 25 September 2019, the WHO, in co-operation with EMMI, organised a workshop aimed at establishing and launching the Hungarian Public Health Partnership. Participants from public health and related disciplines agreed that only complex, participatory, multi-stakeholder interventions could improve the health of the population at national, regional and local levels according to the information provided by the Ministry in 2020.

As the result of this workshop the 'Buda Area Health Programme' ([Budakörnyéki Egészségprogram](#)) is developed as an international model programme. It is implemented by the [National Koranyi Institute of Pulmunology \(Országos Korányi Pulmunológiai Intézet\)](#) and the Budakörnyéki Municipal Association ([Budakörnyéki Önkormányzati Társulás](#)) in co-operation with EMMI, with the Secretariat Responsible for Family and Youth Issues (Család- és Ifjúságügyért Felelős Államtitkárság) and with the Secretariat Responsible for Sport (Sportért Felelős Államtitkárság).

One of the programme aims to improve children's health which would indirectly promote Hungarian public health renewal. The implementation of the 2-year project started at the end of 2019 from a HUF 100 million grant source.

Health education and healthy lifestyles education in schools

There is no compulsory healthcare education in the elementary and high schools in Hungary. The government is trying to support students studying in healthcare secondary schools, thus increasing the number of participants in this type of training.

Scholarship programme for students in healthcare vocational schools

The government is currently launching a scholarship programme ([ösztöndíjprogram](#)) for students in healthcare vocational schools. The scholarship programme is funded by the Human Resource Development Operational Programme (Emberi Erőforrás Fejlesztési Operatív Program - EFOP) of HUF 4.4 billion (about EUR 14 193 550) and is expected to support 3 200 students during their studies. Thus, the monthly scholarship can reach up to about EUR 130 (HUF 40 000).

Comprehensive Health Promotion at school

The 2011 modification of the Act on Healthcare ([2011. évi CLXXVI. törvény az egyes egészségügyi tárgyú törvények módosításáról](#)) puts the Comprehensive Health Promotion at school in writing. As the decree defines, the aim of the comprehensive health promotion at school is for every child to participate in health-promoting activities daily to develop their physical and mental health and well-being.

The new Comprehensive Health Promotion has come into force and feedback will be evaluated by the end of the year. Other programmes can be set up, which will be in line with the needs pointed out in self-assessment of the institutions. Programmes adapted to the local circumstances and related to the Comprehensive Health Promotion would be a great complement to the ongoing processes.

These are the following:

- healthy diet
- daily physical activity
- physical and mental health promotion
- prevention of behavioural dependencies and substance abuse
- prevention of school violence
- accident prevention and first aid
- personal hygiene.

To develop their mental and physical health and well-being, students should be part of health-promoting activities with the involvement of the whole school professional team. The schools' education programme should integrate tasks related to comprehensive health promotion and prevention and should be implemented in co-operation with school health services.

Local health promotion programme

The schools should develop (in co-operation with school health service) the local health promotion programme, in line with the law.

According to Section 27 of [Act CXC of 2011](#) on National Public Education from 2011 ([2011. évi CXC. törvény](#) a nemzeti köznevelésről)

'In day-time education, in classes teaching subjects in cultural domains, schools shall organise daily physical education within five physical education classes per week, of which no more than two curricular classes per week may be substituted by

- a) education organisation forms and sports disciplinary teaching specified in the physical education provisions of the general curriculum,
- b) sports activities pursued within school sports clubs,
- c) organised training within a sports organisation, based on the request of students who are either certified members of a competitive sports club or have an amateur sports contract.' ([Act CXC of 2011](#) on National Public Education)

Based on this Act, in the 2014/2015 school year students in 1st-2nd-3rd; 5th-6th-7th, 9th-10th-11th classes did have daily physical education classes, which equals 5 times 45 minutes physical education per week. In the 2015/2016 school year, everyday physical education concept was implemented in all 12 grades of public education.

Sex education and personal relationships education

In Hungary, sex education is nowadays referred to as 'family life education' in which sex is only mentioned tangentially, or 'sexual education', which focuses on the physical aspects of sex.

The so-called common modules (11152-16 Health educational and development activity, 11221-16 Basic care) of the healthcare vocational training deal with health, including the topic of sexual education.

The development of relationship culture, the education for responsible family life are the main tasks of the State Secretariat Responsible for Family and Youth Matters (Család-és Ifjúságügyért Felelős Államtitkárság), in the implementation of which, the State Secretariat Responsible for Healthcare (Egészségügyért Felelős Államtitkárság) also participates, concerning its cognisance.

The promotion and protection of health is a social responsibility, one of the base conditions of which is the improvement of the health-literacy, health consciousness of the population, the proper transmission of the information on their health towards the Hungarian population. The education for a healthy lifestyle should be started at the youngest age groups, one of the most critical scenes of which is the school.

According to section 3 of §128. EMMI regulation no. 20/2012. (VIII. 31.) [[20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról] of the above mentioned EMMI regulation, in the everyday activity of the educational institution, they should pay particular attention, based on the child's and the student's right to health, security, to tasks related to the full-scale health development, with, among others, including the topic of prevention of abuse and school violence. Based on the EMMI regulation, the aim of the mental health development taking place in the educational institution, among others, is to support steady psychic development and to positively affect the changes of personality.

Secondary School

Secondary school students cover the issues related to sexuality in the 11-12th grades ([a 11-12. évfolyamon](#)), also in the framework of ethics and biology – health care subjects, on a higher level than in primary school, mentioning problems such as sexual data fishing or defence against sexual diseases.

'Education for family life'

It is not a compulsory subject of instruction, schools can teach 'Education for family life' (with sex education as its central topics) at the expense of their freely planned classes in the 1 to 12th grades. 'Education for family life' is detailed in next section, 'Collaboration and partnership.'

Peer-to-peer education approaches

Peer-to-peer (teaching each other – learning from each other) is not a new initiative in pedagogy, nor in the content regulations. Cooperative study organising methods are mentioned in the National Core Curriculum ([Nemzeti Alaptanterv](#)), at the general introduction, at the introductions of specific fields of literacy, and certain subjects also.

Collaboration and partnerships

More information and training are provided on sex education and the preparation of teachers by various ecclesiastical and civil organisations.

'Youth on Life Threshold'

At the request of the AIDS-prevention group of the National Institute of Health (Nemzeti Egészségvédelmi Intézet AIDS-megelőzési csoportja), the ecclesiastically maintained Christian society of education, the Timothy Society ([Timóteus Társaság](#)), created a programme called 'Youth on Life Threshold' (['Fiatalok az élet küszöbén'](#)) in 1994 with the aim of helping young people to develop healthy self-knowledge, meaningful relationships, joyful sexuality, having a happy family life and establishing a stable value system, and teaching them to say no to the various environmental pressures. Various manuals are provided for teachers and informative publications for young people.

'For Happier Families'

The 'For Happier Families' Family Life Education School Programme (['Boldogabb családokért'](#) családi életre nevelés iskolai programme) is curated by an ecclesiastical organisation. The most important aim of the programme is to protect and strengthen marriage and the family. They regularly give lectures, courses and counselling for young people and married couples across the country. Since 1993, primary and secondary schools have been teaching about family planning, education and family life. Family life-training sessions are called 'family-lessons', dealing with young people aged 7 to 24 years old.

MFM project

The MFM project ([MFM-Projekt](#)) as a church initiative was launched in Hungary in November 2005. The founder of the Munich programme took over the training of Hungarian MFM staff. The first training was held in Budapest, in November 2006. The second and the third were organised in April 2013 and November 2016 in Kecskemét. There are currently 41 MFM consultants in the country.

Since the project's launch in Hungary MFM co-workers held a total of 899 'Cycle-shows' about the program for 11 563 girls and 5 977 adults from 15 May 2007 to 31 December 2016.

The central idea of the 'Cycle show' programme (['Ciklus-show' programme](#)) is as follows: the self-image and feelings of adolescent girls are primarily determined by how they experience and appreciate their bodies, what messages they hear with their body - and

thus about themselves. Experiencing the value of one's own body is essential to be able to handle his/her health, fertility and sexuality responsibly.

Ars Erotica Foundation

In the civil sector, Ars Erotica Foundation ([Ars Erotica Alapítvány](#)) has a similar role. Elementary and secondary school classes and groups have sex education sessions within their classes. In its positive-minded, diverse methodological tools-based activities, the emphasis on awareness-raising and skills development is more significant than knowledge transfer. They support young people to become sexually conscious, healthy adults.

The Ars Erotica Foundation also has methodological training, in addition to delivering information on sexuality, helping educators and youth workers to handle more deliberately, creatively and confidently, topics that are usually delicate. Additionally, traineeships are held for professionals in whose work the body and sexuality are present daily (family and youth workers, health professionals, social workers, special educators, asylum experts, etc.). This training helps to manage situations where young people felt individual differences in body, gender roles or sexuality.

Labrisz Lesbian Association

The [Labrisz Lesbian Association](#) (Labrisz Leszbikus Egyesület) holds sessions based on school invitations, the aim of which is to cease prejudices concerning homosexuality.

Hintalovon Children's Rights Foundation

An important civil initiative is Yelon, the online sex education program of the Hintalovon Children's Rights Foundation ([Hintalovon Gyermekjogi Alapítvány](#)) for children aged 10 to 18 years old and responsible adults. Yelon is a sex education website and phone application. Within the app, with a chat, young people can ask their questions anonymously and receive personalised responses from Yelon's trained specialists. With the free app, it is easy to access private chat and web content.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

From 2013, 61 Health Promotion Offices have been working throughout the country, mainly in disadvantaged regions. In 2013 they could reach 170 000 people, 46 000 people living in disadvantaged areas.

The primary roles of the Health Promotion Offices are to implement individual health check and risk assessment, to organise health promotion programs and to co-ordinate and monitor the activities of the different health promotion organisations.

In the future, they plan to co-ordinate the activities of individual offices and offer thematic programmes every month. In September 2017, the topics were school environment, mass catering and the family as a protective net.

7.5 Mental health

National strategy(ies)

At present, Hungary has no government programme or strategy to improve mental health and to develop mental health care. Several professional drafts have been prepared over the last decade, the most outstanding being the National Spiritual Health Strategy ([Nemzeti Léleki Egészség Stratégia](#)). The plans for the National Programme for 2014-2020 are currently available online, but concrete plans for implementation are still missing.

Improving the mental health of young people

EMMI regulation on the operation of educational institutions and the name usage of school educational institutions

Regarding formal education, the mental health of youth is centrally regulated in the (6.§–7.§) of the EMMI regulation no. 20/2012. (VIII. 31.) [[20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról] on the operation of educational institutions and the name usage of school educational institutions, which ordains the compulsorily integration of full-scale health development in the pedagogical programme that has numerous topics that are related to the improvement of children's and youth's mental health.

National Core Curriculum

In the new National Core Curriculum ([Nemzeti Alaptanterv](#)), accepted in 2020, the principle of the 'physical education and health development' is:

'the active human has proper attitudes to physical activities, lives an active life, accepts himself/herself, has the autonomy together with responsibility for the community, is open to new ideas and applies reliable solutions. The human with physical and mental health evaluates valuable the healthy and harmonious life. The pedagogues show the habits that establish healthy and harmonious life through personal examples in each stage of the education.'

The 9-10th grades

In the 9-10th grades, in biology education the student learns about stress and its harmful effects and try to avoid it; learns about the facts determining emotional and motivation acts; evaluates emotional and intelligential development connection; recognises the characteristics of mental health and understand its conditions and plan the needed elements of healthy, preventive life.

Physical education and sport, with the introduction of day-to-day physical education, helps to improve the mental health of students both in lower and upper grades and in secondary school.

'Restorative Handling of Offences in School Education Institutions'

The 'Restorative Handling of Offenses in School Education Institutions', which has been sent to all schools, provides a detailed description of restorative techniques that can be used in offence situations. One of the features of these techniques is to try to deal with conflict by revealing its nature, causes, and by providing opportunities for each participant to tell and share their feelings. By meditation and circle methods, solutions are given that are acceptable by everyone. On the other hand, the document presents good practices and initiatives aimed at promoting zero tolerance to violence and the whole school community's approach to change.

Mental Hygiene Basic Education for Teachers

The Mental Hygiene Basic Education for Teachers (Mentálhigiénés Alapképzés Pedagógusoknak – MAP), a 30-hour training indirectly serves the support of children's students' mental health by supporting the specialty responsible for school education, the aim of which is closely related to the improvement of youth mental health.

Mária Kopp Mental Health Strategy

The Mária Kopp Mental Health Strategy was elaborated, many elements of which deal with the improvement of youth mental health – the adoption of the strategy is in progress.

Students' mental and lifestyle advisory system

The legislative regulation of higher education records the operation of students' mental and lifestyle advisory system as a service task. The mental hygiene counselling serves

the mental support of students' in need of help or in crisis, and it provides professional help for solving students' study and lifestyle problems by paying special attention to the integration of disabled and disadvantaged youth, and by helping them solve their problems.

Higher Education Counselling Association

The Higher Education Counselling Association ([Felsőoktatási Tanácsadás Egyesület](#)) was founded in October 1995, with the aim to unite the aspirations of organisations and people who consider the propagation and acceptance of the student-centred perspective and practice of counselling in higher education and generally in institutions providing human services.

The aims of the association

The aim of the association is to create opportunities for organised and nationally co-ordinated professional workshop and experience exchange, supervision and advanced training for the professionals (psychologists, higher education teachers, doctors, higher education counsellors, social workers and the so-called contemporary support students) who deal with the mental hygiene care of the youth – especially those who prepare for higher education, or study in higher education – that became particularly important due to the accelerated social-economic changes.

Therefore, the association aspires to implement the national-level co-ordination and further development of the application of information, consultation and therapeutic methods used in – in personal and group framework – higher education counselling, and to help the formation of a model of the modern institutional system to be created in higher education counselling, including mental hygiene consultation provided for higher education teachers.

Its aim is, furthermore, to help the training – taking place in higher educational institutions - of prospective higher education counselling professionals, including the preparation for drug prevention and the prevention of other addictions, for the advocacy of the acceptance of equality of disabled people and generally diversity/unconformity, and for career building and talent management. The association puts a particular emphasis on spreading the culture of higher education counselling in the closer and more distant regions outside the borders. It aims to maintain and expand the opportunities of international co-operation for its members.

Achieving the goals

In order to achieve the above goals, the association has placed a particular emphasis on the co-ordination and development of the application and supervision of information, consultation and therapeutic methods that can be used in higher education counselling at a national level. Professional co-operation and co-ordination of activities are carried out through various channels, among which are the annual professional days, the annual FETA Books series, the Higher Education Advisory Association, organising/co-ordinating scientific research and providing advice and consultation for students and institutions in order to develop further the methods of higher education counselling, and the participation of members of the association at national and abroad conferences.

Psychic first aid services

As a result of the increase in the number of suicides, more and more organisations have been formed in Hungary to prevent those who feel unable to recover from their difficulties in crisis situations. Such preventive organisations are psychic first aid telephone services whose voluntary tasks are suicide prevention, crisis intervention, and mental health prevention.

The threefold tasks of telephone services are:

- prevention
- crisis intervention

- suicide prevention.

The **prevention** of mental health problems and the protection of mental health. Psycho-social problems are a burden in everyday life, the source of conflicts and living difficulties. To prevent these problems from becoming critical, assisting organisations to provide support in the form of counselling, information, management and accompaniment. **Crisis intervention.** If a person faces circumstances that endanger him/herself, and they cannot be avoided or resolved, he/she is in crisis. For solving a personality crisis, external help is needed. It can be a unique advantage that people who are unable to keep themselves to everyday communication rules in the crisis - while communicating 'transmitting strength' decreases - they can communicate their thoughts on voice and vocal channels. **Suicide prevention**, by reducing suicide threats, turning fatal 'solutions' into meaningful action, and transforming the crisis into a problem situation.

National Crisis Management and Information Telephone Service

The primary aim of the National Crisis Management and Information Telephone Service ([Országos Kríziskezelő és Információs Telefonszolgálat](#)) is to help victims of domestic violence, child abuse, prostitution and trafficking and, if necessary, to arrange for their placement. The phone service provides permanent access to every person who is in trouble and needs immediate assistance throughout the day, in the territory of the whole country and abroad, for anyone who needs it.

Digital Child Protection Strategy

The topic of suicide is increasingly on the internet among young people. Among other things, the prevention of this problem is also addressed by Hungary's [Digital Child Protection Strategy](#) ([Digitális Gyermekvédelmi Stratégia](#)). The top priority of the strategy is to support the creation of a conscious, and value-driven online environment, so that rules and measures for the protection of children are enforced more accurately than ever before. To this end, it is crucial to identify and eliminate risks to children during the use of the internet, thus preventing and minimising adverse effects. Another objective of the strategy is to ensure that the available protection mechanisms effectively fulfil their function. (For more information please see sub-chapter [6.8 Media literacy and safe use of new media](#).)

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

Smoking

According to the latest data of the European Health Interview Survey from 2014 ([Európai lakossági egészségfelmérés, 2014](#)) 29% of the adult population in Hungary do smoke. Between 15-18 years old, 14% of females and 25% of males smoke; among young adults this number climbs up to 29 and 42% respectively. Compared to the same survey's results from previous years, there is a clear trend of decreasing numbers of smokers, but the percentage of regular smokers among young adults rose by 4% between 2009 and 2014.

With the help of the 2012/CXXXIV. Law on the suppression of underage smoking and on the retail trade of tobacco products (A fiatalok dohányzásának visszaszorításáról és a dohánytermékek kiskereskedelméről szóló [2012. évi CXXXIV. törvény](#)), the government radically altered the structure of the tobacco market in Hungary by reallocating concessions of tobacco selling rights and introducing strict regulations on young people's access to tobacco.

The data on 2012 Hungarian Youth ([2012-es Magyar Ifjúság](#)) does not confirm a significant change in teenager's smoking habits, but future evidence is needed to make

well-founded judgments. Based on the findings of a major youth survey, age, gender and level of education are the three most important demographic factors determining smoking habits. Older age cohorts of youth, men, and those with vocational training are the most frequent smokers. According to the 2016 survey ([Ifjúságkutatás 2016](#)), however, the proportion of smokers per day dropped by two percentage points compared to the data of four years ago, but we can report a decline of 7 percentage points compared to the 2004 figures.

Use of alcohol

Having accurate statistics on alcohol and drug use is one of the most challenging tasks. Data based on self-reported consumption of alcohol and drug tends to underestimate the real figures. Based on large-scale national surveys, around half of young people in Hungary never or just very rarely drink alcohol. Boys tend to drink more than girls, and similarly, with older ages, the number of abstinent youth is decreasing. Around 4-5% of young people can be categorised as heavy drinkers.

The §16/A of the 1997/CLV. Act on customer protection (Fogyasztóvédelemről szóló [1997. évi CLV. törvény](#) 16/A §) states that it is forbidden to sell or serve alcoholic drinks to people under the age of 18, except for medications prescribed by doctors.

Use of drugs

In 2012, 22% of young people between 15 and 29 years old knew somebody who had used drugs. Based on self-reporting, 6% of young people had tried marijuana (which is a significant decrease from 2008 when this figure was 12 per cent), 1% used LSD or another hallucinogen. The spread of designer drugs via dealers and efficient online channels could be considered a more serious problem with rather limited empirical research evidence on youth and in general. Media ([média](#)) has, however, started alarming the public on the excessive use of herbal and crystal. Their popularity lies in their relatively low prices and easy access. In socially excluded communities (among marginalised urban youth and young people in underprivileged rural communities), there is also a reinforcing trend in using self-made drugs.

Investigations among young people indicate an increase in the intensity of multiple cannabis use, daily or weekly. According to the 2014 [Health Behaviour In School-Aged Children](#) (referred hereinafter to as: HBSC) survey, nearly one-fourth (23.1%) of 9th and 11th grade students tried at least one of the illegal drugs and/or legal remedies (total drugs). One-fifth of the students (20%) tried illegal drugs, and nearly one-tenth (9%) tried legal drugs abusively (alcohol with medication and/or medication and/or adhesives, solvents).

The 'National Anti-Drug Strategy 2013-2020 - Pure Consciousness, Sanity, Combating Drugs'

The 'National Anti-Drug Strategy 2013-2020 - Pure Consciousness, Sanity, Combating Drugs' (['Nemzeti Drogellenes Stratégia 2013-2020 – Tiszta tudat, józanság, küzdelem a kábítószer-bűnözés ellen'](#)) policy was adopted in 2013 by the government. Its main purpose is to significantly reduce the illegal and abusive legal use of drugs with the help of community-based interventions and by focusing on a community strengthening approach that regards health as a basic value, and reinforcing a life model without drugs, using different, more effective tools.

ESPAD

ESPAD is a collaborative effort of independent research teams in more than 40 European countries and also the largest cross-national research project on adolescent substance use in the world. The overall aim of the project is to repeatedly collect comparable data on substance use among 15-16-year-old students in as many European countries as possible. According to ESPAD2015, in Hungary the most common drug was marijuana among students in 9th and 10th grades. After marijuana, the most commonly used drugs are legal or partially legal. The second most frequently used one is a new psychoactive

substance, a group of drugs covering synthetic cannabinoids for the first time in 2015. It includes - according to legislative changes - partly legal, partly controlled and illegal compounds. They are followed by sedatives or sleeping pills taken without medical advice consumption of alcohol.

Stakeholders

Education institutions and child protection

The links between public education institutions and the system of child protection are set out in the [Act CXC of 2011 on National Public Education \(2011. évi CXC. törvény a nemzeti köznevelésről\)](#) and the Ministry of Human Capacities' decision no. 20/2012 (VIII. 31) on the operation of educational institutions and the use of names of public educational institutions [a Nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#)].

The prevention and elimination of vulnerability is the responsibility of every teacher in the educational institution. Ensuring this activity is primarily the responsibility of the head of the institution for which there is a law enabling the institution to employ a child and youth protection lawyer to assist the school's pedagogues in child and youth work. The job descriptions of the child and youth protection officer, the rules of procedures for the tasks to be carried out, and the activities of prevention, disadvantaged and vulnerable children are regulated in the Ministry of Human Resources' decision no. 20/2012 (VIII. 31) on the operation of educational institutions and the use of names of public educational institutions [a Nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#)].

Definitions of vulnerability

Vulnerability, defined in the [Act CLIV of 1997 on Health \(1997. évi CLIV. törvény az egészségügyről\)](#), includes only the threat to the optimal maintenance of the state of health. It does not contain any indications of causes, situations, risk factors or their severity. The law does not specify cases of co-operation and signalling obligations, so it often happens, that medical secrecy is also used by professionals who are otherwise subject to reporting obligations.

The definition of juvenile risk for the police and the related measures are contained in the following legislation: [Act C of 2012 on the Criminal Code \(2012. évi C. törvény a Büntető Törvénykönyvről\)](#) states that 'the purpose of the punishment or measure applied to juveniles is primarily the juvenile to develop to the right direction and to become a useful member of society, with regard to this, at the choice of measure or punishment, the education and protection of juveniles should be kept in mind.'

Guidance to stakeholders

The legislative framework for the implementation of school-based prevention programmes is given by the Ministry of Human Capacities' decision no. 20/2012 (VIII. 31) on the operation of educational institutions and the use of names of public educational institutions [a Nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#)]. According to the regulation, the aim of health promotion is to ensure, that every child has a full-time health promotion activity that is effective in everyday life of the educational institution, which effectively develops the well-being and health.

§128 (3) of the decree defines behavioural addictions and the prevention of consumption of addictive drugs as defined tasks, so drug prevention activities can be implemented as an integral part of school health promotion. The provisions of the Ministry of Human Capacities' decree concerning the development of physical, mental, mental health, behavioural addiction and the prevention of the consumption of addictive drugs have entered into force on 1 September 2013.

Drug prevention

The Hungarian Police ([Magyar Rendőrség](#)) has several local and national drug prevention programmes. Members of the organisation regularly give:

- drug-prevention lectures from primary school to universities
- advertise drawing competitions
- host thematic forums nationwide.

In 2013, the main directions of the drug prevention activity within the organizational framework of the Hungarian Defence Forces ([Honvédelmi Minisztérium](#) - Magyar Honvédség) were set out in several policy documents:

1. the Parliament Decision no. 106/2009. (XII.21.) on the national strategic programme for the management of the drug problem ([106/2009. \(XII. 21.\) OGY határozat](#) a kábítószer-probléma kezelése érdekében készített nemzeti stratégiai programról), adopted with the
2. 'National Strategy for Solving the Drugs Problem' ('[Nemzeti stratégia](#) a kábítószer-probléma kezelése érdekében'), later
3. the [National Anti-Drug Strategy 2013-2020](#) (Nemzeti Drogellenes Stratégia 2013-2020) and the
4. Drug Prevention Strategy of the Hungarian Defense Forces (a Magyar Honvédség [Drogprevenció Stratégiája](#)).

Ecclesiastical and civil spheres

Many actors in the ecclesiastical and civil spheres focus on young people with drugs, alcohol or other mental illness. Some of the most important organizations are the following:

1. RÉV Addicts Assistant Service ([RÉV Szenvedélybeteg-segítő Szolgálat](#))
2. Blue Point Drug Counselling Centre and Drug Therapy Foundation ([Kék Pont Drogkonzultációs Központ és Drogambulancia Alapítvány](#)).

The ecclesiastically maintained RÉV Addicts Assistant Service ([RÉV Szenvedélybeteg-segítő Szolgálat](#)) helps affected people to relinquish dependence, and their relatives and their environment to be able to support addicts through healing. Alcohol, drugs, gambling, drug addiction, eating disorders and other similar fights and problems are dealt with by qualified social workers, psychiatrists, psychologists, pastors, or patients who have already recovered.

The Blue Point Drug Counselling Centre and Drug Therapy Foundation ([Kék Pont Drogkonzultációs Központ és Drogambulancia Alapítvány](#)) has been a public benefit organization since 1997. The aim is to prevent, treat, and reduce the problems caused by addiction in relation to the individual, the family, and the society. Currently, they operate two ambulances in Budapest. In these two areas, teams are typically composed of social workers, addiction consultants, doctors, psychologists, sociologists, lawyers and communications professionals, and volunteers.

Target groups

Endangered groups linked to institutions: early school leavers and schoolchildren, children in childcare facilities and juvenile delinquents, and vulnerable groups of people in communities such as vulnerable families, homeless youth, young people living in disadvantaged neighbourhoods and minorities, especially Roma youth.

Funding

Food-related illnesses are treated as priorities in the budget. The objective of [The Act CIII of 2011.](#) on Public Health Product Tax. Act (Neta Act) [a népegészségügyi

termékdóról szóló [2011. évi CIII. törvény](#) (Neta törvény)] is to impose special taxes on food products with high sugar, salt and certain methyl-xanthine (such as caffeine) content. The aim of the measure is to promote healthy nutrition, to encourage food industry to produce products with more favourable composition, and to improve healthcare services and public health programs. The collected tax provides funding for the [Health Insurance Fund](#) ([Egészségbiztosítási Alap](#)).

7.7 Making health facilities more youth friendly

As mentioned in the sub-chapter [7.4 Healthy lifestyles and healthy nutrition](#), the 'Healthy Hungary 2014-2020' Healthcare Sectoral Strategy is not a special youth strategy, but it aims to make health facilities more youth-friendly. The strategy was made for the 2014-2020/2022 period since it is primarily linked to the EU's macro-level comprehensive and policy strategies and fund-raising opportunities.

Among the explicit aims concerning youth, the healthcare strategy also emphasises:

- the modernisation of children's healthcare institutions
- establishing the currently missing children's and youth's healthcare centres
- setting up an adolescent psychiatric and addictology network. (Refer to more information in sub-chapter [7.4 Healthy lifestyles and healthy nutrition](#))

7.8 Current debates and reforms

The National Mental Health Strategy ([Nemzeti Lelki Egészség Stratégia](#)), mentioned in sub-chapter [7.5 Mental Health](#) should be stated here. The plans for the national program for 2014-2020 are currently available on the internet, but concrete plans for implementation are still missing.

The National Health Programme is currently in progress. The aim of the programme is to enable Hungarian citizens, with broad governmental, professional and NGO support, to achieve a healthier life and live longer. The programmes are linked to the WHO's '[Health 2020](#)' European Strategy.

The national health programme of several EU Member States and the relevant European professional guidelines have been prepared. The programme includes the National Mental Health Programme and the National Child Health Programme, whose main target groups are children and youth. At present, the drafts of action plans for two years of National Health Programmes are being prepared by experts from relevant professional organisations.

8. CREATIVITY AND CULTURE

Cultural policies in Hungary, especially the ones targeting young people, are increasingly becoming related to a salient and conscious reconceptualisation of community culture. The concept of basic cultural care: a form of care in the field of culture that provides the minimum of cultural services used by a vast majority of the public – thus the municipal level in culture-related tasks is essential and has a high emphasis in both planning and funding (see sub-chapters [8.1 General context](#) and [8.2 Administration and governance](#)).

Culture-related tasks can be found in several governmental and public bodies. Community culture is administered by the Ministry of Human Capacities, in the State Secretariat for Culture. The two most important public institutions related to strategical planning and funding are the National Cultural Fund (chaired by the minister responsible for culture) and the Hungarian Academy of Arts. In contrast, the methodological

background of community culture is provided by NMI Cultural Institute Non-profit Public Utility Ltd. (see sub-chapter [8.2 Administration and governance](#)).

There is no national strategy for creativity and culture for young people. The most relevant documents regarding cultural policies of the government are

- the cultural law, which has been significantly modified in 2017 to express the policies related to the concept of basic cultural care,
- the National Youth Strategy and
- other strategies of related policy fields (sustainable development and education).

The strategical goals are mostly aimed at increasing access of young people to culture and to broadening the involvement of cultural institutions in non-formal learning opportunities (see sub-chapter [8.3 National strategy on creativity and culture for young people](#)).

8.1 General context

Main trends in young people's creativity and cultural participation

Infrastructural background

There are no specific statistics regarding youth cultural institutions. Public cultural participation of children and young people is often realised through the spaces of community culture. When looking at figures regarding the number of cultural institutions we see an important change in tendencies: since 2013-2014 the number of institutions related to community culture has begun to increase and, in parallel, the number of cultural events per 100 000 inhabitants was also increasing. [[Hungarian Central Statistical Office \(Központi Statisztikai Hivatal - Kulturális ellátottság\)](#)]

The increase in the number of institutions could be traced back - among others - to the extension of a previously existing network of local community cultural institutions. The Integrated Community Service Spaces [[Integrált Közösségi Szolgáltató Tér \(IKSZT\)](#)], referred hereinafter to as ICSS] has been created to serve the needs of the population of settlements with less than 5 000 inhabitants. As of 2016, 465 ICSS-s existed. The decree that created ICSSs (112/2009 Decree of the Ministry of Agriculture and Rural Development) has become ineffective in 2018, but many of such institutions are still operating.

Another important reason behind the increase is the role of the EU structural funds available for socio-cultural activities. These objectives 'found their way both into the 2007-2013 and 2014-2020 [National Strategic Reference Frameworks](#) for the EU Structural Funds'.

Participation of young people in creative and cultural experiences

The most important data sources for understanding the cultural activities of young people are the large sample youth research waves. From 2008 on, there has been a steady decline in participation in every 'traditional' cultural activity listed in the questionnaire. According to the results of the 2016 survey ([Ifjúságkutatás 2016](#)), more than 80% of young people never visit spaces of 'elite' culture (art movies, opera, classical concerts) and around 40% of them never visited multiplex cinemas either. (Youth Policy Review, 2016)

Based on the 2018 data of the Cultural Statistical Data Collection System [[Kulturális Statisztikai Adatgyűjtő Rendszer \(KultStat\)](#)], referred hereinafter to as KultStat] that provides information from the [National Statistical Data Collection Programme](#) (in Hungarian: OSAP) the number of youth groups, clubs and study groups, run by all institutions that have a role in community culture, is 1 364 (this is higher than the

number of the institutions, as one institution might have more groups). The average yearly number of members is 35 800, and the number of activities is 35 740.

Data on participation in creative cultural communities and art groups is also available in the same source. According to this, in 2018, 48 737 15-29 year-olds participated in these type of groups.

Differences based on location

A huge difference can be seen in terms of location: young people living in Budapest are highly overrepresented in 'elite' cultural activities and consumption, whereas the youth of villages are more likely to visit community centres and discos.

Leisure time activities

Offline leisure time activities of young people are much more characterised by visiting cafés and pubs, but it is important to notice that festivals are key events of popular cultural activities for a large fraction of young people. In 2016, 25% of 15-29 youth attended festivals – most of them (13% of the whole population) local ones, but the big music festivals also attracted a wide audience. Approximately one-fourth of Hungarian youth go to the theatre more than once a year. [Szabó Júlia – Hires László Kornélia: Régi és Új kultúra (Traditional and New Culture). In: Székely Levente (ed., 2018): Magyar fiatalok a Kárpát-medencében (Hungarian Youth in the Carpathian Basin). Kutatópont – Enigma, Budapest, 2018)].

Regarding leisure time activities, the results of the 2016 youth research show that cultural activities are part of the everyday life of young people. More than half of them indicated listening to music as one of their most common leisure activities, while for one-third of them it is reading. However, (traditional) creative activities were not common: 3% answered creating decorative and everyday objects, around 5% make music, paint, draw or sculpt, and around 10% take photos or make films as a leisure activity.

Separation of cultural and social spaces

Data also show how social and cultural spaces have become increasingly separated, implying a decrease in the social nature of cultural activities, whereas – as a general trend – social activities are more and more relocating into online spaces. By 2016, 88% of young people accessed the Internet daily, and 85% of them owned a smartphone. Online spaces and smartphone applications in many cases, foster creative activities and content generation, but television and the Internet remained the most important leisure activities. In 2016, for 77% of 15-29 year-olds, the most common leisure time activity on weekends was watching TV, and for 71% it was spending time online. On an average weekday, these figures are 72% and 71% respectively.

Main concepts

Definitions of culture

In Hungary, there is no coherent formal legal definition of culture. 'For Hungarians, the word "culture" naturally involves the arts: thus the compound of "arts and culture" is not used. Although terms like "cultural industries", "creative sector" and similar expressions have made their way into the general public discourse, they have not been enacted in any high-level document'. ([Compendium](#), 2016 p. 5). Although there is a lack of official definition of culture, a general understanding could be outlined based on the legal background and public appearances of decision-makers. The Secretary of State for Culture stated in an interview ([interjú](#)) that the concept of culture is changing, and bigger emphasise needs to be given to digitalisation and online contents. Important legal documents frequently refer to it as 'cultural law'.

'Cultural law' - Act CXL of 1997

The preamble of [Act CXL of 1997](#) on the protection of Museum Institutions, Public Library Services and Community Culture emphasises that the

'preservation and practice of national cultural traditions and those of nationalities, the improvement of the personal, intellectual and economic basis for individual and community cultural activities, and activities which improve the quality of life of citizens and transmit values, as well as the operation of the institutions and organisations created to achieve these goals through the system of basic cultural care is in the common interest of society.' ([Act CXL of 1997](#) on the protection of Museum Institutions, Public Library Services and Community Culture)

The preamble's cited part shows two central focuses of legislation on culture:

1. cultural heritage and
2. reconceptualisation of community culture.

One is related to cultural heritage management that appears in many other recent government decrees and strategic documents. The other is a more recent and more salient reconceptualisation of community culture. The aim of providing basic cultural services appeared in the law in 2017. However the concept has been around in the previous years too, starting in 2014 with the formation of the Roundtable of Cultural Basic Care ([Kulturális Alapellátás Kerekasztala](#)), now called The Roundtable of Basic Cultural Care and Community Development. The concept is

'a form of care in the field of culture that provides the minimum of cultural services used by a vast majority of the public. [...] It is a conditionality of organisation, activity and financing that enables citizens and communities exercise their right to culture directly. [...] The care can be used by local people directly, preferably in their residence or close to it, based on equal opportunities, as a civil right. [...] Most or the entire part of the population enters the system of basic cultural care. Its operation is maintained by the [Fundamental Law](#) and cardinal laws. It is basically financed through public funds and the dominant engagement of the state characterises it.' ([Ponyi](#), 2015 p. 37-38)

Special target groups

Though the programme is targeted on the whole population, school-age children are often emphasised as one of the special target groups. An example of this is the Cultural Adventure Programme ([Kultúrkaland](#)), where secondary school children can take part in cultural-pedagogical activities.

Concept of creativity

The concept of creativity mainly appears in the context of innovation and research (sometimes, but not exclusively connected to startups). The Ministry Responsible for Innovation and Technology does not mention creativity in its founding regulation, however, concepts like informatics, coordination of science policies and audio-visual policies, as elements of the responsibilities of the ministry highlight an understanding of creativity. Objectives related to the creative and cultural industries only appear one time in the cultural law: the chapter on regional and metropolitan public cultural services includes the objective of contributing to

1. culture-based economic development and to
2. the development of services of creative and cultural industries.

Creativity also appears in the new National Core Curriculum ([Nemzeti Alaptanterv](#)) (referred hereinafter to as NCC) accepted in 2020. The concept of creativity mostly relates to artistic expressions as well as critical thinking and innovative problem-solving in the new NCC.

8.2 Administration and governance

Governance

Systems related to the ministries and the Parliament

There are no state bodies that administer cultural policies explicitly targeting youth. The most important bodies existing in relation with basic cultural care. Creativity and culture appear in the National Youth Strategy which is administered by the Ministry of Human Capacities (For more information, please see chapter [1. Youth Policy Governance](#)).

Ministry of Human Capacities - State Secretariat for Culture

In Hungary, since 2010, the framework of policies related to creativity and culture are represented in the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), under the State Secretariat for Culture ([Kultúráért Felelős Államtitkárság](#)).

'[The responsibilities](#) of the State Secretariat for Culture are to use available state resources to initiate and promote the creation of new cultural assets, and to preserve national and world cultural heritage assets in Hungary. It defines and organises the guiding principles and programmes for the development of international cultural links, and of activities aimed at further popularising Hungarian culture in the international arena.'

The State Secretariat can convene the 'Roundtable of Basic Cultural Care and Community Development' (see the sub-chapter on [cross-sectoral cooperation](#)).

Ministry of Foreign Affairs and Trade

There are some objectives and fields related to culture outside the Ministry of Human Capacities. The State Secretariat for Cultural and Science Diplomacy and the Deputy State Secretariat for Cultural Diplomacy within the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)) could be mentioned as the ministry dealing with cultural diplomacy and international cooperation in the field of culture. The Ministry operates cultural institutes in 24 cities in 22 countries, in addition to education and cultural diplomats ([oktatási és kulturális diplomata](#)) who serve at eight Hungarian foreign representations ([külföldi magyar intézetek](#)). Among other tasks, these diplomats are responsible for increasing the number of foreign higher education students in Hungary, as well as to foster student and teacher exchange.

Prime Minister's Office

Responsibilities related to cultural policies and heritage preservation are apparent at the Prime Minister's Office ([Miniszterelnökség](#)) too. As of 2020, in terms of real estate heritage the Deputy State Secretariat for Architecture, Construction and Heritage Preservation is responsible for the heritage protection issues. The movable heritage preservation belongs to the Inspectorate of Cultural Goods ([Műtárgyfelügyeleti Hatóság Főosztály](#)), directed by the Minister of State for Administrative Affairs.

The Government Commissioner for the Development of Modern Cities and Villages also serves in the Office. The commissioner and the Deputy State Secretariat coordinates, among other things, the cultural developments under this programme.

The Parliament

'The single-chamber [Parliament](#) is in charge of legislation. In addition to its role in preparing laws, the Committee for Culture and Press also fulfils supervisory functions by occasionally putting various issues related to culture on its agenda. On the whole, however, the Parliament and its Committees have only limited autonomy, in most cases reflecting the will of the government or the dominant parties.' ([Compendium](#) 2016 p. 6)

Other public institutions

National Cultural Fund of Hungary

One of the most important body of cultural funding has been the [National Cultural Fund of Hungary](#) ([Nemzeti Kulturális Alap](#)), founded in 1993, and currently chaired by [Miklós Kásler](#), the Minister of Human Capacities.

'Established by the Hungarian Parliament to support the creation, preservation and spread of national and universal values, this separate state fund is now running on 90 per cent of the gambling tax of Lottery 5 as its main revenue. It calls for bids to offer and award most of its disposable money to those who implement the winning programs through a system of social divisions. [...] The main objectives of the National Cultural Fund of Hungary include stabilising funds and involving new incomes to increase its available tender budget. To this end, the Fund has signed several cooperation agreements with government agencies and NGOs in the past years, and its professional divisions have announced comprehensive support programs to reinforce the State's engagement in the field of culture.'

Since 2017 the Fund's financial issues are handled by the Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#)), which has a Directorate of the National Cultural Fund that handles objectives related to tendering. Decisions are made by the divisions of the Fund, but administration belongs to the Office.

Hungarian Academy of Arts

Since 2011, besides the Fund, a newly emerged organisation has become of central importance. The [Hungarian Academy of Arts](#) [[Magyar Művészeti Akadémia](#) (referred hereinafter to as MMA)], which existed as an NGO since 1992, but got recognised by the [Fundamental Law](#) and upgraded to a public foundation in 2011. Since then, its role in cultural policy-related decision making and funding is central.

'The main task of MMA is to facilitate the prevalence and protection of the values of Hungarian and universal culture, the respect of the traditions of Hungarian arts and the birth of new and significant artistic works.

Furthermore MMA represents the arts in public life as well as in bodies to which law obliges it or in which its participation is requested by a governmental or other state body with national power; facilitates art education and the training of artists as well as scientific activities related to the arts; undertakes a supportive role with scholarships, awards and other methods in the Hungarian artistic sphere, putting great emphasis on the popularisation of young artists and art itself; [...] contributes to the appreciation of Hungarian artists and with grants, awards and scholarships assist the publication of new artistic works as well as providing career opportunities for young artists.'

National Film Institute

The Hungarian [National Film Institute](#) ([Nemzeti Filmintézet](#)) contributes 'to the production of Hungarian films or co-productions that provide art and entertainment for the audience on all platforms, and bring significant success both domestically and on an international level.'

The Fund is financed by the Hungarian National Asset Management Inc. with ownership entity of the Ministry of Finance.

National Cooperation Fund

Another public body worth mentioning regarding cultural funding is the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (referred hereinafter to as NEA)]. (For more information about NEA see sub-chapter [1.7 Funding Youth Policy](#).) Its Board of Social Environment ([Közösségi környezet kollégium](#)) provides funding to civil organisations active in the field of

1. cultural activities,

2. community culture,
3. science and research,
4. preservation of traditions, etc.

NMI Cultural Institute Non-profit Public Utility Ltd.

The most important public institution regarding community culture is the legal successor of the National Institute for Culture [Nemzeti Művelődési Intézet (referred hereinafter to as NMI)], NMI Cultural Institute Non-profit Public Utility Ltd. ([NMI Művelődési Intézet Nkft.](#)) In 2017 the former budgetary body's tasks moved to a private foundation owned by Lakitelek Folk High School Foundation ([Lakitelek Népfőiskola](#)) which is chaired by Sándor Lezsák ([Lezsák Sándor](#)), MP of Fidesz. The institute's operation is based on a public service contract with the Ministry of Human Capacities.

'NMI displays the whole of Hungarian community culture in the broad sense and coordinates it via their county offices. Through model projects of value exploration and preservation, it helps and supports the survival of local communities; the folk culture and traditions, and addresses and involves young people to these processes in various ways.' (Böröcz, 2016)

Non-public actors

Naturally, a huge number of cultural NGO-s exist, but few of them have the capacities to initiate large scale projects, especially youth-related ones. Among these, [Artemisszió Foundation](#) ([Artemisszió Alapítvány](#)) can be mentioned.

The Foundation ['has been operating](#) since 1998 as a non-profit organisation of public interest. The founders were young anthropologists who wanted to apply their theoretical knowledge and the results of their scientific research to foster social and personal development and open-minded thinking. The Artemisszió Foundation is aiming to achieve its objectives through the research, promotion and use of the theory and practice of intercultural communication.

The goals of the Artemisszió Foundation are to encourage continuous dialogue and interaction between culturally, ethnically and socially diverse groups; to foster their mutual understanding; to support the social integration of socially and culturally disadvantaged groups; to strengthen scientific and cultural relations internationally and to develop and disseminate intercultural training courses, educational materials and methods.'

The [Creative Europe Programme](#) in Hungary is coordinated by Creative Europe Non-profit Ltd. ([Kreatív Európa Program](#)). As a successor of the national coordinating offices of the Culture and MEDIA programmes, the institution mostly focuses on providing information and support and the technical coordination of the Programme.

General distribution of responsibilities

'Besides the central government, the only level that really matters is that of the nearly 3 200 local (municipal) governments. This number includes 328 towns as well as 23 districts of Budapest.' ([Compendium](#) 2016 p. 25)

The local level is regulated by the 'cultural law' ([Act CXL of 1997](#) - for more information see sub-chapter [8.1 General context.](#)) and Act CLXXXIX. of 2011 on Local Governments of Hungary ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól). The latter states that municipal governments must

- support local community culture,
- preserve local cultural heritage and
- provide tasks related to tourism.

Act XX of 1991 on the Tasks and Scope of Authority of the Local Governments and their Organs, of the Commissioners of the Republic, and of Certain Centrally Governed Organs

([1991. évi XX. törvény](#) a helyi önkormányzatok és szerveik, a köztársasági megbízottak, valamint egyes centrális alárendeltségű szervek feladat- és hatásköreiről) regulates the ways of fulfilling the tasks. According to the law, local governments

1. provide local management and monitoring of activities related to community culture, public collections and arts, moreover
2. operate and maintain institutions of these activities.

As a voluntary activity, self-governments may support

1. cultivating traditions,
2. communities organised for cultural activities,
3. cultural organisations and art initiatives.

Tasks of municipalities

The cultural law states tasks of municipalities related to community culture. Among others, these include

1. educational activities outside the school system;
2. exploration and awareness-raising of local environment;
3. intellectual and artistic values and traditions;
4. cultivation of local cultural customs;
5. recognition of universal and national culture, as well as that of nationalities and other minorities;
6. supporting understanding and inclusion;
7. supporting amateur creative, cultural community activities;
8. building intercultural relationships and creating the conditions of cultural leisure time spending.

The obligatory tasks might be realised through operating community spaces or institutions of community culture, while voluntary activities can be fulfilled by operating or supporting libraries and museums.

'A traditional feature of the Hungarian system of cultural finances is the contribution from the central budget to the "cultural tasks" of the local governments. This does not appear in the chapter of the Ministry for Culture but in that of the Ministry of the Interior [...] In 2015, the minimum amount of the normative cultural support for towns was introduced. This means that a village or town – regardless of its population – would receive a minimum of HUF 1.2 million (about EUR 4 000) contribution to culture. Nevertheless, the majority of municipalities spend several times more on culture than the "per capita" central redistribution.' ([Compendium](#), 2016 p. 25).

As of 2019 ([2019-től](#)) the cultural contribution of the settlements is HUF 1.210 per capita with a minimum amount of HUF 1.8 million (about EUR 5 500).

Cross-sectorial cooperation

'Since the responsibility for culture is distributed between several high-level authorities, inter-ministerial or intergovernmental co-operation in cultural matters is mandatory.

Besides EFOP, the [Human Resources Development Operational Programme](#) of Hungary 2020, two or three further OPs may contain culture-related projects under the [EU 2014-2020 Cohesion Policy](#). Co-ordination is carried out by the Prime Minister's Office ([Miniszterelnökség](#)).' ([Compendium](#), 2016 p. 7)

'In 2014 the new Cultural State Secretary initiated the Round Table of "Cultural Basic Provision" (Kulturális Alapellátás Kerekasztala) so that quality culture reaches the broadest possible audiences all around the country with special attention for small

villages in the countryside. The Round Table entails representatives of twenty expert organisations.' (In Youth Wiki, in accordance with the official translation, "kulturális alapellátás" is translated as "basic cultural care".) ([Compendium](#) 2016 p. 21)

The most important events of the Roundtable were three conferences organised in the Parliament. The proceedings have been published by the State Secretariat for Culture.

According to the 'cultural law' ([Act CXL of 1997](#)), the involvement of local cultural institutions might be realised through the system of Community Culture Roundtables. The roundtables are formed for three years and can formulate opinions and recommendations in questions related to

- local community culture,
- community culture funding, and
- supports the cooperation of the institutions.

The aim of Community Culture Roundtables are

- to highlight public demands related to community culture,
- to coordinate community cultural activities at the municipal level and
- to provide space for cultural advocacy.

Formation of these roundtables is not mandatory, since many settlements lack the presence of cultural NGOs. ([NMI, 2018](#))

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Strategy on culture

There is no national strategy for creativity and culture for young people. The most relevant documents regarding cultural policies of the government are the 'cultural law' ([Act CXL of 1997](#) - for more information see sub-chapter [8.1 General context](#)) which has been significantly modified in 2017 to express the policies related to the concept of basic cultural care (see above) and the 2009 policy document ([dokumentum](#)) of [Fidesz](#) on culture. The latter lists the tasks of the state, which includes

- raising and maintaining the need for culture, especially among children and youth;
- the art education in and outside formal school system; and
- the education of culture, especially to those who otherwise would not have the opportunity.

Scope and contents

As stated before, there is no strategy for creativity and culture. However, elements and directions of planning regarding creativity and culture of young people can be found in some of the primary strategical documents.

The National Youth Strategy

The [National Youth Strategy](#) 2009-2024 ([Nemzeti Ifjúsági Stratégia](#) 2009-2024), under the specific objective of Empowering youth age groups and their communities, lists 'Creation of cultural values, culture mediation' as a subchapter.

The partial objectives are to 'improve the quality of cultural consumption and participation in culture; reduce regional inequalities; improve access to information; enhance success and cooperation in an intercultural environment'.

The specific partial objectives are the following:

- facilitating access to cultural values,
- developing the relationship between the culture mediating institutional system and the age group, and
- encouraging intercultural experience.

The Programme for the Future of the New Generation

The 2012 Programme ([a 2012-es program](#)) for the 'Future Of The New Generation' ('Új Nemzedék Jövőjéért Program') declares

1. leisure time,
2. sport,
3. entertainment and
4. culture consumption, as the main areas of intervention.

One of the problems, addressed by the document, is related to the high prices of high culture consumption and the unintegrated nature of youth discounts. The proposed solution aim is to make culture accessible to all young people. Discounts for entering cultural institutions already exist, but the common framework is being created through the National Unified Card System ([Nemzeti Egységes Kártyarendszer](#)). Currently, student cards (and parking cards) are in the system, but an extension is foreseen in the near future.

Strategy on Sustainable Development

The [Strategy on Sustainable Development](#) for the period 2012-2024 [Resolution 18/2013. (28th March) of the Parliament on the National Framework Strategy on Sustainable Development][[8/2013. \(III. 28.\) OGY határozat](#) a Nemzeti Fenntartható Fejlődés Keretstratégiáról] addresses the role of culture among the goals related to social resources. The strategy addresses the whole population but some of its goals mention young people. The goal of 'Maintaining the heritage of the past, developing cultural services' states that

'it is necessary to strengthen social cohesion, to reproduce trust, to maintain operational community networks, to enhance values related to sustainability, to revive cultural traditions, to appreciate cultural diversity, to preserve intellectual, material and built heritage as well as to promote its values and sustainable use.'

Among the tasks of the national and local governments, the objective of developing human resources is connected to culture. The goal related to this states that the development

'is possible not only in educational institutions but as well as in other cultural institutions – such as public collections and community cultural centres. These institutions, with the right amount of financing, may launch programmes that can attract a large volume of the population. Participants can acquire new knowledge, familiarise themselves with the opportunities provided by the institutions and may develop their social relations. It is recommended to improve the cooperation of educational, training and cultural institutions, in order to develop the core competencies of the Hungarian population.' [Resolution 18/2013. (28th March) of the Parliament]

The Framework Strategy of Lifelong Learning Policy for 2014-2020

The Framework Strategy of Lifelong Learning Policy for 2014-2020 ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája](#) a 2014/2020 közötti időszakra) refers to the role of cultural institutions connected to social cohesion and learning outside the school contexts. The comprehensive aim of 'increasing access to and participation in lifelong learning' has its specific aim of

1. increasing non-formal, informal and flexible learning opportunities,
2. supporting and developing workplace learning.

One of the directions of intervention and development under this aim is the development of non-formal and informal learning through the cultural institutional system.

'The youth-related tasks of cultural institutions related to lifelong learning are training for access or return to formal education; supporting further education and training paths from primary school to the secondary school final exam; development of basic competences to support entering and returning to the labour market; extension of non-formal and informal training forms and services (e.g. distance education, e-learning); reducing functional illiteracy; starting thematic educational and development programmes aimed at the development of language competences; acquisition of communication skills in the mother tongue; learning to learn and empowerment to civic competence, cultural expressivity and application of scientific explanations [...].'
[Framework Strategy of Lifelong Learning Policy for 2014-2020 ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája](#) a 2014/2020 közötti időszakra)](For more information see sub-chapter [8.9 Enhancing social inclusion through culture](#).)

Responsible authority for the implementation of the strategy

As stated before, there is no national strategy related to creativity and culture. The objectives and partial objectives related to cultural consumption of young people are assigned to the Minister Responsible for Culture. Programmes related to youth policy were administered by the State Secretariat for Family and Youth Affairs, and the Department of Youth of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) until 2020. Since then, youth-related programmes belong to the Minister without Portfolio Responsible for Families. Objectives related to community culture are mostly administered by the State Secretariat for Culture ([Kultúráért Felelős Államtitkárság](#)).

Revisions/updates

There is no national strategy on creativity and culture.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

'Cultural Adventure' Programme

As stated previously in sub-chapter [8.1 General context](#) - Main concepts, young people's access to culture is realised mainly through the system of basic cultural care (community culture), where school-age children are a specific target group. The 'Cultural Adventure' ('[Kultúrkaland](#)') programme is administered by the State Secretariat for Culture ([Kultúráért Felelős Államtitkárság](#)) and supported by

- the State Secretariat for Public Education ([Oktatásért Felelős Államtitkárság](#)),
- the [Hungarian State Opera](#) ([Magyar Állami Operaház](#)) and its Erkel Programme Office,
- a number of public collections,
- the [Hungarian railways](#) ([MÁV-csoport](#)) and
- the [Centre for Budapest Transport](#) ([Budapesti Közlekedési Központ](#)).

The content of the programme may be defined as lessons outside the classroom if the school's curriculum allows it.

'Cultural institutions for the success of public education'

A similar goal was set by the EU-funded project of 'Cultural institutions for the success of public education' [HRDOP-3.3.2-16 ([EFOP-3.3.2-16](#)) and CCHOP-7.3.4-17 ([VEKOP-7.3.4-](#)

[17](#)) in the central region]. The project was financed by the 2014-2020 operational programmes. Institutions could apply for funding till October 2018.

The project aimed to support educational institutions through

1. non-formal
2. and informal learning activities provided by cultural institutions.

The target groups of the programme were

1. pre-school, primary and
2. secondary school children

and it has the budget of HUF 7 billion through HRDOP and HUF 750 million through CCHOP (about EUR 22.6 million and EUR 2.4 million).

'AGORA – for the creation of infrastructural conditions of multifunctional community centres and regional community cultural consulting service'

The EU tender under the previous financial cycle's Social Infrastructure Operational Programme TIOP 1.2.1. '[AGORA](#) – for the creation of infrastructural conditions of multifunctional community centres and regional community cultural consulting service' ([TIOP 1.2.1 - AGÓRA](#) - Multifunkcionális közösségi központok és területi közművelődési tanácsadó szolgálat infrastrukturális feltételeinek kialakítása) aimed at the creation of a network of Agóras,

1. to integrate community culture, social, educational and experience functions, and
2. to create a counselling service to improve smaller settlements' cultural and community cultural basic services.'

14 county towns have participated ([vett részt](#)) in the programme (the funding was supplemented by additional EU and national sources), and Agóras, besides the above-mentioned functions were to take part in

3. organising cultural events of the regions,
4. compile and operate databases related to the regional cultural and creative industry, and
5. contribute to regional and municipal strategies, especially in relation to culture, tourism and local development.

The project ended with the end of the financial cycle, but the cities contracted to further operate the institutions with their original purpose for at least 12 more years. Although the project was targeting the general population, Agóras are often mentioned in relation to the institutional background of youth policy ([adminisztratív kiszolgálás](#)), as youth tasks of municipalities were often carried out there. (For additional information see sub-chapter [8.5 Developing cultural and creative competences](#).)

'Active communities'

The most important project regarding community culture was called 'Active communities' (HRDOP-1.3.1-15-2016-00001) ('[Cselekvő közösségek](#) – aktív közösségi szerepvállalás' EFOP-1.3.1-15-2016-00001). The project ended in 2019. The project's comprehensive goal was

'to increase social activity; to strengthen social engagement in the settlements involved; to strengthen connections between municipal governments, cultural institutions and inhabitants; to upgrade the levels of the culture of cooperation'.

In order to achieve these goals, the method of cultural community development has been used, and professional/methodological support is provided for the municipalities and their cultural institutions and/or NGOs. Relevant parts of the project included

- fostering the social accessibility of cultural institutions,

- creating a network of cultural community development mentors, and
- fostering the cooperation of cultural institutions.

The project's funding was a gross amount of HUF 3 billion (about EUR 9.7 million) and though the project was targeting the general population, many funded activities targeted youth participation. Notably, the Methodological Guide for Socialised Operation of Cultural Institutions (['Kulturális intézmények társadalmiasított működtetése - Módszertani útmutató'](#)) that was published under the project, has a chapter on successful operation of youth clubs.

'Hangfoglaló [Sound Conqueror] Programme'

Since 2017, one of the flagship programmes of youth culture is the Hangfoglaló Programme ([Hangfoglaló Program](#)) (which is the successor of the Cseh Tamás Programme after 2014) administered by the temporary division of the [National Cultural Fund \(Nemzeti Kulturális Alap\)](#). (For more information about the National Cultural Fund please see sub-chapter [8.2 Administration and governance](#).) The programme aims to support Hungarian popular music through its nine sub-programmes. These support the following activities:

1. starting bands,
2. operation of countryside clubs, countryside and community TVs and radios, as well as print and online media,
3. international tours and promotion (these sub-programmes are based on tendering),
4. preserving the Hungarian popular music heritage,
5. musical management education, and
6. supporting countryside talent search events.

Besides supporting young bands and music creation, the programme also regularly offers events for the public to present products that received funding.

Disseminating information on cultural opportunities

Dissemination of culture-related programmes for young people mainly takes part in the currently existing infrastructure of community culture, public education and Integrated Community Service Spaces. The role of the Elisabeth Youth Foundation also has to be emphasised here, since its community spaces provide various information relevant for young people, and the Foundation's website ([honlap](#)) regularly reports about opportunities related to creativity and culture. (For more information on the Elisabeth Youth Foundation see sub-chapter [4.7 Youth work to foster social inclusion](#).) Moreover, the Office of the [Creative Europe Programme](#) also offers information on certain cultural events.

Knowledge of cultural heritage amongst young people

As mentioned before, young people's discovery and appreciation of the cultural and artistic heritage appears among the tasks of the local governments, and – besides public education – it is mostly carried out through the network of public collections and community cultural institutions. (For more information see sub-chapter [8.2 Administration and governance](#).)

The most important public awareness raising campaign is the Hungarian programme of the European Heritage Days ([Kulturális Örökség Napjai](#) – Cultural Heritage Days). The programme has no specific target groups besides those interested in cultural heritage, and is operated by the Prime Minister's Office ([Miniszterelnökség](#)). Through the programme the participating institutions offer free entrance and special events for the participants.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Formal education

Creativity appears in the new (accepted in 2020) National Core Curriculum's [([Nemzeti Alaptanterv](#))] hereinafter referred to as NCC] key competencies as a cross-curricular development goal. Furthermore, the following key competencies explicitly relate to the concept:

1. Communication competences (mother tongue and foreign language)
2. digital competences,
3. personal and social competences,
4. employee, innovation and entrepreneur competences.

Art is taught through specific classes related to

1. music,
2. drama and dance,
3. visual culture, and
4. video culture and media literacy.

Besides, in the learning area of technology, design and digital culture appears in the topics addressed.

Non-formal education

As stated before, the system of basic cultural care related to community culture [in accordance with the strategy of lifelong learning ([Az egész életen át tartó tanulás...](#))] emphasises learning outside the school contexts, and the National Core Curriculum also highlights the role of acquiring experiences in the field of arts and creativity in cultural institutions. Besides the programmes mentioned before, there are many smaller-scale initiatives led by NGOs or cultural institutions. Some innovative examples can be found in the conference proceedings of the [2017 ELTE Workshop for Arts Education](#).

Specialised training for professionals in the education, culture and youth fields

The Community Coordination programme has introduced as a BA level education in the field of cultural management (offered since 2016). The Cultural Community Coordination specialisation ([Közösségszervezés BA](#)) enables its graduates to create community development processes for self-organising activities of local communities. The main fields of the specialisation include

- community culture,
- culture mediation and
- community development.

The most relevant training programmes related to the application of arts in education are those with focus on art pedagogy and/or art therapy. These are mostly postgraduate or further educational programmes, such as the postgraduate specialist training course on drama pedagogy offered by several Hungarian universities. Only the University of Pécs Faculty of Music and Visual Arts offers postgraduate training on art therapy ([művészetterápia szakirányú továbbképzés](#)).

Education to become a professional in the cultural sector is provided in several higher educational institutions. The most important ones, regarding visual arts, include the

1. [Hungarian University of Fine Arts](#) (Magyar Képzőművészeti Egyetem);
2. [Kodály Institute of the Liszt Ferenc Academy of Music](#) (Liszt Ferenc Zeneművészeti Egyetem Kodály Intézet);
3. [Moholy-Nagy University of Art and Design](#) (Moholy-Nagy Művészeti Egyetem);
4. [University of Theatre and Film Arts](#) (Színház- és Filmművészeti Egyetem).

The [Hungarian University of Fine Arts](#) offers MA level education of visual educators. [Kodály Institute of the Liszt Ferenc Academy of Music](#) offers Graduate degree education in music pedagogy. [Moholy-Nagy University of Art and Design](#) offers MA programmes in design and art management as well as design and visual art education. The [University of Theatre and Film Arts](#) offers specialisation training in theatre education and continuing education for interpreting theatre performances in school lessons, and interpreting films through dramatic tools in school lessons.

Providing quality access to creative environments

Agóras

The most relevant programmes are connected to the system of community culture and have been mentioned before. (For more information see sub-chapter [8.4 Promoting culture and cultural participation](#).) The role of [Agóras](#) is unquestionable when approaching access to creative environments. Agóras were designed as

'multifunctional community centres and community culture institutions which are suitable to operate in a way that integrates community culture; education and adult education, and experience features in a specifically created built environment.' ([Németh](#), 2013 p. 4)

The Youth Cultural Festival of the Carpathian Basin

An important event specifically targeted for showcasing young people's projects in arts is '[Kultivál](#)' (The Youth Cultural Festival of the Carpathian Basin). During the festival young artists – painters, photographers, actors, musicians – from Hungary and from the neighbouring countries where ethnic Hungarians live, have the opportunity to

1. learn,
2. network and
3. present.

In 2019 'Kultivál' was organised by NMI Cultural Institute Non-profit Public Utility Ltd. (NMI Művelődési Intézet Nkft.) as a youth community development summer camp, funded by HDROP- 1.12.1-17-2017-00022 called 'From home to home' ([EFOP-1.12.1-17-2017-00022](#) 'Otthonról haza'). (For more information about NMI Cultural Institute Non-profit Public Utility Ltd. please see sub-chapter [8.2 Administration and governance](#).)

In 2020, the festival was not organised, but from the same budget source

- a youth community development camp,
- a literary summer camp, and
- a film summer camp was organised ([táborok](#)).

Pannon Unifest

Another youth culture festival is [Pannon Unifest](#), where talented Hungarian young artists can

1. meet,
2. perform,
3. learn and
4. compete.

The festivals biggest supporter is [Pannon University of Veszprém \(Pannon Egyetem\)](#), and is co-organized by the Hungarian Youth Conference ([Magyar Ifjúsági Konferencia](#)).

Other events

As mentioned before, the HDROP-1.12.1-17-2017-00022 Programme [timeframe: 2018-2020, budget: HUF 660 million, (about EUR 1.8 million)] plays a role in organising events related to community development, film culture, puppet art and to other topics.

Besides these, many events are organised by municipal governments, educational, cultural and other institutions which provide opportunities for young artists to present themselves, but these (except for educational institutes) rarely focus explicitly on young artists. An excellent example of a market initiative where many young artists from the field of design can present is [WAMP](#), a design and fashion fair, where emerging Hungarian designers can showcase their works.

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

The national strategic documents regarding youth and education rarely connect to entrepreneurship and culture. The most relevant example can be found in the Action plan for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről] of the [National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#), which, as a measure of the pillar 'Development of the environment necessary for successful integration of youth age groups' states that 'using the opportunities of creative industry must be facilitated, innovation and R+D activities must be supported', and names the minister responsible for culture as one of the persons in charge. That is the latest accepted action plan as of 2020. (For additional information see sub-chapter [8.3 National strategy on creativity and culture for young people](#).)

The role of arts, even in the specific framework curricula related to entrepreneur skills mentioned in the 3rd chapter ([3.8 Development of Entrepreneurship Competence](#)) comes up directly only in relation to marketing. Entrepreneurship and innovation skills development appear in the learning area of technology through the subjects of digital culture and technology and design.

Support young entrepreneurs in the cultural and creative sectors

As mentioned in sub-chapter [3.9 Start-up Funding for Young Entrepreneurs](#), [Design Terminal](#) is the most relevant actor in this field by performing activities related to business and cultural talent management. They support a number of start-ups in the sphere of creative and cultural industry (see for example their [2019 annual report](#)).

'Among students and graduates in the creative sector, the "Start Up Guide" [[Üzleti tanácsok](#) fejlődő vállalkozások részére 2018] developed by MOME Moholy-Nagy University of Art and Design [[Moholy-Nagy Művészeti Egyetem](#)] is broadly used for job searching and enterprise opportunities.' ([Compendium](#) 2016 p. 21) The open-access guide, published ([publikálva](#)) for the 14th time in 2018 offers advice for supporting entrepreneurs in the field of the creative industry.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

The strategical background of using new technologies is linked to the [Digital Success Programme](#) [2012/2015. Government Decree on the Digital Success Programme to be implemented on the basis of the national consultation about internet and digital developments ([InternetKon](#)) by the Government][[2012/2015. \(XII. 29.\) Korm. határozat](#)

az internetről és a digitális fejlesztésekről szóló nemzeti konzultáció (InternetKon) eredményei alapján a Kormány által végrehajtandó Digitális Jólét Programjáról].

The programme has had two [cycles](#) so far and a third one is in progress:

1. Digital Success Programme 1.0 (2015): to secure the accessibility and affordability of Internet including tax-reduction, wifi-hotspots of public institutions and educational, childcare and community culture institutions.
2. Digital Success Programme 2.0 (2017): to gain digital advantage with its digitalisation-supporting programmes cover almost every field of the digital development of the Hungarian economy.
3. 'DJP2030' [Digital Success Programme 2030, (in Hungarian: Digitális Jólét Program 2030, DJP2030)] strategic framework (2020):

'to propose new solutions and institutions that can effectively interpret and address the global challenges and opportunities created by digitalisation in international co-operation. The starting point of the DJP is that the state is also responsible for the digital well-being of its citizens; therefore the central theme of the DJP2030 is digital state governance. The DJP 2030 defines its strategic goals and areas of intervention in a tripartite division, concerning the human-machine system'.

The Digital Education Strategy of Hungary

The [Digital Education Strategy of Hungary](#) ([Magyarország Digitális Oktatási Stratégiája](#)) states its comprehensive strategic goal in the field of public education as follows:

'Public education must ensure the opportunities of acquiring digital competences expected by society and labour market, with a special focus on the needs of training, higher education and lifelong learning, as well as the aspects of performance, fairness and efficiency. The comprehensive goal is divided into further development goals:

ICT knowledge, methodological culture, motivation and ICT-use of teachers must be in line with the needs of digital education;

Digital media content, methodological support and knowledge sharing must ensure that the use of ICT tools is incorporated in the process of teaching, learning and evaluation processes;

The spaces of public education and the classrooms must have an appropriate **level of access to the Internet** and tools for meeting the requirements of digital education;

The **system of tools provided for students** must be in line with the horizontal requirements (IT-safety, equal opportunities);

All public educational institutions must have **access to decision support**, administrative, communication, data supply and organisational options provided by digital technologies'. ([Digital Education Strategy of Hungary](#) p. 12.)

The strategic goal in training is that 'students of vocational training must have the general and professional digital skills expected by the labour market and needed for further education', whereas the goal related to higher education is

'the creation of a unified, online, digital environment, which provides personalised learning opportunities based on age, interests and personal living conditions. An online learning space, learning community is created where members of the community receive support for lifelong learning and development. Higher educational institutions develop their supply of educational programmes by reacting in a flexible way to employers', students' and social educational needs in this online space.

A comprehensive strategic goal on the level of the individual student and higher education, in general, is that the digital readiness, use of tools, digital work experience must reach the level of international expectations. To achieve these goals breakthrough in contrast with the current situation is needed in three main areas:

Change in the current methodology and approach of teaching and learning; a change of paradigm in higher education; facilitation of the realisation by the institutions of student-centred learning; and using all the potential of ICT in teaching and learning

Building a space for learning; convert university into a digital learning community facilitated by digital tools that helps students and teachers

Development, maintenance, and increase of efficiency in the infrastructure needed for the change of paradigm.'

The strategy also has a number of goals regarding the development of digital infrastructure, and besides the aforementioned general goals of the Digital Welfare Programme, the need for multimedia laboratories (including digital camera, VR display and workstation for editing), and for providing digital tools for those who lack their own ones (as well as supporting the acquisition of private tools) can be mentioned among the goals for public education.

For more information, see sub-chapter [6.8 Media literacy and safe use of new media](#).

Facilitating access to culture through new technologies

The Digitalisation Strategy of Public Collections (2017-2025) [[Közgyűteményi Digitalizálási Stratégia \(2017-2025\)](#)] is the most important strategical document regarding digital access to culture. The Strategy is cross-referred in the Digital Success Programme too. The strategy's vision on digitalisation is a constant operation involving the entire system of public collections, which, instead of institutional needs, focuses on

- collective needs,
- efficiency and
- accessibility.

The strategy aims to improve the interdependence of education and the content provided by public collections, and the strategy generally gives a big emphasis on education (especially public education), to provide resources for teaching. For the year 2020, the budget ([költségvetés](#)) for realising the strategy was HUF 670 million (about EUR 1.8 million). Target groups of the strategy (besides the whole population) include those involved in public education and disadvantaged people.

8.8 Synergies and partnerships

Synergies between public policies and programmes

The main area for synergies in culture in the field of youth takes place in the Roundtable for Youth (for more information see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#) and sub-chapter [1.4 Youth policy decision – making](#)), the consultative body of the government.

Partnerships between the culture and creative sectors, youth organisations and youth workers

As mentioned in sub-chapter [8.2 Administration and governance](#), the Community Culture Roundtables may provide room for cooperation at the local level, but there are no higher scale examples for policies/programmes/initiatives fostering partnerships in the different fields.

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

The government's emphasis on basic cultural care fosters equal access to culture, and the aim of social integration is also present. A 2017 statement ([nyilatkozat](#)) of the state secretary for culture underlies this:

'We are convinced that access to culture would improve the quality of living. The essence of the concept is that culture should be available everywhere, even in the most disadvantaged settlements of the country.'

The shift of paradigms can be illustrated by the change in youth worker education. Previously it was part of vocational training in higher education, and it belonged to the social field. In 2017, after the introduction of youth specialisation of community coordinator BA ([Közösségszervezés BA](#)), it was positioned to the education area of humanities with the explicit aim of shifting the perspective from the corrective approach to the preventive one, where culture and creation of inclusive communities play a key role.

'Cultural institutions for the success of public education'

In line with this approach, the EU-funded project 'Cultural institutions for the success of public education' ([HRDOP-3.3.2-16](#)) was eligible to apply for between 2016 and 2018. The aim of the project was to foster non-formal and informal learning activities of children in public education through the partnership of educational and cultural institutions, and it also aims to contribute to reducing regional inequalities and socio-cultural disadvantages.

Combating discrimination and poverty through cultural activities

Framework Strategy for the Policy of Lifelong Learning for 2014-2020 combating poverty

The role of cultural activities in combating poverty appears with the most significant emphasis in the Framework Strategy for the Policy of Lifelong Learning for 2014-2020 ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája](#)) (for more information see sub-chapter [8.3 National strategy on creativity and culture for young people](#)). Under the area of intervention 'Strengthening the role of cultural institutions in adult learning' the following related objectives can be found:

- Basic cultural provisions must be available for everyone: the correction and expansion of basic local provisions (knowledge contents, access to learning occasions);
- Cultural programmes must be incorporated into programmes aimed at social inclusion;
- Dialogue between cultures helps understanding each other (tolerance, inclusion);
- Strengthening the active participation (of children and youth) in community life;
- Fostering creativity and innovation;
- Developing digital skills (especially among vulnerable people, and people living in poverty and exclusion);
- Using skills gained through the base of culture (that is community development, non-formal and informal learning) in the transition to the labour market and public life.

Regarding the role of cultural institutions, the youth-related tasks and recommendations of the strategy are the following:

- Cultural institutions should support lifelong learning, quality education and reducing early school leaving;
- For intelligent growth support for learning and skills development through the tools of cultural institutions is necessary;

- Need for new non-formal education forms in order to decrease the number of NEET youth.

Mid-term Strategy against School Leaving Without Qualification

The Mid-term Strategy Against School Leaving Without Qualification ([A végzettség nélküli iskolaelhagyás elleni középtávú stratégia](#)) includes the strategic goal of personal needs fulfilment based on differentiated and individual-centred education and support. One of the partial objectives covers 'complex and preventive opportunities outside the institutional education in disadvantaged areas and territorial segregates'. It aims the strengthening of local communities, partly through improving the local cultural services. A related objective appears under the strategic goal of having quality community services and capacities. The strategy, under the aim of expanding the opportunities of non-formal and informal education also connects cultural institutions with the objective of expanding the possibilities of non-formal and informal learning. The strategy's current action plan has the timeframe of 2014-2020.

Arany János Talent Support Programme

The role of cultural activities can be found in talent support programmes too. The most important programme is the Arany János Talent Support Programme, 'enabling disadvantaged students to study in good quality schools, and also focus on personal development alongside education'. ([Nagy-Zsilavetz](#), 2011 p. 47) The programme ([a program](#)) covers the entire country with almost 3 000 students participating. It is based on a complex approach: the development process is supported by educational, cultural and social activities, for example, methods of drama pedagogy are used. The programme is coordinated by the Hungarian Institute for Educational Research and Development ([Oktatáskutató és Fejlesztő Intézet](#)), and funded by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). (For more information see sub-chapter [4.4 Inclusive Programmes for Young People](#).)

National Social Inclusion Strategy

'The National Social Inclusion Strategy ([Magyar Nemzeti Felzárkóztatási Stratégia 2011-2020](#)) – Extreme Poverty, Child Poverty, the Roma – (2011-2020) identifies the following key elements for improvement in the life of Roma: education, employment, health, and housing. "Culture, development of cultural and sport services" makes a smaller part of the strategy. "In conjunction with education, cultural institutions, museums and libraries operate a number of programmes relevant to social inclusion which serve to reduce cultural disadvantages and school drop-out rates."

The Strategy focuses more on Internet and digital access than actual interpersonal cultural events and gatherings organised for Roma and non-Roma.

"They (i.e. disadvantaged children and young people) should acquire and develop their digital literacy in a sophisticated IT environment in libraries and should acquaint themselves with the use of electronic databases in an informal learning environment."

Furthermore,

"on a microregional level, the objective is to create community centres, social workshops and training centres which help the Roma enter the realm of learning and work." ([Compendium](#) 2016 p. 20) (For more information about the Social Inclusion Strategy see chapter [4. Social Inclusion](#))

8.10 Current debates and reforms

According to the information provided by the Ministry of Human Capacities in 2020, the two most important directions in the field of youth community culture are:

1. strengthening of patriotism through camps focusing on traditions, healthy lifestyle and sustainability, and

2. to develop a popular music strategy providing opportunities to young musicians.

9. YOUTH AND THE WORLD

Informing and training young people on global issues and keeping up dialogue with them is more and more part of Hungarian public life. Apparently, there are still insufficiencies. Most of all, efforts should be made to build a direct link between young people and policy-makers, given that a large number of Hungarian youngsters are not interested in political issues. Nevertheless, several programmes and initiatives have been implemented over the past decades aimed at attracting as many young people as possible into thinking about social, environmental and global issues, and encouraging them to take actions.

According to the interpretation of the Hungarian Government, the following terms are in the focus of global responsibility education:

- fair trade,
- sustainable development,
- poverty,
- international development,
- intercultural dialogue (Concept for Global Responsibility Education) (For more information, see sub-chapter [9.1 General context.](#))

The Concept for Global Responsibility Education outlines the core values of global responsibility, namely:

'openness, empathy, holistic approach, taking global perspectives, engaging in social justice, peaceful and effective conflict management, child and youth orientation, (environmental, social and economic considerations), critical thinking and problem-solving abilities.' (Concept for Global Responsibility Education)

In this context, the following thematic weeks can be mentioned, in which many primary and secondary schools are involved in Hungary:

- Week of Sustainability,
- Financial Awareness and Management Week,
- Digital Theme Week. (For details see sub-chapter [9.4. Raising awareness about global issues](#))

9.1 General context

Main concepts

Global warming, pollution, sustainability

Based on public opinion polls commissioned by the Office of the President of Hungary (2012-), [János Áder](#), draws attention to the importance of

- environmental protection,
- environmental pollution and
- sustainability.

For this reason, in preparation for the 2015 [United Nations Climate Conference in Paris](#), the 'Our Living Planet' ('[Élő Bolygónk](#)') website was created where Hungarians could be informed about the climate protection actions.

The petition available at the website was signed by 196 699 individuals, civil organisations, and schools. The President continued this activity after the climate summit, not only calling attention to the issues on various conferences ([konferenciák](#)), but calling ([felhívás](#)) the leaders of the World to fight for sustainability.

1. Global warming,
2. water shortages,
3. decreasing energy sources and
4. climate change

are the themes of the Week of Sustainability Issues ([Fenntarthatósági Témahét](#)) launched in 2016 to raise awareness of

- young people,
- kindergarten,
- primary and secondary school students.

Global Education

'Global education serves the purpose of globalisation as a result of increasing social, economic, technological, political, demographic and environmental inequalities and global processes. Its aim is to enhance the participation of society; to increase their responsibility for future generations and to develop their attitudes and competences.

It is achieved through the development of a dynamic, active learning process and the development of a system that focuses on the relationship in a constantly changing global society, that includes all individuals and their near and remote surroundings. It prepares for assessing the place, role and responsibility of an individual, defining individual and community responsibilities in global processes. It aims for open thinking; critical thinking; global solidarity, and conscious co-operation.' [Concept of Global Responsibility Education in Formal and Non-Formal Education in Hungary ([Koncepció a globális felelősségvállalásra nevelésről](#) a formális és nem-formális oktatásban Magyarországon p. 11.)]

Social inequality, poverty

The issue of social inequality affecting youth appears in the Parliamentary Decision no. 88/2009. (X. 29.) on the National Youth Strategy [[Országgyűlés 88/2009. \(X. 29.\) OGY határozata](#) a Nemzeti Ifjúsági Stratégiáról] which set directives to be implemented in the youth field by 2024. The SWOT analysis of the Strategy states that 'there is a significant imbalance in the chances and opportunities of different age groups in terms of access to youth services' and that the employment rate and wages of young people are 'territorially unequal'. (For more information about the National Youth Strategy see sub-chapter [1.3 National Youth Strategy](#).) [[National Youth Strategy](#) 2009-2024 ([Nemzeti Ifjúsági Stratégia](#) 2009-2024 p. 28.)]

It emphasises that

'today's decisive regional and ethnic inequalities must be significantly reduced. Children should be brought up in a safe environment to reduce the incidence of deviancy, destroying life chances. Disadvantaged "child generations" should be allowed for social mobility.' [[National Youth Strategy](#) 2009-2024 ([Nemzeti Ifjúsági Stratégia](#) 2009-2024 p. 44)]

Green volunteering

In the case of many Hungarian environmental non-profit organisations, it is possible to join voluntary activities, especially about nature conservation. Nevertheless, neither the Hungarian jargon nor the relevant legislation (for example the [Voluntary Law - Önkéntes törvény](#)) nor the organisations themselves use a separate term for volunteers who take part in such type of activities.

Based on the Voluntary Work additional module of the Labor Force Survey, ([Munkaerő-felmérés, 2014. I. negyedévi Önkéntes munka](#) című kiegészítő felvétele) completed in the 1st quarter of 2014 by the [Hungarian Central Statistical Office](#) (Központi Statisztikai Hivatal), it turned out that in 2014, 93 000 people were involved in any kind of environmental and animal protection volunteering activities: 21% of them - on their own account - regularly, 79% of them occasionally. Nearly 90% of them were direct, while the remaining were involved both directly and through an organisation. In 2014, among the volunteers for environmental and animal welfare jobs, 58% were men, and 42% were women. However, volunteers in the organisation have slightly more (roughly 55%) women than men. [Voluntary Work additional module ([Munkaerő-felmérés, 2014. I. negyedévi Önkéntes munka](#) p. 10-14)]. There is no data available separately for youth in this survey.

In addition to the aforementioned research, the results of the Voluntarism in Hungary 2018 ([Önkéntesség Magyarországon 2018](#)) research was published in 2019. It turns out that 452 thousand from the 2.2 million volunteers in Hungary work within a formal framework, typically by helping an organisation. 12.4% of that nearly half million volunteers work specifically for an environmental and animal welfare organisation, which means 56 000 people in total, and within this, the number of 18-29 aged is 16 000.

Youth interest in global issues

Participation of the youth in the life of the settlement

In connection with the implementation of the project no. TÁMOP-5.2.8/12/1-2013-0001 of the Social Renewal Operational Program called 'Support for small community education of youth', an edited volume with the title Support for Small Community Youth Education ([Kisközösségi ifjúságnevelés támogatása](#)) was published within the framework of the research and development task 'Development of Small Community Methodology'.

According to the results of the research, at the local level, social participation is neither extensive, nor adequately developed, and the same applies to the advocacy of civic interests in Hungary. The role of youth in these activities is also insignificant. The adult respondents surveyed in the research often expressed their skepticism about the involvement of young people, saying that 'young people are unable to perform certain tasks on their own and therefore cannot be entrusted with more important tasks'. According to the research, younger generations are only treated as 'subjects' or 'host', and in general, they are rather 'considered as a child and not as an adult'. [Support for Small Community Youth Education ([Kisközösségi ifjúságnevelés támogatása](#) p. 60)]

The researchers demonstrated a collection of initiatives as an example for Hungarian decision-makers by J. Tolmann and K. Pittman (2001). The sample projects have had an impact on the community as a whole, and they were realised with the participation of young people. In the projects, three common factors have been recognised,

'which characterised the activities organised by young people.

Motivation - a day-to-day (party, invitation of a friend, community play), individual or group experience that arouses teens' interests and brings them in contact with the initiative/organisation.

Benefits - all the benefits that young people experience in their own lives (e.g. acquiring certain competencies) as an outcome of community collaboration.

Opportunities - situations that are created by joint work and which may affect other aspects of young people's life' [Support for Small Community Youth Education ([Kisközösségi ifjúságnevelés támogatása](#) p. 60-61)]

According to the researchers' experience, there is sufficient motivation since young people's work is also acknowledged by their high schools as part of the compulsory community service that is a prerequisite for matura exams at the end of their studies. Nevertheless, in none of the five settlements that were visited by the researchers did

young people have any active involvement in community life. Most of the settlements had a youth strategy, but their practical implementation was hampered in more than one place. It is also unclear whether local youth are specifically involved in the formation of these strategies.

Young people's involvement in organisations focusing on social participation

The 2016 survey of the Hungarian Youth Research ([Magyar Ifjúság kutatás 2016](#)) only partly deals with the social and public participation of young people aged 15-29. It collects data on being connected to civil society organisation, movement or community in the year before the survey was administered. 25% of the 8 000 respondents answered with 'yes' to the question:

- 9% are members of a student organisation,
- 2% are associated with a trade union, and
- an additional 1-1% are members of public affairs organisations, political youth organisations, political parties, local affairs organisations, human rights or peace movements.

Political and public interests

Active Young People in Hungary (Aktív Fiatalok Magyarországon kutatás)

According to data from the first (2012) and the second (2013) waves of Active Young People in Hungary (Aktív Fiatalok Magyarországon kutatás) which studied Hungarian university and college students, interest in public issues and social problems was higher than their political interest. In 2013, nearly two-thirds of the respondents were interested in public issues and social problems, and only one-tenth of them were not interested. On the contrary, political interest was lower: only one in three was interested in politics. [Rational Rebellious Students II ([Racionálisan lázadó hallgatók II.](#) p. 89-90)] However, by 2015, the proportion had fallen to 53 per cent, and by 2019, researchers had measured 55 per cent. [Active Young People in Hungary Research. Fourth wave. ([Aktív Fiatalok Kutatás. Negyedik hullám.](#))]

The research has pointed out that the more public issues are part of discussions at home or between friends, the higher the level of public interest is. Religiousness and belonging to a religious community also increase public affinity. The public interest of the respondents is explicitly gender-dependent: men are more interested in politics. [Rational Rebellious Students II ([Racionálisan lázadó hallgatók II.](#) p. 89-90)]

In 2019, the public interest of young people was also measured with a question where they had to evaluate on a 1-5 scale how often they discuss public issues in different social environments. The results showed that they talk about public issues

- at home: in average of 3.8 points regularly and in average of 3 points occasionally,
- in school: in average of 3.3 points regularly and in average of 3 points occasionally,
- with their friends: in average of 3.8 points regularly and in average of 3.1 points occasionally. [Active Young People in Hungary Research. Fourth wave. ([Aktív Fiatalok Kutatás. Negyedik hullám.](#))]

'Universities and College Students in Hungary 2015' ('Egyetemisták és főiskolások Magyarországon 2015')

According to the results of the study 'Universities and College Students in Hungary 2015' ('Egyetemisták és főiskolások Magyarországon 2015'), the most frequent protest form among students was to sign a petition (29% have done it already). The proportion of those who donated to organisations of parties rose from 16 to 28 % between 2013 and 2016. The third most popular form of participation was collecting signs (27%). 20% of them participated in demonstrations, and 10% in spontaneous movements. [University and College Students in Hungary, 2015 ([Egyetemisták és főiskolások Magyarországon 2015](#) p. 52-53.)]

Hungarian Youth research

Generally, young people in Hungary have a low level of political interest. The above-mentioned Hungarian Youth research also has interesting results in the theme. The lowest average value was measured in 2012 since 2000 (averaging 1.89 on the scale of 1 to 5), and the interest has only slightly increased by 2016.

- 44% of youth are not interested at all,
- 20% are barely interested in politics, and
- 10% are interested in politics.

Age and schooling fundamentally determine young people's attitudes towards politics. The younger the respondent is, or the lower the level of his/her education, the less he/she is interested in politics. In contrast, they are more open to public affairs than politics. [Hungarian Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#) p. 81-82)].

Millennial Dialogue project

The purpose of the [Millennial Dialogue](#) project is to better understand the Y generation through empirical research conducted in numerous countries around the World. The programme was launched by the Foundation for European Progressive Studies (FEPS) in Brussels and the American Global Progress with the help of the AudienceNet public opinion research company.

According to a Hungarian-related research published in 2016, 'the interest of Hungarian youth in politics is extremely low.' Hardly more than a quarter of them are interested in politics, but 6 per cent of them are very interested in the topic. One-third of them totally disengage from politics. At the same time, older respondents are more interested in politics than younger people. Only 17% of the 15-17-year-olds, but 32% of 30-34 year-olds are interested in politics. Those with high incomes are interested twice as much in politics than the average. However, youngsters with medium and low income do not show significant deviation from the average. [Policy value of Y-generation in Hungary and the region [The political value system of the Y generation in Hungary and in the region ([Az Y-generáció politikai értékrendje Magyarországon és a régióban](#) p. 22-23)]

For more details and other aspects of youth participation see chapter [5. Participation](#).

9.2 Administration and governance

Governance

The concept for Global Responsibility Education in Hungary

In December 2016, the Hungarian Government ([Magyarország Kormánya](#)) published a 'Concept for Global Responsibility Education in Formal and Non-Formal Education in Hungary' ('[Konceptió a globális felelősségvállalásra nevelésről](#) a formális és nem-formális oktatásban Magyarországon'). According to the Government's interpretations, the following terms are in the focus of global responsibility education:

- fair trade,
- sustainable development,
- poverty,
- international development,
- intercultural dialogue.

The aim of education for global responsibility is to prepare citizens to be able to cope with the understanding of the world around them, the challenges of the world of interdependencies, and to become active actors in shaping their immediate and wider world, to stand up to the idea of environmental protection, global solidarity, social

justice, thinking systematically for the whole globe, for the Earth and for all their fellow human beings.' [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

Introducing elements of global education before the strategy was accepted

Earlier, there was no Hungarian strategy for global education, but at the same time 'ministries and other institutions providing foreign and educational tasks, as well as civil organisations' have been supporting and helping to introduce elements of global education for years. In this context, the decades-long tradition of

- the [Green Kindergarten Program and Network](#) (Zöld Óvoda Program és Hálózat),
- the [National Eco-School Program and Network](#) (Ökoiskolai Program és Hálózat), and
- the Forestry Kindergarten and Forestry Schools programs ([Erdei Óvoda és Erdői Iskola](#))

should be mentioned.

However, the Government sought to eliminate the deficit, and as a result of a 'widespread social consultation', the Concept mentioned above was completed, which is 'in line with the former National Core Curriculum, and with the patriotic national education mentioned inside'. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

Spreading the Sustainable Development Goals of the United Nations

According to the Concept, Hungary is committed to promoting and spreading the [Sustainable Development Goals](#) [Fenntartható Fejlődési Célok (FFC)] adopted by the United Nations in September 2015, and to participate in the achievement of the stated goals. Nevertheless, an important factor in the development of education for global responsibility in Hungary is the so-called '[Millennium Development Goals Declaration](#) (Millenniumi Fejlesztési Célokat tartalmazó nyilatkozat) accepted by the UN in 2000, and the [Agenda 2030 on Sustainable Development Goals](#) replacing the previous one at the [UN General Assembly](#) on the September 2005'. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

The stated purpose of the Concept is to rethink global education in both formal and non-formal education through a unified approach and inter-ministerial co-operation in the spirit of Agenda 2030.

Governmental measures

In the 2014 [International Development Cooperation Strategy](#) [[Nemzetközi Fejlesztési Együttműködés \(NEFE\) Stratégia](#)], awareness-raising in formal education has become a task. The Strategy underlines, that the target groups of global education are primarily young people. In this context, the country intends to give more emphasis on enlightenment work and awareness-raising in connection to volunteering. At the same time, expansion of the knowledge of Hungarian companies on this issue is also an objective. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

The Government Decree no. 110/2012 (VI. 4.) on the National Core Curriculum [[110/2012. \(VI. 4.\) Korm. rendelet](#) a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról] has a priority development area for sustainability education. Sustainability appears also through several topics in the new National Core Curriculum ([Nemzeti Alaptanterv](#)), accepted in 2020.

Prior to that, the National Environmental Education Strategy ([Nemzeti Környezeti Nevelési Stratégia](#)), led by the [Hungarian Society for Environmental Education](#) ([Magyar Környezeti Nevelési Egyesület](#)) was in effect until the end of the 1990s. In this context, the Green Kindergarten Program and Network (Zöld Óvoda Program és Hálózat) was established as part of it, while the Eco School Program (Ökoiskola Program) has started

in 2000. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#))]

National Environmental Education Strategy

The latest (3rd edition) of the National Environmental Education Strategy ([Nemzeti Környezeti Nevelési Stratégia](#)) was published by the [Hungarian Society for Environmental Education](#) ([Magyar Környezeti Nevelési Egyesület](#)) in 2010. The Strategy intends to give the instructors a 'cradle to grave' communication and attitude-forming tool. (p. 20.) It is intended to provide recommendations to the 'environmental educators' in addition to 'awareness-raising'. The Strategy consists of five parts:

The National Environmental Education Strategy consists of the following topics:

- Pedagogy of sustainability,
- private life,
- social environment,
- institutional environmental education,
- towards the realisation of the Strategy.

Pedagogy of sustainability:

1. Values and principles;
2. Pedagogical background of environmental education;
3. Quality assurance in environmental education.

Private life:

1. Material culture;
2. Family, Household, Lifestyle;
3. Health Promotion;
4. Leisure, tourism;

Social environment:

1. Traditions; Arts;
2. Science; Religion; Economy;
3. Law; Local Government;
4. Civil public life; Environmental information;
5. Communication, media;
6. Financing environmental education;
7. International cooperation.

Institutional environmental education:

1. Specificities of the ages;
2. Environmental education prior to school age;
3. Class, subject;
4. Extracurricular environmental education;
5. Renewal curricula;
6. Non-school environmen.

Towards the realisation of the Strategy:

1. The tools of environmental education;
2. For the Implementation of the Strategy.

According to the information provided by the Ministry in 2020, the renewal of the National Environmental Education Strategy is already underway. The process is coordinated by the Ministry of Agriculture ([Agrárminisztérium](#)) with the participation of the [Hungarian Society for Environmental Education](#).

National Environmental Program 2015- 2020

The National Environmental Program 2015-2020 ([Nemzeti Környezetvédelmi Program 2015-2020](#)) declares that environmental education in Hungary is an integral part of public education and public education tasks. It is primarily governed by the National Fundamental Curriculum of Nursery Schools ([Óvodai Nevelés Országos Alapprogramja](#)) and the National Core Curriculum ([Nemzeti Alaptanterv](#)). The [Act CXC of 2011 on National Public Education \(2011. évi CXC. törvény a nemzeti köznevelésről\)](#) provides guidelines to educate environmental awareness and healthy way of life, suitable to the age of the child.

According to the information provided by the Ministry in 2020, the preparation of the 5th National Environmental Program is already underway with the coordination of the Ministry of Agriculture ([Agrárminisztérium](#)), involving all relevant ministries.

Since 2008, within the framework of the Green Kindergarten program (Zöld Óvoda Program) and based on annual plans and local needs, kindergartens have begun to implement the special program. 'In the framework of the Green Kindergarten program, 515 kindergartens were operating throughout the country in 2012. [...] The number of eco-schools reached 657 by the beginning of 2013.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#)), p. 14)]

In addition, several environmental study competitions have been introduced:

1. Károly Kaán National Natural and Environmental Competence Competition ([Kaán Károly Országos Természet- és Környezetismereti Verseny](#)),
2. Pál Kitaibel National Biological and Environmental Education Contest ([Kitaibel Pál Országos Biológiai és Környezetvédelmi Tanulmányi Verseny](#)).

In addition, Hungary participates in international environmental education programmes, such as the [GLOBE](#) program. In 2012, 27 schools attended the programme.

Until 2019, through public consultation, anyone can comment on the content of the legislation. There were forums [eg Roundtable for Youth (Kerekasztal a fiatalokért)], where the partner organisations could get to know the content indirectly. These are

1. the National Youth Council ([Nemzeti Ifjúsági Tanács](#)),
2. the National Conference of Student Governments ([Hallgatói Önkormányzatok Országos Konferenciája](#)),
3. the Hungarian Youth Conference ([Magyar Ifjúsági Konferencia](#)),
4. National Association of PhD students ([Doktoranduszok Országos Szövetsége](#)),
5. the [Tempus Public Foundation](#) (Tempus Közalapítvány),
6. the [National Association of Large Families](#) (Nagycsaládosok Országos Egyesülete),
7. the Rákóczi Alliance ([Rákóczi Szövetség](#)),
8. the [Student Sport Alliance](#) (Diáksport Szövetség).

As of 2020, the Roundtable for Youth is being reorganised.

Involvement of young people in global affairs is generally a matter for the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). But the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)) is also involved indirectly (as they regularly enter into bilateral agreements including youth cooperation), as well as the State Secretary for National Policy under the Deputy Prime Minister Responsible for National Policy, Church Affairs and for Nationalities ([Nemzetpolitikáért, egyházügyekért és nemzetiségekért felelős miniszterelnök-helyettes](#)) (nationalities are Hungarian young people from outside Hungary).

Cross-sectorial cooperation

The implementation of the National Environmental Program 2015-2020 ([Nemzeti Környezetvédelmi Program 2015-2020](#)) requires the cooperation of academic, educational-pedagogical institutions, local governments and civil organisations with the Government. There are also organisations which have an important role in the environmental education and awareness-raising activities among young people, for example

- civil organisations,
- churches,
- national parks,
- museums,
- libraries,
- media
- websites, operated by the environmental protection sector and society organisations.

[National Environmental Program 2015-2020 ([Nemzeti Környezetvédelmi Program 2015-2020](#) p. 4, p. 57)]

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Roundtable For Youth

The Roundtable for Youth is a formal, systematically monthly planned, optional discussion, organised by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). Representatives of the

1. National Youth Council ([Nemzeti Ifjúsági Tanács](#)),
2. the student governments,
3. the young entrepreneurs,
4. the scouts,
5. the Hungarian youth from abroad,
6. the [National Association of Large Families](#) ([Nagycsaládosok Országos Egyesülete](#)),
7. a sports alliance and
8. other organisations are always present at the forum.

The common feature of these organisations is to promote strong engagement among young people. The number of invitees is constantly expanding. The output of the conversations is typically a reminder of the discussions. As of 2020, the Roundtable for Youth is being reorganised.

Global issues exchanges with policy-makers at the international level

United Nations Youth Delegate Programme

Hungary joined the [United Nations Youth Delegate Programme \(ENSZ Ifjúsági Küldött Program\)](#) in 2016. During this process, the Youth Delegate's standpoint is shaped by domestic discussions with Hungarian young people. The purpose of the delegate is to get the widest possible understanding of the views of young people in their country of origin, paying attention to the involvement of marginalised groups as well. The delegate tries

- to bring the gathered experiences to as many domestic and international decision-makers as possible, and
- make proposals to improve the situation of young people.
- At the same time, the delegate also draws attention to sustainable development goals.

The Ministry of Human Capacities supports the implementation of the UN Youth Delegate Programme.

The current delegate is [Sparks Jason](#). His goal is to represent the youth of Hungary, both on domestic and international events. His priorities include

1. advocating for prevention and immunisation,
2. mental health,
3. development of quality education, and
4. protection of the environment.

The main non-state actor of the United Nations Youth Delegate Programme is the Delegate himself or herself, appointed by a seven-member committee every year.

Nevertheless, especially in Hungary there are no major negotiations happening related to this issue. However, it is clear, that due to demographic trends in Europe, including Hungary, the weight of youth policy is lower, while youth policy is becoming more and more valued in parts of the world where the proportion of young people is constantly increasing. As a result, youth formations within the UN are becoming increasingly important.

Other forums and conferences

Young Hungarians are also given additional formal opportunities to exchange views on issues of global interest with Hungarian and foreign political decision-makers and relevant actors. For example, the [UN ECOSOC Forum](#) or the Visegrad Youth Forums (VYF). These platforms are formal, predictable and systematic. The UN forums are usually held in New York with the participation of the United Nations Youth Delegate ([a küldött](#)).

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

Formal education

Global issues covered in high school

The aforementioned Concept on Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#)) outlines the core values of global responsibility, namely:

- 'openness,
- empathy,

- holistic approach,
- taking global perspectives,
- engaging in social justice,
- peaceful and effective conflict management,
- child and youth orientation,
- (environmental, social and economic considerations),
- critical thinking and problem-solving abilities.' (p. 12.)

The intention is that by acquiring all these values, young people will be able to understand the world of interdependence and global problems. Global issues are defined in the Concept as

- poverty,
- climate change,
- wars and regional conflicts.

The document emphasises

- peace education,
- education for democracy, civic responsibility, participation,
- education of activities,
- awareness,
- respect and observance of human rights,
- education for self-knowledge,
- knowledge of other cultures and appreciation of education,
- environmental education and
- sustainability education. (p. 13)

The Concept also urges the expansion of the topics of global education in the [Eco-School Education and Training Program](#) ([Ökoiskolai nevelési-oktatási program](#)), taking into account the following areas:

- 'respect for human dignity and solidarity,
- education for democracy,
- active citizenship education,
- human rights awareness, awareness raising and respect for other cultures,
- respect for education,
- education for the environment and sustainability,
- education for development'. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#)) p. 16.]

The appearance of global education in high schools

The Global Responsibility Education Concept does not detail the exact integration of global issues in high school and higher education. However, in addition to environmental education clearly appearing in elementary school environments, and classes in biology, chemistry and geography in secondary schools, there are a number of lessons available to schools to incorporate the issues of global education into their curriculum.

Most of the available lessons are related to environmental education or the topic of sustainability, for example

- the Sustainability Weekend Lessons ([Fenntarthatósági Témahét](#)),
- Kölcsey Ferenc High School Environmental Education Program ([Kölcsey Ferenc Gimnázium Környezeti Nevelési Program](#)),
- Mihály Vörösmarty High School Environmental Education Program ([Vörösmarty Mihály Gimnázium Környezeti Nevelési Program](#)),

but the development of relevant competences is also supported by

the Digital Agenda Week ([Digitális Témahét](#)) and the so-called 'Money7' - Financial and Entrepreneurial Thematic Week (['Pénz7' – Pénzügyi és Vállalkozói Témahét](#)).

The appearance of global education in higher education

According to the Concept, 'the social function of higher education is the mediation and transfer of modern knowledge, providing sustainable development in the scientific and technical development of the country, the cooperation of education, research and economy.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#) p. 9)] In higher education, most courses that can be completed include training related to environmental awareness or other global issues.

However, there are separate degrees both in the field of environmental science, like

- environmental economics engineer ([környezetgazdálkodási agrármérnök](#)),
- nature conservation engineer ([természetvédelmi mérnök](#)),
- environmental engineer ([környezetmérnök](#)),
- environmental culture ([környezetkultúra](#)),
- regional and environmental economics ([regionális és környezet gazdaságtan](#)), and
- environment ([környezettan](#)).

In addition, graduate and PhD programs in nature conservation are available in Hungary in the [University of Debrecen](#), [University of West Hungary](#), Pannon University ([Pannon Egyetem](#)), [Szent István University](#), [Eötvös Lorand University](#) (ELTE) and the [University of Szeged](#). It is also possible to obtain qualifications in the field of higher technical education, which was introduced in 2011, especially in the field of agricultural education.

Non-formal education

Eco-schools

Previously, the Ministry of Education (Oktatási Minisztérium), then the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) and the Ministry of Agriculture ([Agrárminisztérium](#)) [former Ministry of Environment (Környezetvédelmi Minisztérium)] launched the [Eco-school Program](#) ([Ökoiskola Program](#)) at the turn of the millennium. The aim was to create foundations for the education of sustainable development.

In the framework of the Program, schools can acquire the so-called 'Eco-school' or 'All-time eco-school' title, awarded directly by the minister responsible for public education ([Köznevelésért Felelős Államtitkárság](#)). In addition, the schools who award this title, become the member of the Network of the Hungarian Eco-schools as professional members, where they can share good practices, guides and can get access to trainings and programmes.

At the beginning of 2016, the number of institutions with the 'Eco-school' title was over 900, and most of them had the title 'All-time Eco-school'. At present, 23% of Hungarian schools are members of the program, and one third have been awarded the 'All-time Eco-school' title. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#) p. 8)] In 2019, about 240 schools awarded each of the titles ([pályázat nyertesei](#)).

School public service

The Concept links global responsibility education with social responsibility in the frame of the school community service. ([Act CXC of 2011](#) on National Public Education, §4, point 15, §6, section 4) ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) The Concept emphasises the education of global responsibility in all high schools, and it also fits within a complex, carefully thought active national education programme. This is the purpose of serving the school community service. According to the concept, the experience acquired here can be used by students in the later stages of their life. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#))]

No hate speech movement

Hungary has also joined the European level [No Hate speech campaign](#), which was established in Hungary with the support of the State Secretariat for Sport ([Sportért Felelős Államtitkárság](#)) and for Family and Youth ([Család- és Ifjúságügyért felelős Államtitkárság](#)) of which the National Youth Council ([Nemzeti Ifjúsági Tanács](#)) is also a member. For the period 2013-2018 the campaign aims to reduce hate speech on the Internet, to sensitise young people to human rights and to become active citizens.

'The campaign is against all forms of online hate speech, including those that mostly affect young people, such as cyberbullying and internet hatred. The campaign is based on human rights education, participation by young people and the media. The aim is to reduce the presence of hate speech and tackle racism and discrimination online.' [Strategic Dimensions of the Campaign ([A kampány stratégiai dimenziói](#))]

The project primarily focuses on

- awareness-raising,
- lobbying and
- the use of creative tools. [No Hate Speech Movement - young people against online hate speech (No Hate Speech Movement - [fiatalok az online gyűlöletbeszéd ellen](#))]

In the framework of the project the methodological manual called [Bookmarks](#) ([Böngésző](#)) was published in 2015 in Hungarian (then revised in 2016) by the [European Council](#). It contains 25 interactive, cooperation-based, non-formal educational practices to help human rights education and the fight against online hate speech. The book primarily focuses on young people between 13 and 30.

'The topics in the No Hate Speech campaign are the freedom of expression; human rights; racism and discrimination; digital literacy; Internet harassment; democracy and participation; campaign strategy; privacy and security; the issue of online hate speech. [No Hate Speech Movement - young people against online hate speech (No Hate Speech Movement - [fiatalok az online gyűlöletbeszéd ellen](#))]

Educators' support - Pedagogue training

'Section 7 of the Government Decree No. 277/1997 (II.22) on the training of teachers, the examinations of teachers and the allowances and benefits of those in further training' (A pedagógus-továbbképzésről, a pedagógus-szakvizsgáról, valamint a továbbképzésben részt vevők juttatásairól és kedvezményeiről szóló [277/1997. \(II. 22.\) Korm. rendelet](#)) regulates the conditions for the establishment of teacher training programs in Hungary.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#)) p.10)]

The concept suggests that the [Főtvös Loránd University](#) is the only institution providing continuing education in the field of sustainable development. Nevertheless, 'there are currently more than 50 accredited pedagogical further training at the Education Office for global education and sustainable development', each with 30, 40, 60, 90 and 120 hours.

The focus of these training sessions is

- environmental education,

- sustainability education,
- environment-conscious thinking and behaviour.

The Concept explains that although there are many tools available for teachers, they are not structured yet, but were outlined mostly by civil society organisations or by the staff of the Hungarian Institute for Educational Research and Development ([Oktatókutató és Fejlesztő Intézet](#)) to help formal and non-formal education.

The Concept recognises that the achievements and developments so far do not 'pass on the public education system and higher education as a whole, good practices are not widely known' and urges further elaboration of appropriate methods, practices and curricula that can be applied to the formation of attitudes. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#) p.10)]

Lesson plans, teaching materials:

1. Eco portal ([Ökoportal](#)),
2. National Public Education Portal ([Nemzeti Köznevelési Portál](#)) by the Hungarian Institute for Educational Research and Development ([Oktatókutató és Fejlesztő Intézet](#)),
3. [Eco-school education and training program](#) ([Ökoiskolai nevelési-oktatási program](#)),
4. [Hungarian Society for Environmental Education](#) ([Magyar Környezeti Nevelési Egyesület](#)),
5. Sustainability Theme Week ([Fenntarthatósági Témahét](#)),
6. Digital Theme Week ([Digitális Témahét](#)), 'Money7' ('[Pénz7](#)'),
7. Week 8. [Tempus Public Foundation](#), Methodological Idea Collection and Digital Methodology.

Main programmes or actions that aim to support young people to learn about global issues 'by doing'

'You Will Be More If You Act!' ('Több leszel, ha teszel!')

The emphasised goal of the Hungarian Government was

- to spread the culture of volunteering,
- to reach out and engage the population in volunteering, and
- to support campaigns on this topic ['You Will Be More If You Act!' - Application ('Több leszel, ha teszel!' - [Pályázati felhívás](#))]

The purpose of this call was

1. to support and bring together organisations, movements and actions committed to promoting volunteering,
2. promoting the culture of volunteering,
3. increasing the number of volunteers, and
4. to carrying out programmes and activities that contribute to the achievement of these goals, and which require the active involvement of volunteers.

The winners of the call have to use a common slogan and logo ([megjelenés](#)) which can provide some form of guarantee to those who used it, or to those who volunteered at events and actions they organise, that volunteers were giving their help in the right place and for a good cause.

The goal for this slogan and logo was to have the same meaning for anyone who used it, looks at it, or even saw it somewhere. That it was a trustworthy volunteer organisation,

movement, event, or person who could be bravely supported, because as users they worked for the same purpose: spreading social responsibility, solidarity, turning to each other.

In 2019, within the framework of the Children and Youth Fund ([Gyermek- és Ifjúsági Alapprogram](#)), non-profit organisations may have also applied for grants

- to promote volunteering,
- promote the culture of volunteering and
- increase the number of volunteers.

The aim was to

'implement youth programmes and activities that promote these goals and require the active contribution and participation of young volunteers.' ['You Will Be More If You Act!' - Application ('Több leszel, ha teszel!' - [Pályázati felhívás](#))]

At the end of the programme, on 5th December 2019 (on the International Day of Volunteers), the State Secretariat for Family and Youth Affairs implemented a Santa Claus package-making campaign ([kampány](#)) involving young volunteers who participated on 'Opportunity Classes' ('[Esélyóra](#)' - a class where students can meet people with disabilities and discuss topics like equal opportunities) in their school. Finally, 600 gift packages were delivered to three public educational institutions in Budapest, where children and young people with disabilities continue their studies.

'You pick it up!' ('TeSzedd!') – Volunteering for a pure Hungary

According to its own self-determination, Hungary's largest volunteer movement is '[TeSzedd!](#)' (in approximate translation: You pick it up!), organised by the Ministry for Innovation and Technology. In 2016, the programme was implemented seven times across the country. Its purpose is to volunteer cleaning the participant's neighbourhood. By this activity, the students involved can complete 5 hours of community service from their compulsory 50 hours.

Name of the responsible organisation: Ministry for Innovation and Technology. Objectives and scope of the programme or action: Clean up public areas throughout the country. 3 days per year (since 2011). Target groups: everyone, especially young people, students. Main activities and main achievements: In 2019, 1100 educational institutions, 240 000 volunteers collecting more than 3 thousands tonnes of garbage on 3 240 sites. Funding: Ministry for Innovation and Technology.

The 'TeSzedd!' today is the largest voluntary initiative in Hungary, completed for the eighth time in 2019.

According to the information provided by the Ministry in 2020, the action was scheduled to 23-26 April 2020. It was held locally at different times, depending on the epidemiological situation. A high number of young people have joined again the initiative, but the final achievements of the action are not yet available.

72 hours without compromise

The 72 hours without compromise ([72 óra kompromisszum nélkül](#)) is a voluntary social action organised by the three historical Christian churches. In the framework of the national programme, volunteer work is carried out by young people in groups for 72 hours.

The speciality of the action is that volunteer groups only get acquainted with their task for three days only the night before the programme begins. Their tasks also include preliminary planning before and joint evaluation at the end. The main objective of the programme is to ensure broad publicity and to 'make volunteer work visible in youth communities' [72 hours - What is this programme? ([72 óra - Mi is ez?](#))] The tasks are divided into three parts:

- Social,
- Ecological,
- Developer.

Social: Any activity involving people, such as programmes, lectures, assistance for the elderly and young people.

Ecological: environmental and nature conservation actions, for example forest cleaning, garbage collection, tree planting.

Developer: Renovation of playgrounds, kindergartens, painting of fences. [72 hours - What is this programme? ([72 óra - Mi is ez?](#))]

Name of the responsible organisation: Ecumenical Youth Foundation Objectives and timeframe of the programme or action: To carry out voluntary projects across the country that are known to participants immediately before implementation. They must jointly plan, realise and evaluate. Target groups: Everyone, especially young people aged 14 to 30. Main activities and main achievements: 9 000 volunteers, in 103 settlements, 400 projects (2019). In 2020, the project was held between October 8- 11. and we still do not have results for the current year. Financing and funding sources:

1. Hungarian Catholic Church ([Magyar Katolikus Egyház](#)),
2. [Hungarian Reformed Church](#) (Magyarországi Református Egyház),
3. [Evangelical-Lutheran Church in Hungary](#) (Magyarországi Evangélikus Egyház),
4. Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)),
5. [Municipality of Budapest](#) (Fővárosi Önkormányzat),
6. National Cooperation Fund ([Nemzeti Együttműködési Alap](#))
7. National Volunteer Centre Foundation ([Önkéntes Központ Alapítvány](#))
8. Budapest City Management Centre Ltd. (BVH - [Budapesti Városüzemeltetési Holding Zrt.](#))

School Community Service

From January 1, 2016, 50 hours of [school community service \(iskolai közösségi szolgálat\)](#) is a compulsory pre-requisite for graduation. 'The community service is a social, environmental, individual or group activity that is independent of material interest, carried out within the framework of an organised community for the benefit of the local community of pupils' [[Act CXC of 2011](#) on National Public Education, §4, Section 15 (Nemzeti köznevelésről szóló [2011. évi CXC. törvény](#) 4.§ 15)]

The name of the responsible organisation: Minister responsible for education Objectives and scope of the programme or action: to develop the personal and social competencies of students; to strengthen their sense of responsibility and to prepare them for teamwork. Target groups: high school students Main activities and main results: no data available. Financing and funding source: no data.

According to the rule, School Community Service activities can be carried out in the following areas:

1. healthcare,
2. social area and charity,
3. education,
4. culture and community,
5. environment and nature protection,
6. disaster recovery,

7. sports and leisure time with children, pupils with special educational needs, elderly people,
8. crime and accident prevention for bodies established for the purpose of performing specific police duties.

The official document concerning the School Community Services is the Decree no. 20/2012. (VIII. 31.) of the Ministry of Human Capacities (between 2010 and 2012: the Ministry of Human Resources) on the operation of educational institutions and the names of public education institutions, Sectio 133 (2)[A nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#) 133. § (2)].

For more information about the School Community Services see sub-chapter [2.1 General context](#) & [2.4 Youth Volunteering at national level.](#))

Youth-targeted information campaigns on global issues

Specific contact points for the knowledge and understanding of global issues in Hungary and Hungarian websites do not exist. However, there are initiatives that young people also have access to.

Our living planet

Hungary was the first to join the initiative launched by former US Vice President [Al Gore](#). In Hungary, [János Áder](#), President of the Republic, has launched the Our Living Planet ([Élő Bolygónk](#)) campaign, which anyone can join on the project's website. The aim of the website is to raise public attention to climate change issues and to encourage the best possible agreement for the participants of the [Paris Climate Summit in December 2015](#). The initiative was signed by 194 699 people in Hungary.

Information providers

The Equal Treatment Authority

'The [Equal Treatment Authority](#) ([Egyenlő Bánásmód Hatóság](#)) is an institution safeguarding human dignity as an autonomous state remedy forum for monitoring the implementation of the requirement of equal treatment. It seeks to achieve positive effects in discrimination processes, by recognising and preventing them, in addition to law enforcement, with the help of professional information and publications.'

While the Equal Treatment Authority does not focus directly on young people, however, its activities in sensitising and publications also target youth.

Tempus Public Foundation

The [Tempus Public Foundation](#), established in 1996, is a public benefit organisation under the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), which provides mobility programmes in Hungary.

The **objective** of the Tempus Public Foundation is

- to represent and mediate common European values and goals in the field of education, training;
- to introduce the Hungarian education and training system internationally, and
- to represent its interests.

Its **main task** is

- to help the Hungarian education and training sector and human resources to efficiently and effectively exploit the opportunities offered by European integration,
- coordinating domestic and international tendering programmes,
- developing and implementing training and expert assistance.

Tempus Public Foundation handles a number of application programmes that offer opportunities for all actors in education and training. For example:

1. [Erasmus+ \(Erasmus+\)](#),
2. [CEEPUS Program \(CEEPUS program\)\(Summer semester 2017/2018 Hungary\)](#),
3. EGT Fund Mobility Grants ([EGT Alap Mobilitási ösztöndíjai](#)),
4. Interstate Scholarships ([államközi ösztöndíjak](#)),
5. Hungarian State Eötvös Scholarship ([Magyar Állami Eötvös Ösztöndíj](#)),
6. Collegium Hungaricum Program ([Collegium Hungaricum program](#)),
7. [Stipendium Hungaricum Program \(Stipendium Hungaricum program\)](#) for foreign students studying in Hungary,
8. ACES Program,
9. [Pestalozzi Program](#),
10. [Europe for Citizens Program \(Európa a polgárokért program\)](#),
11. Campus Mundi Program ([Campus Mundi program](#)).

Tempus Public Foundation also acts as a contact point for the [National Europass Center \(Nemzeti Europass Központ\)](#). It offers special training courses for teachers and educators on how to use EU funds in their activities.

Key initiatives

Thematic weeks

Decree no. 27/2020. (VIII.11.) of the Ministry of Human Capacities on the 2020/2021 school year, Sectio 10 (1) [[27/2020. \(VIII.11.\) EMMI rendelet](#) a 2020/2021. tanév rendjéről 10. § (1)] regulates the so-called 'Thematic Weeks'. This programme shall be promulgated by the minister responsible for education in the referred teaching year according to the following dates:

1. 'Money7' - financial and business issues thematic week between 1-5 March 2021,
2. a digital theme week between 22-26 April 2021,
3. a week of sustainability between April 19-23 2021.

Week of sustainability and environmental consciousness

The Week of Sustainability ([Fenntarthatósági Témahét](#)) is an initiative of the Ministry of Human Capacities (between 2010 and 2012: the Ministry of Human Resources). The aim of the programme is to 'spread the message of the Earth Day on 22 April on sustainability in schools' and to

'develop the environmental sensitivity of high school students to make them understand the identification, mitigation and prevention of local, regional and global environmental problems. It encourages students to recognise that Earth is a fragile ecological system, whose preservation is a shared responsibility of present and future generations'.

The curricular elements of the programme were adapted to specific age groups. For secondary school students, in 2017, as part of the 'Step Smaller (Ecological Footprint Reduction)' theme the 'Active Students/Passive House' (['Aktív tanulók / passzív ház'](#)) lessons helped students learn about the operation of passive houses. In addition, they also participated in a school competition, where high school students could plant vegetable garden plants in the school garden. The programme included three competitions in secondary schools this year:

1. Sustainability Cup,
2. Questionnaire on the lifestyle of the ages, and

3. Selective waste collection competition.

Results 2019

- 1 542 schools participated in the theme week.
- 18 581 school classes were involved in the programme.
- The number of students was 330 255.
- 1 166 teachers participated in teacher training.
- A “homeroom” held by the President of the Republic was listened by a total of 150 students on site, with an additional nearly 10 000 people online.
- 1 100 schools took part in the “TeSzedd” rubbish collection campaign organised under this programme.
- 802 teams registered for the Sustainability Knowledge Competition.

Results 2018

- 1 522 schools participated in the theme week.
- 18 881 school classes were involved in the programme.
- The number of students was 318 316.
- 1 477 teachers participated in teacher training.
- The lesson given by the President of the Republic was on climate change and was listened to by 300 students.
- Nearly 100 applications were received from students.
- 830 groups took part in the National Knowledge Competition.

The week of financial consciousness and economy

In 2015, Hungary joined for the first time in a 23-day Financial Awareness and Management Week ([Pénzügyi tudatosság és gazdálkodás hetéhez](#)) to another 23 countries, aiming to 'help support consumers with financial knowledge and increase financial awareness'. Between 2015 and 2016, the [Hungarian Banking Association](#) coordinated the programme in cooperation with the Money Compass Foundation ([Pénziránytű Alapítvány](#)) as the main organisers.

From 2017, the Ministry of Human Capacities as a project promoter, included the curriculum to the official schedule of the school year. Due to the support from the Ministry of Finance ([Pénzügyminisztérium](#)) [between 2010 and 2018 Ministry for National Economy (Nemzetgazdasági Minisztérium)] and the [Junior Achievement Foundation](#) (Junior Achievement Alapítvány) the programme was expanded, in addition to financial awareness, the development of entrepreneurial competences and fundamental knowledge on entrepreneurship are also presented in the curriculum.

'Lessons are complemented by a variety of interactive programs to help students expand their skills with the widest possible range of tools.'

Results

1. In 2020, 1 203 schools and more than 217 000 students were involved in the project.
2. In 2019, 1 235 schools and more than 205 000 students were involved in the project.
3. In 2018, 1 200 schools and more than 202 000 students were involved in the project.

4. In 2017, 'Money7 has already appeared in higher education, as it focused on the development of financial and entrepreneurial culture at the University of Miskolc Scientific Day.
5. In 2016, 788 schools attended with 1 435 teacher and 102 000 students.
6. In 2015, about 650 primary and secondary schools with nearly 90 000 students joined Money7.

Digital theme week

'The main objective of the Digital Theme Week ([Digitális Témahét](#)) is to promote and spread the methodology of digital pedagogy in public education. An important aim of the programme is the development of digital competences beyond IT classes, to incorporate it into other subjects as well. Participating teachers and students can develop their skills in a variety of creative projects through learning supported by technology.'

Results

- In the 2019/2020 school year 725 schools joined.
- In the 2018/2019 school year 1047 schools joined.
- In the 2017/2018 school year nearly 3 000 digital education projects were implemented by 7 000 teachers and 120 000 students.
- In the 2016/2017 school year nearly 3 000 digital education projects were implemented by 7 000 teachers and 130 000 students.
- In the 2015/2016 school year nearly 2 000 digital education projects were implemented by 5 000 teachers and 75 000 students.

Application of the Children and Youth Fund

In 2020, the application ([pályázat](#)) of the Children and Youth Fund ([Gyermek – és Ifjúsági Alapprogram](#)) focused on the topic of 'Sustainable future' (['A fenntartható jövőért'](#)). Applications could be submitted in the topic of social sustainability, for example:

1. developing the conscious physical and mental health of young people;
2. implementing offline experiences for young people;
3. developing the skills and knowledge of young people in social relations, love and family relationships;
4. extracurricular training activities related to sustainable development (e.g. thematic days, thematic weeks)
5. helping to ensure the sustainable working conditions for young people;
6. developing rural communities to ensure young people living there.

In the name of environmental sustainability

1. respect, love and acquiring the knowledge of the natural and created environment,
2. promoting a lifestyle for environmental sustainability.

The budget ([költésgvetés](#)) of the application in 2020 was HUF 80 million (about EUR 215 000). According to the information, provided by the Ministry, 113 applications out of 684 were supported.

9.5 Green volunteering, production and consumption

Green volunteering

There is no explicit state organisation or institution promoting green, environmental volunteering in Hungary. Nevertheless, the already discussed publicly organised and maintained 'Tesszedd!' Movement (['Tesszedd!' Önkéntesen a tiszta Magyarországért](#)) and 72 hours of without compromise ([72 óra kompromisszum nélkül](#)), could be mentioned that all include nature conservation volunteering activities. (For more information see sub-chapter [9.4 Raising awareness about global issues.](#))

Green source

The Ministry of Agriculture ([Agrárminisztérium](#)) announced in each year from 2014 ([2014](#), [2015](#), [2016](#), [2017](#), [2018](#), [2019](#), [2020](#)) the so-called 'Green Source' ([Zöld Forrás](#)) through which sustainable and cost-effective public functions can be supported by civil organisations with environmental and nature protection objectives that are compatible with the following principles of the National Environmental Program ([Nemzeti Környezetvédelmi Program](#)):

1. 'The quality of life and the environmental conditions of human health repair;
2. Protection of protected natural values and resources;
3. Improving resource efficiency and efficiency.' [Green Source 2015 - National Environmental Protection Program for Environmental and Nature Conservation Non-Governmental Organizations Taking Over Public Functions - ([Zöld forrás 2015](#) - állami feladatokat átvállaló környezet- és természetvédelmi civil szervezeteknek Nemzeti Környezetvédelmi Program)]

Each year, a total of HUF 70 million (about EUR 230 000) has been allocated to the programme:

- in 2020, HUF 800 000 to HUF 3 000 000 (about EUR 2 150 to EUR 8 076) were available per grant,
- in 2019, HUF 1 000 000 to HUF 3 000 000 (about EUR 2 979 to EUR 8 939) were available per grant,
- in 2017, 2018 HUF 600 000 to HUF 2 000 000 (about EUR 1 787 to EUR 5 959) were available per grant,
- in 2015/2016 HUF 500 000 to HUF 3 000 000 (about EUR 1 489 to EUR 8 939), and
- in 2014, HUF 400 000 to HUF 2 000 000 (about EUR 1 191 to EUR 5 959).

Green production and consumption

Recycling, reuse - European Waste Reduction Week

The [European Waste Reduction Week](#) ([Európai Hulladékcsökkentési Hét](#)) launched in Hungary in 2009, is organised in the last week of November, each year. In the framework of the programme, volunteers can implement their own action ideas 'to draw attention to the prevention of waste generation and the reduction of waste generated, the reuse of products and the recycling of materials'. In Hungary, the National Office for Environmental Protection ([Országos Környezetvédelmi és Természetvédelmi Főfelügyelőség](#)) and [National Waste Management Directorate](#) (NMWD) [[Nemzeti Hulladékgazdálkodási Igazgatóság](#) (OKTF NHI)] is the national coordinator.

1. In 2020 863,
2. in 2019 411,
3. in 2017 4 672,
4. in 2016 3 497,

5. in 2015 476,
6. in 2014 150,
7. in 2013 28, and
8. in 2012 7 actions were realised In Hungary.

Energy Conservation - The Warmth of Home Program

The Warmth of the Home Program ([Otthon Melege Program](#)) was launched in 2014. Within the framework of the programme, individuals can be granted non-refundable subsidies from the Ministry for Innovation and Technology [([Innovációs és Technológiai Minisztérium](#)) formerly: National Development Ministry]. The programme offers the opportunity to modernise and renovate family houses, and to exchange refrigerators, washing machines and other household appliances to higher energy efficiency new equipments. It is not a youth targeted program. [HGCS/2017 Warmth of the Home Program ([HGCS/2017 Otthon Melege Program](#))]

Environmentally friendly transportation - European Mobility Week and No Cars Day

'The [European Mobility Week](#) ([Európai Mobilitási Hét](#)) and Car Free Day ([Autómentes Nap](#)), is held every September since 2002. It sends the message of environmentally friendly transport to more and more people. The aim of the programme series is to encourage local governments to implement sustainable transport measures and to encourage people to use public transport, cycling and walking instead of driving.'

In September 2017, 250 000 people took part in Mobility Week's Family Weekend (Családi hétvége) in Budapest. More than 200 local governments joined (the third largest in Europe), of which 169 organised car-free days. The former National Development Ministry contributed with HUF 70 million (about EUR 225 381) non-refundable subsidies to the programmes of the municipalities. Next to the campaign, the 'Common Way, Common Future!' (['Közös út, közös jövő!'](#)), a drawing, photo and group creative contest was held, with over 1 000 entries received. Winners have won

- bicycles,
- rollers,
- e-book readers,
- tablets and
- creative shopping vouchers.

In 2019, 292 settlements participated in the campaign ([részvétel a kampányban](#)). The coordinator of the programme was the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)).

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

International Youth Relations Office

'The aim of the International Youth Relations Office ([Nemzetközi Ifjúsági Kapcsolatok Iroda](#)) is to develop international cooperation, to strengthen the international relations of civil society organisations, to promote the development of local, regional, national and European identities, to establish a wide-ranging cooperation with other organisations and networks with similar goals, promoting the social integration of young people, individual and group consultations, recruiting youth work, and competency development programmes.'

The office focuses mainly on the system of services provided to young people and institution building. The projects focus on exchanges of experiences with youth organisations and common methodological developments. The purpose of the office is to maintain cultural diversity and to organise intercultural events. 'In developing cooperation there is an important role of the Hungarian organisations, professional associations abroad, and developing the communication with them.'

The Office was operated by the New Generation Centre. In 2020, the role of the New Generation Centre was passed to its legal successor, Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)).

Hungary Helps programme

The aims of the programme are

- to assist people and communities living in areas of need, persecution or humanitarian catastrophe,
- to support the local population to stay, and
- to assist projects that are about to protect the freedom of religion, with particular reference to persecuted Christian and other religious minorities.

The programme may be supported, inter alia, by volunteering. In accordance with the applicable law, the program thus provides opportunities for the young generation to develop their attitudes, to strengthen the role of volunteering and to develop global responsibility. [CXX 2018. Act on the Hungary Helps Programme, § 14. ([2018. évi CXX. törvény](#) a Hungary Helps Programról, 14. §)]

Development cooperation activities

Waclaw Felczak Alapítvány

The mission of the Foundation is primarily to 'deepen Hungarian-Polish friendship and cooperation. [...] In order to preserve, raise awareness and disseminate the cultural heritage of the Hungarian-Polish friendship and to pass it on from one generation to another, it shall carry out a public task supporting the promotion of contacts between Hungarian and Polish young people and professionals through calls for proposals and program management.' [CLXVI 2017. Act on the Waclaw Felczak Foundation. ([2017. évi CLXVI. törvény](#) a Waclaw Felczak Alapítványról)]

The aim of the foundation is to strengthen Polish-Hungarian friendship among young generations through exchanges, cultural and scientific cooperation. [About the Foundation ([Az alapítványról](#))]

Kőrösi-Csoma Sándor programme

'The aim of the programme are to reach out to the Hungarians of the diaspora; to provide support for organising the community and cultural life in these areas; to develop and maintain their Hungarian language skills with the offering scholarship programme.

The programme initially sent 50 people, then 100, and currently almost 114 young people to the 25 countries'

where Hungarian emigrants live. [The Kőrösi Csoma Sándor Programme ([A Kőrösi Csoma Sándor Program](#))]

9.7 Current debates and reforms

There are no public, governmental or social debates or plans for dialogue on the topic of Youth and the World.

10. YOUTH WORK

Youth work in Hungary fits the discontinuous traditions of youth policy. Its contemporary understanding and infrastructure were created by Mobilitás National Youth Service a long time ago. Since 2013, most of the methodological support and knowledge base of youth work can be found in the Elisabeth Youth Foundation Nonprofit Ltd. [([Erzsébet Ifjúsági Alap](#))], hereinafter referred to as Elisabeth Youth Fund or EYF], which is the legal successor of the New Generation Centre since 2020. Since 2003 different forms of formal youth worker education have been in existence, but the prestige and recognition of the youth profession are still incomparable to other fields of education.

There is no official definition of youth work in Hungary. The [National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#) refers to youth work as one of the youth services that play a key role in the development of youth. In recent government documents, youth work (following the changes in the name of the education programme) is often understood in the context of community coordination.

Nowadays, youth work in Hungary appears to have three pillars, three organisational modes. Specific 'grassroots' youth communities can be identified at the local (small scale) level. There are numerous NGOs and civil organisations (including the scouting movement and other religious youth organisations) active in the field. These are typically project-funded by the central government or (mostly) by EU grants. And finally, exists the public infrastructure, mainly connected to the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) which serves as the methodological background to youth work or related to the mandatory youth activities of the municipal governments.

There is no standalone national strategy for youth work. Still, the National Youth Strategy does have a subchapter that calls for better recognition of youth work, development of the set of criteria of local governmental youth work and the strengthening of the educational objectives of youth work.

The current youth worker education is on BA level; however, the name of the programme does not contain youth work. The Youth Community Coordination specialisation of the Community Coordination BA ([Közösségszervezés BA](#)) programme serves as the formal educational background to youth work.

10.1 General context

Historical developments

The history of youth work in Hungary is often referred to as continuous discontinuity (Oross, [Wootsch](#)). The foundations of modern youth work lie in the Christian youth organisations of the early 20th century, most importantly scouting, and do not differ radically from other European countries at the time. As Wootsch (2010) notes, the consequences of the treaty of Versailles after the 1st World War led youth movements to a intensely political path 'because the nationalists and revisionists defined the political and social role of youth work' (Wootsch 2010: 106).

Scouting had strong political support in the right-wing authoritarian regime, and they did engage in direct political activities: mainly with spreading the revisionist goals abroad (see [Bodnár 1986](#)). The most notable youth-related event of the era was held in 1933, when the 4th World Scout Jamboree took place in Gödöllő.

'By World War II there are 60,000 scouts in Hungary. The communist regime in Hungary makes scouting very difficult in the country and permanently bans the movement in 1948.' [Horvath (2017): [The History of Hungarian Scouting Worldwide](#)]

After World War II, institutionalised youth work moved under the umbrella of the pioneer movement, similar to the general trend in the socialist bloc. In 1948 the scouts were

merged into the pioneer movement. Some elements and methods of scouting were kept, but the communist ideological socialisation had a key role in the activities (though the ideological function gradually decreased from the 1970s). [Trencsényi (1993): About child movements (adolescent movements) and their helpers - [A gyermekmozgalmakról \(serdülőmozgalmakról\) és segítőikről](#)].

Besides the ideological function, the pioneer movement also played a role in cultural education and sports. Almost all primary school students were pioneering, whereas young people of higher age groups could be attached to the Communist Youth League. During the late socialism, youth work carried out mainly by these institutions focused on community organisation, and as such, it was not unsuccessful. When Act 1989 - II on the Right of Association made it possible to form organisations, many youth organisations were established upon communities of these origins [Tóbiás (2019): Career paths in youth work ([Szakmai életutak az ifjúsági munkában](#))].

The above-mentioned discontinuity has been ongoing since the democratic transition too. The 1995 opening of the [European Youth Centre](#) (Európai Ifjúsági Központ) in Budapest and especially the operation of Mobilitás National Youth Service (which, among its other tasks, provided the methodological background to youth work) between 1995 and 2013 marked positive opportunities and failed hopes. Since then, its tasks are coordinated by the project-funded Elisabeth Youth Foundation Nonprofit Ltd ([Erzsébet Ifjúsági Alap](#)) that is the legal successor of the New Generation Centre Nonprofit Ltd. As Nagy and Oross (2018) [conclude](#) regarding the traditions of Hungarian youth work:

'The tradition of Hungarian youth work has been shaped by the pedagogical practice of teachers, by the social work practice of building horizontal relationships and cooperation with young people and by the leisure-time activities of public cultural work. Since 2003, the basis for the distinct profession is provided by youth worker training. But [...] youth work has continued to be a complementary, ancillary area in Hungary, and has less prestige than related professions.' [Nagy and Oross (2018) p. 43.]

National definition or understanding of Youth Work

There is no official definition of youth work in Hungary. With the lack of youth law, only contextual information and approach can be drawn. Strategical and policy documents often use the term youth work [ifjúsági munka], but the term **ifjúságsegítő** (officially translated into **youth assistant**, but routinely referred to as the Hungarian translation of youth worker) is also present both in strategical documents and everyday language of youth work.

It appears that in government documents and statements, the terminology of youth work has consolidated in the past years. The consequent terminology is undermined with the changes in the education, which had been called 'Social and Youth Work' between 2012 and 2016, and was reconceptualised as 'Youth Community Coordinator', whereas the [Hungarian Standard Classification of Occupations](#) still refers to the occupation as youth assistant.

In Youth Wiki, we make a distinction, and

1. where the term '**ifjúságsegítő**' is in use, we will refer to youth assistant, and
2. '**ifjúsági munka**' will be translated as youth work.

But again, it must be underlined, that in many cases they are used as interchangeable or overlapping concepts.

Theoretical approaches of youth work in Hungary usually refer to its low threshold nature and service role ([értelmezése](#)) [Nagy, 2016], as well as its non-formal and informal learning methods, contribution ([hozzájárulás](#)) to young people becoming responsible adults and citizens and participation in the labour market (Wootsch, 2009).

The [National Youth Strategy](#) [[Nemzeti Ifjúsági Stratégia](#) (hereinafter referred to as NYS)] refers to youth work as one of the youth services playing a key role in the development

of youth. A vague understanding of youth work can be concluded from the part of the NYS that concerns intercultural learning:

'In the context of youth tourism, youth exchanges, volunteer work performed in an international environment, special training courses and information and counselling activities formulated in the language of those concerned, particular attention must be paid to the involvement of young people who belong to social groups living in disadvantaged regions or struggling with socio-cultural disadvantages.' [[National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#) p. 54.]

This excerpt of the strategy can be interpreted in a way that informal and non-formal learning, as well as counselling, is considered to be part of youth work. Youth work is most saliently mentioned in the specific objective of 'Enhancing the Work of The Youth Profession and Nongovernmental Youth Organisations'. The chapter on 'youth policy, the youth profession, youth work' states, that

'it is necessary also in the Hungarian youth work and youth field to set the criteria of recognising the equality of the professions of youth assistants and youth specialists, who directly and multilaterally deal with the concerned age groups.' [[National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#) p. 68.]

This excerpt adds the aspect of direct and multilateral contact to the understanding of the concept.

In more recent government documents youth work (in accordance with the changes in the name of the education programme) is often understood in the context of community coordination, as it can be seen for example in the National policy framework strategy for the policy of lifelong learning (Az egész életen át tartó tanulás szakpolitikájának keretstratégiája - [Cselekvési terv](#) 2014-2020). The strategy mentions the role of local youth work in the paragraph about youth communities, as a means to develop the social environment of young people.

10.2 Administration and governance of youth work

Governance

Main actors

In current times youth work in Hungary appears to have three pillars, three organisational modes.

1. Certain 'grassroots' youth communities can be identified on the local level and small scale.
2. There are NGOs and civil organisations (including the scouting movement and other religious youth organisations) active in the field. These are typically project-funded by the central government or (mostly) by EU grants.
3. And finally, there is the public infrastructure, mainly connected to the Elisabeth Youth Foundation Nonprofit Ltd. [([Erzsébet Ifjúsági Alap](#)) referred hereinafter as EYF].

EYF serves as methodological background to youth work or related to the mandatory youth activities of the municipal governments.

As youth work traditionally had many connections to community culture, some integrated community service spaces can be considered as key institutions carrying out local youth work.

Public Actors

Youth work is rarely named as a specific objective of government bodies. Similar to youth volunteering, the government structure does not specify youth work, but since the main

responsible body is under the same organisational unit with youth policy, an integrated approach is assumed. As of 1 October 2020, the Minister without Portfolio Responsible for Families ([Családokért felelős tárca nélküli miniszter](#)) is responsible for youth policy and youth affairs. Before, the state secretariat, responsible for youth work, was the State Secretariat for Family and Youth Affairs. Sub-chapter [1.4 Youth policy decision-making](#) specifies the structure.

Here we might add that, before the change in 2020, the organisational and operational rules ([Szervezeti és Működési Szabályzat](#)) of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) refers to youth work explicitly in one paragraph about the 'other' tasks of the Division for Young People. According to this, the Department

'prepares methodological developments and activities together with the New Generation Centre Nonprofit Ltd., especially in the development of local youth work and the capacity building of organisations and service providers, as well as in developing the social activity of youth'. (p. 115.)

As of 1 October 2020, the Government regulation no. 94/2018. (V.22.) on the tasks and on the functions of the members of the Government [[94/2018. \(V.22.\) Korm. rendelet a Kormány tagjainak feladat – és hatásköréről](#)] states that the Minister without Portfolio Responsible for Families

'coordinates the tasks related to the Future of the New Generation Programme and takes the service of the Elisabeth Youth Foundation and the National Talent Programme, directed by the Minister, for administering the tasks related to the New Generation Programme and for the operation of the system of youth services.'

An institutionalised approach to youth work can only be found in the responsibilities of the above-mentioned Minister.

However, other governmental actors are connected to certain relevant elements and appear in the cross-sectoral cooperations, but do not refer to youth work explicitly in their tasks.

In the Ministry of Human Capacities:

1. The State Secretariat for Public Education

In the Prime Minister's Office:

1. Deputy State Secretary for Civil Society Relations
2. Deputy State Secretariat for Coordination of the Development of Modern Cities and Villages

In the Ministry for Innovation and Technology

1. State Secretariat for Knowledge and Innovation Management
2. The Division for Developing the Digital Welfare Programme (under the Deputy State Secretary for Innovation)
3. The State Secretariat for EU Developments

The connections of the above-mentioned government bodies to youth work are

- through education, related to the educational aspects of youth work,
- through volunteering and
- through strengthening local youth communities to prevent outbound migration.

Elisabeth Youth Foundation Nonprofit Ltd.

As mentioned above, the most important background organisation in the field of youth work is the Elisabeth Youth Foundation Nonprofit Ltd. ([Erzsébet Ifjúsági Alap Nonprofit Kft.](#)). The organisation was founded and is owned by the State of Hungary. As a successor of Mobilitás National Agency, the methodological background of youth work belongs to this institution.

According to its organisational and operational rules ([Szervezeti és Működési Szabályzat](#)), youth work belongs to the Directorate of Youth Profession Programmes [although the term of youth work is not used, the document refers to youth professional work (ifjúságszakmai munka)]. The related activities of the Directorate are the following (p. 12-13.):

- preparation of new projects implemented by the Company
- monitoring the ongoing projects, supervision of professional tasks
- maintaining the results of the projects on the longer term by operating supportive tools and training system
- professional support to youth experts and organisations
- methodological support to municipal level youth professional work
- creating and maintaining databases of the youth profession
- coordinating cross-sectoral cooperation
- operating a national network
- operating a network of professional youth mentors
- practical support of youth and/or volunteering organisations and for the youth-related task management of municipal governments
- supporting youth communities, community development.

Tempus Public Foundation

Another key public stakeholder in the field of youth work is the Erasmus+ Youth Unit of the Erasmus+ Programme Office of [Tempus Public Foundation](#) (Tempus Közalapítvány). [The Foundation itself is](#)

'a non-profit organisation established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and special projects in the field of education, training and EU-related issues.'

The Youth Unit is responsible for the coordination of the youth chapter of Erasmus+. Their tasks ([feladataik](#)) include:

1. tendering,
2. reviewing applications,
3. monitoring,
4. evaluation and
5. dissemination, as well as
6. participation in international cooperations.

One of the flagship youth work-related projects where the unit has been involved in the field of youth work is the [Europe Goes Local](#) project.

Digital Welfare Nonprofit Ltd.

Some of the digital aspects of youth work can be found in the Digital Welfare Strategy ([Digitális Jólét Stratégia](#)) of Hungary. The strategy is managed ([működtetve](#)) in the Digital Education Methodological Centre of the Digital Welfare Nonprofit Ltd. ([Digitalis Jólét Nonprofit Korlátolt Felelősségű Társaság](#)). Another division of this organisation, the Division for Digital Child Protection coordinates the implementation of the [Digital Child Protection Strategy](#) ([Digitális Gyermekevédelmi Stratégia](#)).

The role of public education

Public education plays an essential supplementary role in the infrastructure of youth policy. As such, elements related to the aims of youth work can also be found. Sub-chapter [7.6 Mechanisms of early detection and signposting of young people facing health risks](#) describes the roles and responsibilities of the child and youth protection officer. Here the optional position of the leisure time organiser [szabadidő-szervező] could be mentioned. Leisure time organisers, together with the pedagogical assistants, are responsible for organising the leisure time activities in schools. Besides this, school student councils (see sub-chapter [5.3 Youth representation bodies](#)) can also be interpreted in the context of youth work, mainly as organisers of programmes.

Non-public actors

National Youth Council

One of the key actors in connecting different stakeholders of youth work is the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (hereinafter referred to as in Hungarian NIT)] As an umbrella organisation of youth organisations, they engage in issues directly related to youth work practice. For example, in September 2019 they co-organised a conference with the [European Youth Centre](#) (Európai Ifjúsági Központ) on the future ([jövőjéről](#)) of youth work (with some exceptions, see Eurydice [Staff directly involved in teaching and education](#)). (For more information about National Youth Council see sub-chapter [5.3 Youth representation bodies](#)).

Hungarian Association of Youth Service Providers [Ifjúsági Szolgáltatók Országos Szövetsége (hereinafter referred to as ISZOSZ)]

'ISZOSZ, the [Hungarian Association of Youth Service Providers](#) was founded in 2011 as an umbrella organisation of professionals and organisations dealing with youth service.

[Goals](#) are to support the quality development of domestic youth services; to provide professional assistance and basic background for youth organisations and professionals working with youth service and to organise meetings and professional training - supporting youth service work processes and knowledge transfer.'

ISZOSZ [aims](#) to facilitate and organise youth work; as such, they have been arranging training to foster intergenerational transfers in youth work practice.

Elizabeth for the Children of Carpathian Basin Foundation (Erzsébet a Kárpát - medencei Gyermekéért Alapítvány)

The Elizabeth Foundation [([Erzsébet Alapítvány](#))] - not to be confused with the EYF; the Elizabeth for the Children of Carpathian Basin Foundation established the Elisabeth Youth Foundation] is in close cooperation with the government and is mostly known for organising children's' camps. Besides these activities, their goals ([céljaik](#)) include the organisation of child- and youth protection programmes, as well as the organisation of 'social, cultural and other' events.

The program types ([programtípusok](#)) arranged by the Foundation are the following:

- 3-day long class excursions
- 6-day long summer experience camps
- 6-day long camps for children with special needs
- daytime summer camps (carried out at the place of residence of participants)
- Elizabeth Christmas (cultural and entertainment programmes in Budapest for disadvantaged children)

Federation of Children's and Youth Municipal Councils

Aiming mostly to develop the participation of young people in the local context, [Federation of Children's and Youth Municipal Councils](#) [Gyermek- és Ifjúsági

Önkormányzati Társaság (hereinafter referred to as GYIÖT)] doesn't only build upon the methodology of youth work but is also engaged in mainstreaming it. As such, they have been members of projects ([projektek](#)) (mostly funded by Erasmus+) explicitly aiming to develop local-level youth work.

The general distribution of responsibilities

Top-level authorities are mainly responsible for comprehensive strategical planning, distributing funding by following the above-described objectives, and providing methodological support.

The primary strategical and methodological institution of youth work is the Elisabeth Youth Foundation ([Erzsébet Ifjúsági Alap](#)). As the most important financial source of youth work [HRDOP-1.2.3-CCHOP-15-2015-00001: Complex Youth Developments (EFOP-1.2.3-VEKOP/15 - [Komplex ifjúsági fejlesztések – Új Nemzedék Újratöltve](#))] is administered by EYF, the main directions were set by them through close collaboration with the [State Secretariat for Family and Youth Affairs \(Család- és Ifjúságügyért Felelős Államtitkárság\)](#) and from 1 October 2020, it is ongoing with the Minister without Portfolio Responsible for Families.

Youth policy on the municipal level appears as a mandatory task, but no normative budgetary allocations are connected to it. Thus, local authorities' approach to youth work greatly varies ([nagyon különböző](#)).

On the municipal level, the role of youth officers can be underlined. Since the position is not mandatory, and there are no official guidelines to it, the interpretations and implementations differ. However, the general understating of the role, developed by the former Mobilitás National Agency, states that youth officers, besides their tasks of coordinating public administration, may submit proposals regarding ([az alábbi témakörökben](#)):

- youth assistance,
- youth services and
- programmes.

The harmonisation of the work of youth officers is a general intention of both Elisabeth Youth Foundation and the umbrella youth organisations. The Foundation regularly organises meetings for them. The meeting ([országos találkozó](#)) in 2020 was held online.

Cross-sectoral cooperation

According to the information provided by the predecessor of the EYF, the New Generation Centre Nonprofit Ltd. ([Új Nemzedék Központ Nonprofit Közhasznú Kft.](#)) in 2019, there are very few formal cross-sectoral cooperations. According to them, the reason is that cooperations in the youth field often happen at the local level and/or concerning certain programmes or projects. Thus, their impacts are not on the central level. It also must be noted that youth work as such, does not have its own platform, but is embedded into more general youth policy platforms (or alternatively youth work-related issues might appear in some specific subdomains of education or other related policy fields).

According to the information provided by the Ministry of Human Capacities in 2020, it is underlined that a professional discourse had been initiated by the National Youth Council ([Nemzeti Ifjúsági Tanács](#)) about the education of youth professionals, where the Deputy State Secretariat Responsible for Higher Education (in the Ministry of Innovation and Technology), the National Institute for Culture ([Nemzeti Művelődési Intézet](#)), the National Youth Council and its member organisations, as well as the Deputy State Secretariat for Young People (in the Prime Minister's Office), have taken part.

The [Roundtable for Youth](#) was the main platform coordinated by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) to connect public and civil stakeholders in the youth field. Its activities were encompassing the whole scape of youth policies,

including those of youth work. The field is represented by some members of the roundtable, such as the [Hungarian Scout Association](#) (Magyar cserkészszövetség) and [Tempus Public Foundation](#) (Tempus Közalapítvány). The roundtable has not been convened in 2020 due to the pandemic, and according to the information provided by the Ministry of Human Capacities, it is being transformed.

Besides this, the role of the EYF must be noted as an institution that arranges conferences where stakeholders of the youth sector can meet, but these conferences function more as a platform for networking of youth workers than boosting actual youth policy cooperations. EYF is also a member of the [Roundtable for Youth](#).

10.3 Support to youth work

Policy legal framework

There is no standalone national strategy on youth work, but the [National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#) does have a subchapter under the specific objective of 'Enhancing the Work of the Youth Profession and Nongovernmental Youth Organisations'. The related aim is to

'strengthen youth policy and the enforcement of child and youth rights, to elaborate the training portfolio and life path model of youth assistance and the youth profession'. (p. 68.)

The sub-chapter calls for

- better recognition of youth work,
- development of the set of criteria of local governmental youth work and
- for the strengthening of the educational objectives of youth work.

The related partial objectives of the [strategy](#) aim to extend

'the set of criteria of the youth assistant and youth specialist professions:

To **describe the jobs** to be fulfilled with youth assistant competences, as well as entrepreneurial and service providing activities to be performed with a licence.

To **elaborate on the contents and forms** of multilevel expert training, as well as the relevant elements of quality assurance.

To **elaborate on the professional portfolio of youth assistants** and youth specialists (application of the standards of youth work and profession, competence map of youth assistants and youth experts) and the relevant life path model.

To review the criteria of admission to youth assistant and youth specialist training programmes and, if necessary, make them stricter.

To **encourage the employment of youth assistance experts** in services and programmes targeting youth.

To **present the competences of qualified youth assistants and youth specialists** to potential employers.

To **build a system of indicators** measuring the employment and success of qualified youth assistants.

To **set up a national praxis of the work experiences**, initiatives and services of youth assistants and youth specialists.

To **support international programmes** designed to develop the youth profession.

To **support developments and methodological training courses**, facilitating a change in the approach of experts dealing with the target group.

To ensure that the **professional requirements** about the activities of youth assistants and youth specialists **are met in the project-based financing of youth services**.

The State must encourage the employment of youth assistants. In addition to legislative requirements, it must support the further training of local governmental experts, as well.' (p. 70)

The main conceptual frameworks of youth work are described in sub-chapter [10.1 General context](#), which shows, that:

- the content,
- domains and
- providers of youth work are not specified.

Thus, we can assume that objectives and target groups of youth work overlap with those of the general youth policy.

Regulations applicable to organisations carrying out youth work mostly derive from NGO regulations in general, as youth work is often carried out by NGOs.

Integrated Community and Service Spaces

A formerly important framework of supporting local youth work has been the support to create Integrated Community and Service Spaces [[integrált közösségi szolgáltató tér](#) (hereinafter referred to as IKSZT)]. The 112/2009 Decree of the Ministry of Agriculture and Rural Development and the fund by the European Agricultural Fund for Rural Development [112/2009. (VIII. 29.) [FVM rendelet](#) az Európai Mezőgazdasági Vidékfejlesztési Alapból nyújtandó, a vidéki gazdaság és lakosság számára nyújtott alapszolgáltatások körében az integrált közösségi és szolgáltató tér kialakítására és működtetésére igénybe vehető támogatások részletes feltételeiről] made it possible for settlements below 5 000 inhabitants (municipal governments, NGOs and churches could apply) to create community centres with a wide range of mandatory services ([alapvető szolgáltatások](#)) including:

1. organising youth community programmes,
2. generating youth development processes and monitoring those,
3. operation of youth information spots and desks,
4. supporting community organisation and participation of youth. (Dudás 2016:32)

The decree was repealed in 2017, and became ineffective ([hatályon kívül helyezték](#)) in 2018, but many IKSZTs are still working on the municipal level.

Funding

Public funding

As the concept of youth work as such is rarely specified in youth policy frameworks, earmarked fundings cannot be identified, and as such, budgetary allocations cannot be estimated.

Public support frameworks can be found in sub-chapter [5.6 Supporting youth organisations](#).

According to the information provided by the predecessor of Elisabeth Youth Fund [([Erzsébet Ifjúsági Alap](#)) hereinafter referred to as EYF], the New Generation Centre Public Ltd. in 2019, the role of the Bethlen Gábor Fund ([Bethlen Gábor Alapkezelő](#)) can additionally be mentioned. The Fund aids youth work and connections of young people in the Carpathian Basin, in line with national strategic aims and objectives. The Fund was created to centralise and unify the aid policy for Hungarians abroad.

'[The management of funds is performed by](#) the Bethlen Gábor Fund Management Ltd.'

Its tender ([felhívás](#)) for supporting youth and scouting communities has a budget of HUF 250 000 000 (around EUR 700 thousand) in 2020.

EU sources

Besides public funding, EU sources are also relevant in operating youth work in Hungary. Contents of the Human Resource Development Operational Programme 1.2.3 project [Complex Youth Developments – New Generation Reloaded (EFOP-1.2.3-VEKOP/15 - [Komplex ifjúsági fejlesztések – Új Nemzedék Újratöltve](#))] are highly related to youth work. The beneficiary of the funding was the New Generation Centre Nonprofit Ltd. Since 2020, the legal successor of the Centre, the Elisabeth Youth Foundation ([Erzsébet Ifjúsági Alap](#)), also took over this role from the Centre. (see sub-chapter [10.2 Administration and governance of youth work](#)).

The other funding opportunities directly referring to youth work are related to Erasmus+ Youth and are administered by the Youth Unit of [Tempus Public Foundation](#) (Tempus Közalapítvány).

HRDOP-1.2.12-17-2017-00006, with the title 'The Camp Connects – Elizabeth Camps' (EFOP-1.2.12-17-2017-00006 [A Tábor összeköt – Erzsébet Táborok](#)) is aimed at a more inclusive nature of Elizabeth Camps. The project contributes to the inclusion and the development of social competences of disadvantaged students and students with disabilities.

Cooperation

Besides the above-mentioned [Roundtable for Youth](#), established ways of cooperation administered by public authorities are sporadic. Conferences organised by the EYF ([Erzsébet Ifjúsági Alap](#)), and the networking efforts of the Youth Unit of [Tempus Public Foundation](#) (Tempus Közalapítvány) can be mentioned. An example of this is the Hungarian implementation of the [Europe Goes Local](#) project, which established cooperation between youth experts, NGOs and youth researchers.

According to the information provided by the Ministry in 2020, the EYF (formerly the New Generation Centre) has organised a national conference on fostering sectoral and cross-sectoral cooperations in 2019, and, in 2020, the conference is being followed by regional project-generating workshops and a closing conference.

10.4 Quality and innovation in youth work

Quality assurance

There is no quality assurance specifically applied for youth work programmes. The system which is closest to it is the monitoring process of the Complex Youth Developments – New Generation Reloaded ([Komplex ifjúsági fejlesztések – Új Nemzedék Újratöltve](#)) HRDOP project. (For more information, please see sub-chapter [10.3 Support to youth work](#). The related indicators ([indikátorok](#)) of the project are the following:

1. number of participants younger than 25 years of age (20 000)
2. number of mentored local communities (570)

The second indicator's monitoring includes the reports of mentors.

The project also contains an objective coordinated by the Youth and Volunteer Methodological Centre of the New Generation Centre ([Új Nemzedék Központ](#)) to create the procedural rules of expert selection and qualification of the youth profession. Since 2020, the Directorate of Youth Profession Programmes, under the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)), took over this task. Besides this, probably the most elaborate quality assurance of youth work (overlapping with research) relates to Erasmus+ Youth, the [Hungarian implementation of RAY \(Research-based Analysis of Erasmus+/YiA\)](#) is carried out by Rubeus Foundation ([Rubeus Egyesület](#)).

Research and evidence supporting Youth Work

There is no specific research on youth work. In general, data on youth work is hard to obtain as the concept is often blurred with volunteering and youth participation. However, the regular large sample youth researches (see sub-chapter [1.1 Target population of youth policy](#)) do involve questions related to youth services. This enables practitioners and policymakers to estimate the accessibility of and needs for youth services.

Besides, the professional website of the Complex Youth Developments ([Komplex ifjúsági fejlesztések](#)) project has a knowledge repository which lists good practices ([jó gyakorlatok](#)), mainly of municipal governments and NGOs.

Participate Youth Work

As mentioned before, a typical way of how youth work is organised is based on organic grassroots initiatives. (Please see sub-chapter [10.2 Administration and governance of youth work](#) for details.)

Top-level approaches often focus on youth participation (see sub-chapter [5.3 Youth representation bodies](#) and [5.4 Young people's participation in policy-making](#)). Besides this, the only top-level initiative related to youth work has been the existence of the [Roundtable for Youth](#), where the National Youth Council ([Nemzeti Ifjúsági Tanács](#)) is involved in channelling the interests of youth organisations.

Smart youth work: youth work in the digital world

The most relevant elements of top-level approaches to digital youth work are the websites operated by Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)).

The [webpage 'http://www.unp.hu/'](http://www.unp.hu/) works as a professional site **targeted for youth workers and youth experts**. It functions as a knowledge base, and a networking tool is under development, where a database of youth experts and a resource map of local youth services will be published.

On the other hand, the [webpage 'http://www.futournet.hu/'](http://www.futournet.hu/) mainly **targets young people** and provides information on programmes and services carried out through the HRDOP project. The website also offers online career guidance support.

10.5 Youth workers

Status in national legislation

The only form youth work as a distinct entity can be found in the legislation (besides the educational aspects and the references of the [National Youth Strategy](#)) is the reference to the 'youth assistant' profession of the [Hungarian Standard Classification of Occupation](#) (hereinafter referred to as HSCO) of the [Hungarian Central Statistical Office](#) ([Központi Statisztikai Hivatal](#)). That practically means that laws only consider youth workers with corresponding education and/or occupation; therefore, volunteers are under different legal understanding.

Different laws list a range of jobs that can be held with the youth assistant occupation. According to the website ([a honlapja szerint](#)) of the Office, typical positions include (but are not limited to):

- Child and youth protection officer
- Child protection supervisor
- Youth assistant
- Youth officer
- Youth education associate

- Community development assistant
- Community assistant
- Community childcare advisor
- Social educator and helper-rehabilitation

Education, training and skills recognition

Until 2017, youth work as a profession could be obtained in higher vocational training (between 2012 and 2017 as a higher education vocational training). In 2015 a decree of the Ministry of Human Capacities [[18/2016. \(VIII. 5.\) EMMI rendelet](#)] has created the Community Coordinator BA ([Közösségszervezés BA](#)) level education. Its youth community coordinator specialisation has become the successor of the vocational training.

Besides this, the New Generation Centre has organised peer counselling training as 30 hours of adult education programmes ([oktatási programok](#)) to equip participants for volunteer peer community coordination. Upon interest, the Centre also organised trainings about 'Basics of the youth profession' ([Ifjúság szakmai alapismeretek](#)) and about 'Peer counselling' ([Kortárssegítők felkészítése](#)).

In 2020, the successor of the New Generation Centre, the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)), organised an online open university ([online szabadegyetem](#)) to youth professionals and to the sectors related to youth. The main topic was how to adapt the new situations, resulted by the pandemic, and one of the programme points was a counselling programme: individual and team counselling, mentoring and coaching activities to youth professionals.

From time to time the [Hungarian Association of Youth Service Providers](#) [Ifjúsági Szolgáltatók Országos Szövetsége (hereinafter referred to as ISZOSZ)] organises training opportunities – in the past years, they have offered summer schools, training, and – between 2016 and 2018 – the Academy of Profession for the Youth [for more details see their website ([honlapjuk](#))].

There are no further official procedures for validating non- and informal learning outcomes than what is described in chapter [6.4 Validation of non-formal and informal learning](#).

Mobility of youth workers

Government-funded mobility of youth workers mostly relates to community development of Hungarian minority communities in countries of the Carpathian Basin (see the role of the Bethlen Gábor Fund in sub-chapter [10.3 Support to youth work](#)).

Besides this and the networking options described in sub-chapter [10.3 Support to youth work](#), the youth chapter of Erasmus+ offers the most opportunities for youth workers to take part in international study visits and seminars. The national phase of the E+ project of [Europe Goes Local](#) involved study visits also on the national level.

10.6 Recognition and validation of skills acquired through youth work

Existing arrangements

Besides the existence of [Youthpass](#), that can be obtained by participating in Erasmus+ Youth activities, and the possibility to have non- and informal learning recognised in higher education (see sub-chapter [6.4 Validation of non-formal and informal learning](#)) there is no other formal recognition of skills gained through youth work.

Skills

There are no specific skills to mention. Please see the reason [above](#).

10.7 Raising awareness about youth work

Information providers

The most important actor in awareness-raising about youth work is the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)). Its website, Facebook- and Instagram pages feature news and developments of youth work and training opportunities.

The website ([honlap](#)) of the Erasmus+ Youth Unit of [Tempus Public Foundation](#) (Tempus Közalapítvány) features information about E+ Youth trainings, and they regularly organise events to increase awareness of the opportunities.

Key initiatives

The initiative introduced in sub-chapter [2.6 Raising awareness about youth volunteering opportunities](#) relates to youth work too. The former New Generation Award ([Új Nemzedék Díj](#)), now called Elisabeth Novum Award ([Erzsébet Nóvum Díj](#)) aims ([célja](#))

'to draw attention to the innovative initiatives based on cooperation and volunteering, and addressing young people, plus involving them in the implementation.

A project of an organisation or an informal group is evaluated according to the relevance in the following 3 main topics: innovation, cooperation and volunteering'.

The award means a HUF 1 million (around EUR 2 800) financial support to the winning organisation, for a project which integrates the above-mentioned evaluation aspects and which will be realised in 2021.

10.8 Current debates and reforms

Forthcoming policy developments

According to the information provided by the Ministry of Human Capacities in 2020, the main aims of the policy planning are related to the strengthening of local actors that work on the community integration of young people with the aim of increasing the number of vital youth communities and young people participating in organised communities.

Ongoing debates

Currently, there are no public or governmental debates on youth work. However, some segments of the youth profession have voiced their concerns about the changes in youth worker education. In 2018, only 4 higher educational institutions have started the youth specialisation of the Community Coordinator BA ([Közösségszervezés BA](#)) with a low number of students.

Based on these tendencies ([tendenciák](#))

'we can be assured that the education of youth community coordinators has practically shrunk to a marginal level with the introduction of the BA level education' (Nagy, 2019 p. 123.).

GLOSSARY

Agóra: each Agóra is a multifunctional community centre, which aims to integrate many cultural and educational functions, and creates counselling services. ([TIOP 1.2.1. 'AGORA'](#)) (Creativity and Culture [8.4 Promoting culture and cultural participation.](#))

Demokrácia (democracy): 'The functioning of participatory democracy is based on the principle that, in addition to state actors, social and economic actors are involved in processes that shape their environment, they make it voluntary and with full rights.' (Sartori 1999 Reisinger 2009)(Chapter 9)

Együttműködési megállapodás: Internship agreement is to be set up if the practical education of the student does not exceed 40% of the education. Apprenticeships are based on student contracts and last until the end of the student's studies. Student contracts are set up between the student and the employer, internship agreements are between the educational institution and the employer. [a website concerning Labor Law issues ([munkajog.hu](#))] (Employment & Entrepreneurship [3.5 Traineeships and Apprenticeships](#))

Fiatalkorból felnőttkorba való átmenet kitolódása (extension of youth transition): The period of youth has grown to span a much longer time due to an increase in length of schooling, the changing characteristics of the labour market and also the alteration of social values and social expectations towards young people. (Gábor, 2008 Referred in: Youth Policy Review 10. p.)(Social Inclusion [4.1 General context](#))

Gondozók: dispensaries 'provide regular care for patients found through screenings and patients assigned to or voluntarily participating in medical examinations. Patients in dispensaries: all attendances of patients in dispensaries over the year – either due to illness or in order to prevent diseases. Addictology patients registered: registered alcohol addicts, drug addicts, medicine addicts and persons dependent on the combination of these factors'. ([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

Háziorvos: a general practitioner 'provides personal, continuous, wide scale, long term basic health care service (health promotion, prevention and treatment diseases). At settlements where no local paediatrician service is available, he/she treats also children'. ([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

Házi gyermekorvos: a family paediatrist 'provides basic care to children up to age of 14. Upon request, he/she may continue to provide care to people aged 14–18 years. If the size of child population is less than 600, General Practitioners treat children as well'. ([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

Ifjúsági munka (youth work) and **ifjúságsegítő** (youth assistant): Strategical and policy documents often use the term youth work [ifjúsági munka], but the term **ifjúságsegítő** (officially translated into **youth assistant**, but routinely referred to as the Hungarian translation of youth worker) is also present both in strategical documents and everyday language of youth work. In Youth Wiki, we make a distinction, and where the term '**ifjúságsegítő**' is in use, we will refer to youth assistant, and '**ifjúsági munka**' will be translated as youth work. But again, it must be underlined that in many cases they are used as interchangeable or overlapping concepts. (Chapter 10)

Ifjúsági Szakmai Egyeztető Fórum: The National Youth Expert Forum was set up in March 2013 as a co-ministerial body with the aim of coordinating youth-related policies. It is currently inactive. From 2017, the Roundtable for Youth partially took over its role which is a bimonthly forum for connecting the Government and the youth organisations and experts. Recently, the operation of the Roundtable is under rethought. (For more information see sub-chapter [1.4 Youth policy decision-making](#))

Ifjúsági vállalkozás: an enterprise is young if at least 51% of the shares are possessed by persons under the age of 35, and the executive is also a young person under the age

of 35. [Economic Development and Innovation Operational Programme (EDIOP) 1](Employment & Entrepreneurship [3.8 Development of Entrepreneurship Competence](#))

Iskolai közösségi szolgálat (school community service):

'means social and environmental protection activity, as well as its educational processing, carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests.' [[Act CXC of 2011 on National Public Education \(Köznevelési törvény\)](#)] (Voluntary Activities [2.5 Youth volunteering at national level](#))

The connection between the school community service and volunteering ([iskolai közösségi szolgálat és önkéntesség](#)) is, on the one hand that both are part of the public social responsibility, on the other hand that the goals and values are the same in these two fields: for example

- enhancing tolerance,
- promoting social sensitivity,
- plus, the pedagogical goals.

The **pedagogical goals** can be various:

1. community building,
2. educating young people for active citizenship,
3. development of one's personality,
4. career orientation.

The mandatory community service, as well as, volunteering means carrying out supporting activities but not in the context of jobmarket. This means, that the students cannot do jobs which would be the tasks of the employees at a certain institution, they cannot do jobs for which they would get paid. In this sense, community service has a narrower meaning than volunteering. (Bodó, 2014)

The formal framework of the school community service was defined by a regulation [[20/2012. \(VIII. 31.\) EMMI rendelet](#)] of the Ministry of Human Capacities, which states that the 50-hour community service means providing support without remuneration for individuals, communities, in a group or individually. The 50 hours include 5 hours of preparation (awareness-raising), 40 hours work, and an additional 5 hours of reflection.

The activities can be the following:

1. activities with children,
2. provide support to the elderly,
3. provide support to the mentally disabled,
4. disaster management activities,
5. cultural tasks,
6. environment protection. [EMMI regulation no. 20/2012. (VIII. 31.)][[20/2012. \(VIII. 31.\) EMMI rendelet](#)]

Járóbeteg szakellátás (outpatient service): 'the examination and treatment of patients referred for or voluntarily attending specialized health care provided by medical staff with special qualification, in an outpatient clinic or an outpatients department of an inpatient institution. Case of attendance: the attendance of an outpatient at the consultation in one day, without reference to the number of services provided to her/him. Number of interventions: the number of services provided to an outpatient during one consultation. Hours worked by a specialist: working hours performed by a specialist in outpatient service during a calendar year. Hours worked by a non-specialist: on the basis of the financial contract made with the National Health Insurance Fund Administration, hours

worked by a non-specialist are separate activities performed in hours worked by a non-specialist ancillary health worker independently in her/his professional competence, under professional guidance of a specialist, but without her/his direct supervision (for example physiotherapy, physiotherapy, medical massage, dietetics, laboratory, psychology, medical pedagogy, speech therapy, and so on.)'. ([KSH Yearbook of Health Statisticsm2012](#)) (Chapter 7)

Kerekasztal a fiatalokért (Roundtable For Youth): The Roundtable For Youth is a formal, systematically monthly planned, optional discussion, organized by the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). The output of the conversations is typically a reminder of the discussions. Recently, the operation of the Roundtable is under rethought (For more information see sub-chapters [1.4 Youth policy decision-making](#) and sub-chapter [5.3 Youth representation bodies](#))

Kiemelt figyelmet igénylő gyermek, tanuló (children with special educational needs):

"Children / students requiring special attention" means *a*) children / students requiring special treatment: *aa*) children / students with special education needs, *ab*) children / students with difficulties in integration, learning or behaviour, *ac*) particularly gifted or talented children / students, *b*) children / students with disadvantages or multiple disadvantages according to the Act on Child Protection and Guardianship Administration' [[Act CXC of 2011](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről)]

"Children / students with difficulties in integration, learning or behaviour" means children / students who require special attendance and significantly underperform compared to their age based on the basis of the expert opinion of the committee of experts, or face social relationship problems or suffer from deficiencies in learning or the control of their behaviour, or their integration into the community or personal development is impeded or shows special tendencies but do not qualify as students with special education needs' [[Act CXC of 2011](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről)] (Chapter 6)

Kórházak: 'Hospital beds in use: among approved hospital beds those which are suitable for hospitalization (ready to receive patients after preparations) for at least 6 months. Patients discharged: persons who either left the hospital, or were transferred to another ward of the hospital or to another medical institution, or those who died. Average length of nursing: is measured by dividing the total number of hospital days worked during a year by the number of discharged patients. Occupancy rate of beds: the ratio of the actually performed and the performable nursing days. Mortality rate: the number of patients deceased as a percentage of patients discharged. Number of one day care cases: number of patients whose nursing time did not reach 24 hours and received one of the interventions defined in the Appendix 9 of Ministry of Welfare Order 9/1993 (IV.2.)'. ([KSH Yearbook of Health Statisticsm2012](#))(Chapter 7)

Közoktatás: 'Public education is a public service which establishes the conditions for the long-term development of the Hungarian society for the sake of the rising generation, and whose general framework and guarantees shall be provided by the State. The whole of public education is determined by knowledge, justice, order, freedom, fairness, the moral and intellectual values of solidarity, equal treatment and education for sustainable development and healthy lifestyle. Public education shall universally serve the common good as well as private objectives respecting the rights of others.' ([Act CXC of 2011](#) on National Public Education)(Chapter 8)

Mentőszolgálat (ambulance services): 'Simple patient transportation tasks belong fully to alternative ambulance services'. ([KSH Yearbook of Health Statisticsm 2012](#)) (Chapter 7)

Oktatási és kulturális diplomata (education and cultural diplomat): The Ministry of Foreign Affairs and Trade operates cultural institutes in 24 cities in 22 countries, in addition to education and cultural diplomats ([oktatási és kulturális diplomata](#)) who serve

at eight Hungarian foreign representations ([külföldi magyar intézetek](#)). Among other tasks, these diplomats are responsible for increasing the number of foreign higher education students in Hungary, as well as to foster student and teacher exchange.

Szabadidő-szervezők (leisure time organizers): together with the pedagogical assistants are responsible for organizing the leisure time activities in schools.

Területi egyenlőtlenségek (territorial inequalities): After the change of the political regime the regional, social, welfare and economic inequalities strengthened in Hungary which means that the economic development of certain regions have been outstanding while others have fallen behind. (Obádovics – Bruder – Kulcsár, 2011; Nemes Nagy 1998 Reffered in Obádovics – Bruder – Kulcsár, 2011)(Social Inclusion [4.1 General context](#))

Többszörösen hátrányos helyzetű csoportok (multiply disadvantaged groups): Being disadvantaged can be equally understood with deprivation, it means a kind of lag which does not only refer to low income. Multiply disadvantaged means that one can be considered disadvantaged from at least 2 different aspects, e.g. low income and bad health condition. The importance of the notion can be underlined as the aggregation of disadvantages makes them even more difficult to cope with. (Andorka, 2006) (Social Inclusion [4.1 General context](#))

Tüdőszűrő vizsgálatok (pulmonary screenings): 'medical examination using radiological (Chest X-ray) or digital methods primarily for detection of tuberculosis (TB) and neoplasm patients. Registered TB patients: new and further treated patients'. ([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

Zöld önkéntesség (green volunteering): There are environmental civil-non profit organizations in Hungary (their proportion was 4 percent among all civil society organizations in 2015). (Statistical Mirror 2016 p. 2) ([Statisztikai Tükör 2016](#) p. 2.)(Chapter 9)

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