



## Youth Wiki national description

# Youth policies in Hungary

2021

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://national-policies.eacea.ec.europa.eu/youthwiki>



<b>Hungary.....</b>	<b>7</b>
1. Youth Policy Governance.....	7
1.1 Target population of youth policy.....	8
1.2 National youth law.....	9
1.3 National youth strategy.....	10
1.4 Youth policy decision-making.....	13
1.5 Cross-sectoral approach with other ministries.....	18
1.6 Evidence-based youth policy.....	18
1.7 Funding youth policy.....	20
1.8 Cross-border cooperation.....	23
1.9 Current debates and reforms.....	24
2. Voluntary Activities.....	24
2.1 General context.....	25
2.2 Administration and governance of youth volunteering.....	27
2.3 National strategy on Youth Volunteering.....	30
2.4 Youth Volunteering at national level.....	31
2.5 Cross-border mobility programmes.....	34
2.6 Raising awareness about Youth Volunteering opportunities.....	34
2.7 Skills recognition.....	36
2.8 Current debates and reforms.....	36
3. Employment & Entrepreneurship.....	37
3.1 General context.....	37
3.2 Administration and governance.....	39
3.3 Skills forecasting.....	41
3.4 Career guidance and counselling.....	44
3.5 Traineeships and apprenticeships.....	46
3.6 Integration of young people in the labour market.....	49
3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities.....	52
3.8 Development of entrepreneurship competence.....	53
3.9 Start-up funding for young entrepreneurs.....	56
3.10 Promotion of entrepreneurship culture.....	58
3.11 Current debates and reforms.....	59
4. Social Inclusion.....	59
4.1 General context.....	60
4.2 Administration and governance.....	64
4.3 Strategy for the social inclusion of young people.....	67

4.4 Inclusive programmes for young people.....	71
4.5 Initiatives promoting social inclusion and raising awareness .....	77
4.6 Access to quality services .....	80
4.7 Youth work to foster social inclusion .....	83
4.8 Current debates and reforms .....	83
5. Participation .....	83
5.1 General context .....	84
5.2 Youth participation in representative democracy.....	86
5.3 Youth representation bodies.....	88
5.4 Young people's participation in policy-making .....	96
5.5 National strategy to increase youth participation .....	99
5.6 Supporting youth organisations .....	104
5.7 “Learning to participate” through formal, non-formal and informal learning.....	106
5.8 Raising political awareness among young people.....	110
5.9 E-participation .....	113
5.10 Current debates and reforms .....	113
6. Education and Training.....	114
6.1 General context .....	114
6.2 Administration and governance .....	120
6.3 Preventing early leaving from education and training (ELET) .....	124
6.4 Validation of non-formal and informal learning .....	129
6.5 Cross-border learning mobility.....	132
6.6 Social inclusion through education and training.....	134
6.7 Skills for innovation .....	136
6.8 Media literacy and safe use of new media.....	137
6.9 Awareness-raising about non-formal and informal learning and quality youth work.....	141
6.10 Current debates and reforms .....	142
7. Health and Well-Being.....	143
7.1 General context .....	144
7.2 Administration and governance .....	145
7.3 Sport, youth fitness and physical activity.....	147
7.4 Healthy lifestyles and healthy nutrition .....	150
7.5 Mental health .....	155
7.6 Mechanisms of early detection and signposting of young people facing health risks.....	158
7.7 Making health facilities more youth friendly .....	161
7.8 Current debates and reforms .....	161

8. Creativity and Culture.....	161
8.1 General context.....	162
8.2 Administration and governance.....	165
8.3 National strategy on creativity and culture for young people.....	169
8.4 Promoting culture and cultural participation.....	172
8.5 Developing cultural and creative competences.....	175
8.6 Developing entrepreneurial skills through culture.....	177
8.7 Fostering the creative use of new technologies.....	177
8.8 Synergies and partnerships.....	179
8.9 Enhancing social inclusion through culture.....	180
8.10 Current debates and reforms.....	181
9. Youth and the World.....	182
9.1 General context.....	182
9.2 Administration and governance.....	187
9.3 Exchanges between young people and policy-makers on global issues.....	191
9.4 Raising awareness about global issues.....	192
9.5 Green volunteering, production and consumption.....	203
9.6 Intercontinental youth work and development cooperation.....	205
9.7 Current debates and reforms.....	206
10. Youth Work.....	206
10.1 General context.....	206
10.2 Administration and governance of youth work.....	208
10.3 Support to youth work.....	213
10.4 Quality and innovation in youth work.....	215
10.5 Youth workers.....	216
10.6 Recognition and validation of skills acquired through youth work.....	217
10.7 Raising awareness about youth work.....	218
10.8 Current debates and reforms.....	218
Glossary.....	219
References.....	222
Archive.....	266



# Hungary

## 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)

## 1. YOUTH POLICY GOVERNANCE

---

As there is no youth law in Hungary, the term 'youth' is not set in stone and is therefore defined differently in the various legislations of the different policy areas. The strategic framework of Hungarian youth policy consists of two main documents,

1. the National Youth Strategy 2009-2024 (adopted 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, that take into account the constant review of the conditions. The revision of the Strategy is 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 mainly administered in the Prime Minister's Office under the Minister heading the Prime Minister's Office, and also under the Deputy State Secretariat for Youth Affairs. The Ministry of Finance coordinates the Youth Guarantee Scheme. An advisory body on youth policy was the Roundtable for Youth, where youth experts and organisations can channel their expertise to decision making. Since 2020, the Roundtable has not been convened due to the pandemic situation. The main advisory body is currently the Board of Children and Youth Fund.

## 1.1 Target population of youth policy

Currently, there is no universally accepted definition of youth. In most cases, the group is referred to by terms young people or youth. The definition of youth varies in the legislations of the different policy areas. The age of adulthood, the upper age limit of compulsory education, the right to vote, and other issues are more or less the same in most countries the European Union. In most areas, the age of 18 is the boundary between childhood and (young) adulthood. However, the school-leaving age was lowered 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 the 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 most recent youth-related documents are the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia, referred hereinafter 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 programmes 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, evolving trends in society and professional dilemmas make it necessary to leave more room in the youth field for approaches that focus on individual characteristics regardless of age. Although classifications by age groups provide a scientifically approved



theoretical basis, they do not take precedence over the inherent principle of youth policy that the individual is unique and inimitable and - taking into account his or her biological development and social status - can only be categorised with reservations. (NYS, 2009 p. 6.)

It should be noted that the Strategy call for large-scale quantitative youth research conducted every four years, which covering the age group of 15-29-year-olds, in accordance with the traditions of the international and national youth researches. The Act LXIV of 1995 on Children and Youth Fund ([Gyermek és Ifjúsági Alap](#), referred hereinafter 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 accordance with the Youth Guarantee Programme.

### **Child Protection Act**

Other important laws and regulations also 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) a juvenile is a person who:

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

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

bc) had reached the age of 12 years at the time of a crime committed after 30 June 2013 but had not yet 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.'

Under the Act, young adults are entitled to certain support and mentoring, in particular through rehabilitation and aftercare.

### **Labour and Civil Code**

According to the [Labour Code](#) ([Munka Törvénykönyve](#)), a young worker is an 'employee who has not reached the age of 18'. As minors, they have special rights regarding the duration of employment, and health and safety at work. The [Civil Code](#) ([Polgári Törvénykönyv](#)) considers those as minors, who are under 18 years of age. As far as their legal status is concerned, minors over the age of 14 usually do not have full legal capacity

### **Criminal Code**

The [Criminal Code](#) ([Büntető Törvénykönyv](#)) has lowered the age limit for criminal liability from the age of 14 to 12 in case of juvenile offenders (the referred part from the Child Protection Act also implies it). The crimes to which the age limit has to be applied include robbery and theft. Nevertheless, this measure has not changed significantly the legal practice as the number of juvenile detained is low; in December 2019 only 2 juveniles under the age of 16 were detained. ([Börtönstatisztikai Szemle](#) 2020)

## **1.2 National youth law**

### **Existence of a National Youth Law**

Currently there is no specific youth law, but its necessity arose in each government cycle during the past 10-15 years. Overall, there have been serious professional and political debates, arguments and counter-arguments about whether Hungary needs a law that summarises and regulates the roles and responsibilities of state and local actors in the

youth field. (Youth Policy Review, 2016) The current Government has no plans 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)

In 2009, the Parliament adopted the [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#), referred hereinafter to as NYS) with the parliament 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)

In addition to 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](#)) (referred hereinafter to as PFNG), which came into force as a Government Decision. The programme is financed by EU grants.

### 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 sets out the implementation guidelines and timeframes and identifies the relevant administrative or executive authorities. The Government established two-year action plans for the implementation of the Strategy.

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 considers youth as a resource; therefore, its main aim is to support young people in individual and community activities. The responsibility of the state appears mainly in

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

The **horizontal objectives** of the Strategy

**'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** - 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** - improving the employment and housing of young people,
- **Equal chances, solidarity** - improving the employment and housing of young people.

**Equal opportunities, solidarity** – to reduce the chances of social exclusion and marginalisation and improving opportunities for social mobility. ([National Youth Strategy](#))

**Empowering** youth groups and their communities:

- **Learning and its environment** – to provide competitive knowledge and develop competences required for independent living,
- **Creating 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 raising 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** – 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 does not explicitly define specific target groups, but the objectives related to inclusion and solidarity underline the role of targeting young people with fewer opportunities, with disabilities. It also highlights equality between men and women, and different needs of young men and women must be taken into account in the planning, implementation and monitoring of 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 lasted about half a year, which is why it was adopted with a consensus in the Parliament. The preparation of the action plans was not based on such consultations, but the role of consultative bodies (mainly the National Youth Expert Forum) was considered.

### Programme for the Future of the New Generation (PFNG)

The programme identified four areas for intervention:

- citizenship,
- housing and starting a family,
- career and self-sufficiency,
- leisure time – sport, entertainment and consumption of culture.

The tasks of this programme were formerly assigned to the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) but recently the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the youth policy field. The programme is implemented through the services of the Elisabeth Youth Fund [([Erzsébet Ifjúsági Alap](#))] legal successor of the New Generation Centre)]. 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.

### Responsible authority for the implementation of the Youth Strategy

In 2020, the former State Secretariat for Family and Youth Affairs was reorganised and was working with the Minister without Portfolio Responsible for Families. From 1 January 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the role of the Minister without Portfolio Responsible for Families.

The Department of Youth Affairs (Ifjúságügyi Főosztály) belongs to the Deputy State Secretariat for Youth Affairs (Fiatalokért Felelős Helyettes Államtitkárság) under the Parliamentary State Secretary Responsible for Families (Családokért felelős parlamenti államtitkárság) which is under the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)). These units are primarily responsible 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 conducted in 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 conducted in 2020 ([Magyar Fiatalok 2020](#)). The Department of Youth Affairs follows the publication of the results of each cycle, and uses the findings to strengthen or the revise the NYS.

In addition to these surveys, the action plans of the youth strategy also have indicators and monitoring processes. The most recent 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 its future implementation will take into account the European Youth Strategy 2019-2027. Further direction of the Strategy includes a stronger focus on family planning, work-life balance, housing, career guidance, community development, young people's mental health, sustainability and reflection on positive and negative impacts of digitalisation.

According to information from 2021, the pandemic situation also required various interventions in youth sector which were mainly coordinated by the Operational Board responsible for managing the epidemic and the Operational Board responsible for restarting community life in Hungary. The latter was operated only temporary in 2021 and the former Minister without Portfolio Responsible for Families led the work of the Board.

## 1.4 Youth policy decision-making

### Structure of Decision-making

In 2010, youth policy was integrated into one top institution, the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), instead of the former separately existing ministries.

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 to the Minister without Portfolio Responsible for Families (Családokért felelős tárca nélküli miniszter).

At the end of 2021, the minister was appointed to become the President of Hungary and with the Government regulation no. 832/2021 (XII. 30.) [[832/2021. \(XII. 30.\) Korm. rendelet](#)] the Minister heading the Prime Minister's Office took over her role ([átvette](#)) from 1 January 2022. Under the Minister the Parliamentary State Secretary responsible for Families is responsible particularly for youth policies. The Deputy State Secretariat for Youth Affairs is under that unit.

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 heading the Prime Minister's Office is responsible for:

- family policy,
- child and youth policy,
- the tasks related to the protection of children and youth.

As the person responsible for child and youth policy, the Minister is

- responsible for the development of the government's youth policy,
- coordinating the system of cooperation with young Hungarian people in the Carpathian Basin outside Hungary's borders,
- monitoring the implementation of children's rights,
- managing tasks related to talent management,
- carrying out tasks related to the National Talent Programme ([Nemzeti Tehetség Program](#)),
- is responsible for the development of the Government's children's camping programme ([Erzsébet táborok](#)),
- performing duties related to volunteering,
- carrying tasks arising from the framework Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)), for which it uses the services of the Elisabeth Youth Foundation Nonprofit Ltd and the National Talent Center Public Non-Profit Ltd.

The following structure ([struktúra](#)) reflects the situation in force:

**The Parliamentary State Secretary responsible for families coordinates the following bodies:**

- Parliamentary State Secretariat Cabinet for Families (preparation of the work of the Secretariat, review of professional materials),
- Deputy State Secretariat for Family Policy,
- Deputy State Secretariat for Youth Affairs which coordinates the Department of Youth Affairs.

The main aims of the Department of Youth Affairs:

- codification,
- coordination of cross-sectoral policies and objectives originated from the Future of the New Generation Programme ([Új Nemzedék Jövőjéért Program](#)),
- contributing to the implementation and coordination of youth-related tasks arising from Hungary's membership of the European Union, cooperating with the Visegrad countries and other international memberships,
- drafting the action plans of the [National Youth Strategy](#),
- coordinating the [National Strategy on Volunteering](#);
- supporting community youth work,
- 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 the Maria Kopp Institute for Demography and Families [Kopp Mária Intézet a Népesedésért és Családokért (KINCS)] in shaping youth policy is also notable as it is a budgetary institution established in 2018 by the Government and recently headed by the Minister heading of the Prime Minister's Office.

### **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 were the leaders of the most important organisations related to youth policy.

The main role of the organisation was to foster the conversation between the Government and youth: the Government provides information on current developments in youth policy and the heads of the organisations are able to

- comment,
- ask questions or
- point out their planned programmes.

The main outcome of their activities so far has been a questionnaire, sent out by the Ministry to the members of the Roundtable (and also to a wider target group). The topic of the questionnaire was the future direction of youth policy. The Ministry summarized the feedbacks by topics, and they are going to involve them in the strategy documents in the future.

Since 2020 the Roundtable has not been convened due to the pandemic situation. The main advisory body is currently the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)). The Board provides the Minister responsible for children and youth policy with proposals, opinions and advice. The Board met regularly in 2020-2021, when the pandemic situation required, in an online format.

### **Main Themes**

According to the information provided by the Deputy State Secretariat for Youth Affairs, the main themes of youth policy in Hungary mostly focus on

- fostering family formation and childbearing of young people, by supporting their housing acquisition and supporting the reconciliation of work and family,
- supporting for proper housing for those who want to start an independent life,
- career guidance
- significantly increasing the share of young people in youth volunteering,
- strengthening young people's local communities,
- increasing youth involvement in sustainability,
- protecting the mental health of young people,
- providing young people with viable perspectives and future plans in Hungary,
- generating interest in civic life, promoting active participation.

In 2021, one main youth related provision was [the personal income tax exemption](#) under 25 years from January 2022. The initiative came from the Operative board responsible for restarting community life in Hungary and will cost HUF 130-150 billion (EUR 357-413 million) annually.

## What informs the choice of themes

According to the National Youth Strategy, large-scale quantitative youth research studies are to be conducted every four years, the findings of which are also to be used in strategic planning. Although there is no institutionalised way to use the results of the youth research, it is often referred to when introducing new policies (for example data on the relatively low number of young people with language exams led to make the opportunity to acquire the first language exam free for people under the age of 35).

In addition, 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 last one referred to 2016-17). Moreover, as mentioned above, the tasks related to the Framework Programme are assigned to a higher level, the Minister heading the Prime Minister's Office, while the NYS is coordinated by the Department of Youth Affairs [according to the operational rules of the Ministry, the department is responsible for the preparation of the action plans].

In addition, according to the information provided by the Ministry in 2018, the Government emphasises the role of involving young people in decision making, through 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 who are about to start a family. They are targeted by measures to encourage childbearing and to start of an independent life, in particular by the Family Housing Allowance Programme (CSOK) administered by the Ministry of Finance. This type of subsidy was also extended to second-hand properties from 1 July 2019.

In addition, firstly married couples are eligible for tax allowances, the system of family tax benefit aims to support families with children, and there are programmes targeting parents participating in higher education (the 'graduate' childcare benefit, the suspension or termination of the obligation to pay student loans depending on the number of children). (For related information please see sub-chapter [4.6 Access to quality services](#).)

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

## Young people living abroad

Connections to Hungarians living outside the borders appear in several youth policy programmes, most notably the 'Without borders' ('[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 HUF 5.3 billion (about EUR 14.5 million) has been dedicated for the programme. In 2019, about 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 [2019/2020](#) 73
- in [2018](#) 71,



- in [2017](#) 65

young people were able to travel to 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. The 2020/2021 Programme was postponed due to the pandemic situation.

### Young entrepreneurs

Young entrepreneurs are also supported through the 'Enter to the market!' programme ('[Lépj a piacra!](#)' program) which aims to prepare and support young people to start their own businesses. The programme started in 2017. The association organising this project is under the supervision of the Ministry of Finance.

## The National Agency for Youth

There is no national agency for youth in Hungary, but there is an organisational network that fulfils this task. 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 transferred to its legal successor, Elisabeth Youth Fund [[Erzsébet Ifjúsági Alap](#)] (referred hereinafter to as EYF). EYF was founded by the state of Hungary and the Elizabeth 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 ([Új Nemzedék Újratöltve](#)) which aims also to provide methodological support and succeeded Mobilitas for the duration of the project. The total budget of the project was about HUF 5 billion (about EUR 13.4 million). Further activities ([tevékenységek](#)) of the Directorate include:

- methodological support for youth experts and organisations,
- methodological support for municipal youth work and municipal volunteering,
- methodological support for volunteering and hosting organisations, spreading the culture of volunteering, supporting volunteer programmes,
- development of national and international links among youth experts,
- creation and maintenance of databases related to youth profession,
- harmonisation of youth-related activities of different sectors,
- operation of a network of youth profession mentors,
- professional support for the social participation of young people,
- tasks related to the development of the digital skills of young people and to adult education and further learning of teachers.

## Policy monitoring and evaluation

As mentioned above, the main tool for policy monitoring and evaluation is the large-scale youth research conducted every four years. However, ad hoc researches are also conducted, usually on policy areas where youth are also affected (for example family policy and volunteering). There are no institutionalised mechanisms for applying the research findings, but they are regularly used in the formulation of strategic documents, background materials and policies. Also worth mentioning the main advisory body, the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)).

## 1.5 Cross-sectoral approach with other ministries

### Mechanisms and actors

Youth Policy in Hungary is a horizontal policy. Therefore, in line with the Government's priorities, the actions of the different departments related to young people should be harmonised, so that youth can be presented in a unified way in decision-making. In addition, the activities of various institutions and organisations are also to be harmonised. (For more information, please see sub-chapter [1.4 Youth policy decision-making.](#))

The coordination and strategic planning of youth policy belonged to the Minister without Portfolio Responsible for Families till the end of 2021. The Minister was also the main actor for maintaining the inter-ministerial cooperation in youth-related health and social policies. As noted before, with the appointment of the former Minister as a President of Hungary, the ministerial position became vacant and as of 1 January 2022, the responsible minister for the field is the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)). A new government will be formed after the elections in 2022 April, and this might lead to a change of the state in this field.

An important actor in the context of cross-sectorial cooperation is the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) which works closely and continuously with the Minister and has a cross-sectorial bridging role.

## 1.6 Evidence-based youth policy

### Political commitment to evidence-based youth policy

The main channel of research informing youth policy is large-scale youth research, which has been conducted every four years since 2000. In each cycle, the youth research is conducted in relation to 15-29 year olds on a representative sample of 8 000 people. Since 2009, the implementation of the research has been 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 ([EU Youth Dialogue](#)) there are important research results which are incorporated into the decision making processes.

### 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.

As of 1 January 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over also this tasks of the Minister.

### **Informal/ ad-hoc cooperation**

Apart from the youth researches that take place in every four years (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**

Youth research findings are frequently mentioned in decision-making processes and in public speeches by government representatives (especially in relation to family policy). The most explicit reference to research findings in 2016 was in relation to the introduction of the measure to reimburse the costs of the first successful language exams for young people under 35. 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**

As several youth programmes are financed by EU funds with a formal obligation to carry out relevant monitoring activities, a relatively large number of empirical data sources can be reached. In addition, market researchers also deal with youth-related issues from time to time. Significant examples are studies on Internet use and its dangers and the study of migration intention and potential, but the results of these surveys have not been officially mentioned in government documents.

The most important document of the evidence-based evaluation of youth policy is the aforementioned document entitled Hungarian Youth 2020 ([Magyar Ifjúság 2020](#)), which analyses the second action plan of the NYS, taking into account the participation of the state actors and the data collections.

Monitoring of the specific projects funded by the government is done regularly through the Electronic Tender Administration and Cooperation System (EPER). Evaluation and reporting on these tenders is done using data provided through the system. The evaluation of smaller projects can vary. The evaluation of the Petőfi Sándor programme mentioned earlier 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](#) (referred hereinafter 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 data on the situation of youth in the labour market ([A fiatalok munkaerő-piaci helyzetete, 2011](#)), most recently about the year 2010. The HCSO regularly publishes about youth employment as part of the general labour market overview, the most recent publication refers to the first half of 2021 ([Munkaerőpiaci folyamatok, 2021. I. félév](#)). 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 ([A 15-74 évesek munkanélküliségi rátájának alakulása, 2021](#)).

### **Specific youth indicators**

In addition to the above, the HCSO regularly collects data on aspects of education ([Oktatási adatok 2020/2021](#), előzetes adatok) (mainly the numbers of students in the 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 ([A kiadott könyvek és füzetek jelleg szerint, 2020](#)).

## National youth report

No general youth reports 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.

## Large-sample youth research

The National Youth Strategy calls for the conduction of large sample youth research every four years. The most recent study, Hungarian Youth 2020 ([Magyar Fiatalok 2020](#)), representative of 15-29 years old living in Hungary and ethnic Hungarian youth of the neighbouring countries, was conducted in 2020. The flash report has already been published and an edited volume of studies will be published in 2022, as well as the data file is planned to be made public.

## Other data and analyses

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 large-scale researches before 2020 were financed through the budget (using EU-funds) allocated to the New Generation Centre ([Új Nemzedék Központ](#)). The youth research in 2020 was funded by the same budget but now it is allocated to the legal successor of the New Generation Centre, the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)).

## 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](#) (hereinafter referred to as GYIA)] budget from 2018 to 2022 was HUF 80.0 million each year (about EUR 224 000), which was higher than the 2017 budget.

The **National Cooperation Fund's** [[Nemzeti Együttműködési Alap](#) (hereinafter referred to as NEA)] budget for 2021 was HUF 9 287.6 million (about EUR 25.8 million). In the budget recommendation for 2022 is HUF 10 869 million (about EUR 30 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 year and planned for 2022:

	2021		2022	
	million HUF	million EUR	million HUF	million EUR
<b>National Cooperation Fund</b>	9 287.6	25.9	10 869.2	30.3
<b>Support for Elisabeth children and youth camps</b>	4 375.6	12.2	4 375.6	12.2
<b>National Talent Programme</b>	4 207.5	11.7	3 407.5	9.5
<b>Support of young people's first language exam</b>	1 983.3	5.5	1 983.3	5.5
<b>Support of young people's first driving licence</b>	1 137.2	3.2	1 137.2	3.2
<b>Support of equal opportunity, volunteering and crisis management programmes and tasks</b>	500.7	1.4	375.7	1.05
<b>Support of Children and Youth Fund</b>	80	0.2	80	0.2
<b>Support of family and youth policy developments, services and programmes</b>	380	1.06	605	1.7
<b>Children, youth and family policy programmes</b>	2 816.3	7.9	5 856.9	16.3
<b>Waclaw Felczak Foundation</b>	360.9	1	-	-

## National Cooperation Fund

The National Cooperation Fund ([Nemzeti Együttműködési Alap](#)) provides the source for the support of civil society organisations and the Bethlen Gábor Fund ([Bethlen Gábor Alapkezelő Zrt.](#)) is responsible for the management of the applications. The budget of the National Cooperation Fund belongs to the Prime Minister's Office ([Miniszterelnökség](#)).

The budget lines indicate the specific directions of support:

- support for the participation of Hungarian civil society organisations in international civil network and national/international events and festivals support for international membership fees, support for programmes promoting European integration;
- support for scientific research, monitoring activities, and registration tasks related to the civil society;
- support for activities and institutions related to the provision of services, consultancy, education, development and support related to civil society
- support for the production of publications, electronic and printed professional media that deal with the civil society
- project co-financing support for civil society organisations;

- providing grants to organisations distributing donations, in accordance with the decision of the Council of the National Cooperation Fund and the decisions of the bodies to ensure automatic funding based on uniform evaluation criteria;
- supporting civil interest representation activities.

### Children and Youth Fund

The other main source of funding, with an allocation of HUF 80 million (about EUR 220 000), is the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram](#)).

According to Article 4(1) of Act LXIV of 1995 on the GYIA ([1995. évi LXIV. törvény a Gyermek és Ifjúsági Alapról, a Nemzeti Gyermek és Ifjúsági Közalapítványról, valamint az ifjúsággal összefüggő egyes állami feladatok ellátásának szervezeti rendjéről](#)), the following objectives may be supported from the revenue sources of the Fund:

At the field of **health and social environment**:

- programmes to promote the physical, mental and spiritual development of children,
- prevention and awareness-raising programmes on the dangers of drugs, alcohol, tobacco and other substances harmful to health,
- programmes to promote the integration of children and young people with fewer opportunities,
- the development and operation of an information and analysis system capable of monitoring changes in the social situation of young people.

At the field of **participation**:

- programmes to promote knowledge of the country, local knowledge and patriotism,
- programmes and initiatives relating to education for democracy, the exercise of democratic functioning and citizenship education,
- initiatives to promote youth participation in the European integration process and the development of European relations,
- programmes of institutions and non-governmental organisations active in the field of youth which build on participation, democratic decision-making and cooperation.

At the field of **environment protection, communities and competencies**:

- programmes to promote the preservation and protection of the natural and built environment,
- community initiatives of young people, initiatives and activities of their own organisations and groups,
- programmes to promote young people's own problem-solving skills.

### 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 on EU grants, it is almost impossible to filter out and summarise the grants that were specifically dedicated to youth policy. According to the information provided by the Ministry in 2021, there is no concrete information on the programming of the sources of the 2021-2027 budget cycle. The project being planned is primarily aimed at engaging young people in voluntary activities and improving the situation of disadvantaged young people through voluntary activities, but this is not yet found in any official/public document.

The main EU funded project of the 2014-2020 budgetary cycle was the Youth Guarantee programme ([Ifjúsági Garancia](#) program), which uses a total of 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 was 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 included:

[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-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 mentioned above, in line with national policy, cooperation with Hungarians living outside the border is also promoted in youth policy: The most important and extensive project is 'Without borders' (['Határtalanul'](#)) (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 2021, 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

There are no other public, governmental or social debates or plans for dialogue on the topic of youth policy.

## 2. VOLUNTARY ACTIVITIES

---

Before 2010, there was a conceptual and policy shift in youth volunteering but with the adoption of the National Volunteer Strategy ([Nemzeti Önkéntes Stratégia](#)), putting greater emphasis on the socialisation of young people through compulsory school community service for secondary school students, volunteering in Hungary was largely interwoven with the so-called 'civil sector'. (see sub-chapters [2.1 General context](#) and [2.4 Youth Volunteering at national level](#)).

Volunteering was administered by the Ministry of Human Capacities, within the Deputy State Secretariat for Youth Policy and Equal Opportunities. As of 1 January 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the tasks related to youth, including volunteering. 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 relation 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

Historical foundations and voluntary organisations date back to the 14<sup>th</sup>-15<sup>th</sup> centuries in Hungary. At that time, the early form of volunteering 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 19<sup>th</sup> century.' ([Study on Volunteering](#) in the European Union Country Report Hungary)

At the beginning of the 20<sup>th</sup> century scouting was the most important area of youth work. The [Hungarian Scouting Association \(Magyar Cserkészszövetség\)](#) was founded in 1912, whose main task was not only to promote recreational activities but also to promote a religious approach. 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)

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 2<sup>nd</sup> 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)

The government in power since 2010 considers youth volunteering a priority, which is also reflected in the introduction of community service as well. Financial support targets more community projects and less the ones with civilian aspects. One of the main objectives of [school community service](#) (referred hereinafter 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 graduate from high school, students must complete 50-hours long community service that

'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. [...]' ([Study on Volunteering](#) in the European Union Country Report Hungary)

### Volunteer Activities - Act of 2005

The most important official document on volunteering is the [Act LXXXVIII. of 2005](#) on Public Interest Volunteer Activities ([2005. évi LXXXVIII. törvény](#) a közérdekű önkéntes tevékenységről), 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

Another key document is the [National Volunteer Strategy 2012-2020](#) ([Nemzeti Önkéntes Stratégia 2012-2020](#)) [Government Decision no. 1068/2012 (III. 20.) (referred hereinafter 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 expiry of the validity period of the National Voluntary Strategy 2012-2020, governmental stakeholders, in cooperation with civil society organisations, started working on the preparation of the new volunteering 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 concept, as mentioned above. The [Educational Authority](#) ([Oktatási Hivatal](#)) published the official definition of the IKSZ:

'an individual or group activity that is independent of financial interests, organised for the benefit of the learner's local community, and includes its pedagogical processing in the eight areas defined by law.'

(For more information on the school community service, see sub-chapter [5.7 "Learning to participate" through formal, non-formal and informal learning](#))

### 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.'

### Statistical data on volunteering

The [Hungarian Central Statistical Office](#) regularly collects data related to voluntary activities. It collected additional data in connection with labour force research and in accordance with the requirements of the volunteering strategy. However, young volunteers were not highlighted in the public report. [The characteristics of volunteer work ([Az önkéntes munka jellemzői](#))].

Although 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

'persons who carried out an activity in the last 12 months preceding the survey:

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

The three conditions must be met all at once. Helping parents, children or relatives living in another household was also counted as volunteer work.' [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

Governmental activities related to youth volunteering belonged to the Minister without Portfolio Responsible for Families. As of 1 January 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the Minister tasks related to youth policy. 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 heading the Prime Minister's Office is responsible for the volunteering tasks as part of the child and youth policy. (For more information about the tasks related to youth of the Minister heading the Prime Minister's Office, please see sub-chapter [1.4 Youth policy decision-making](#).)

### Main actors

As mentioned above, the governmental 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. In addition, 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 Responsible for Civil and Social Relations 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 for civil organisations through the Civil Information Portal ([Civil Információs Portál](#)).

The National Volunteer Council ([Nemzeti Önkéntes Tanács](#)) established 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 and the relevant civil and religious actors.

According to the regulation the organisation of the Council is the following:

'the president of the Council is the Minister heading the Prime Minister's Office, its vice-president is the Deputy State Secretary for Youth Affairs.

Its members can be nominated, among others, by the National Disability Council, 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 Chamber of Commerce and Industry](#).'

Its role:

'The Council gives an opinion on the concepts, strategies, proposals and reports on volunteering submitted to it. It proposes the creation and amendment of legislation and regulatory instruments concerning volunteering and other government policies related to volunteering. Promotes cooperation between the governmental, church, non-profit and business sectors in the field of volunteering. Contributes to the coordination of various voluntary programs and measures, monitors and supports the preparation, adoption and implementation of the current National Volunteer Strategy.'

According to the information provided by the Ministry in 2021, the members and permanent guests of the Council are currently being reappointed.

### 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 carry out campaign type volunteering. The network works with 19 so-called opportunity county offices and with one office in the capital.

## Non-public actors

There are no central actors that specifically focus on youth volunteering. However, there are smaller youth organisations where volunteering and its promotion play an essential role in their daily work. One such organisation is the [Egyesek Youth Association](#), which aim is defined in the following:

'The aim of our activities is that - we, young people - explore our own strengths and resources using them consciously to fulfill our personal and professional life. To reach that we do trainings and volunteer activities.'

The target groups of their activities are the Hungarian and the international youth and experts who works with youth or youth organisations and communities. They organise workcamps, festivals, meetups, trainings, youth exchanges, workshops to connect young people with society, with others and with themselves.

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

- supporting civil organisations, so that they comply with the administrative requirements,
- informing these organisations about the available funds and applications,
- providing practical help and individualised consultation for NGOs,

supporting and promoting communication and cooperation within the sector and also with other sectors.

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

'to promote positive social processes through the implementation of volunteer-based programs that contribute to strengthening a society based on responsibility and participation.'

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

The head of the [Civil Union Public Benefit Foundation](#) ([Civil Összefogás Közhasznú Alapítvány](#)), as the president of the National Cooperation Fund ([Nemzeti Együttműködési Alap](#)), is responsible for the distribution of 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 the different branches of government, civil society and other sectors, the government intends to better involve NGOs, churches and business sector in volunteering management. In addition, the government is seeking agreements that will establish these long-term partnerships and help strengthen the value shares through the benefits of cooperation.

Voluntary activities at the policy level are the exclusive responsibility of the Prime Minister's Office ([Miniszterelnökség](#)). The institutional location of intersectoral cooperation on the field is the National Volunteer Council, a consultative body involving

- government representatives,
- NGO-s,
- churches and
- for-profit companies.

It also exercises an advisory role for the relevant ministerial body, and promotes

- the popularity of active citizenship,
- volunteering,
- social and community engagement.

As mentioned above, the Council is chaired by the Minister heading the Prime Minister's Office and the Ministry is represented by the Deputy State Secretary Responsible for Youth Affairs as vice-chair. However, many other policy areas are represented in the form of invited members with consultation rights.

From the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) the State Secreters responsible for

- healthcare,
- public education,
- culture,
- sport,
- social issues and inclusion,
- EU development policy appoint members and
- the Minister of Human Capacities appoints one member from his Cabinet.

There are also ministers who appoints further members:

- Minister heading the Prime Minister's Office (one member responsible for civil and social relations, one responsible for church, one for minorities),
- Minister of Agriculture,
- Minister for Foreign Affairs and Trade,
- Minister for Finance [Government Decision no. 1503/2016. (IX. 21.)] [[1503/2016. \(IX. 21.\) Korm. határozat](#)]

In addition, the chairperson of the Council may invite other members with the right to be heard if requested by a member or if deemed necessary by the agenda of the council.

## 2.3 National strategy on Youth Volunteering

### Existence of a National Strategy

Currently, there is no independent strategy for youth volunteering in Hungary. A general volunteering strategy, the [National Volunteer Strategy \(Nemzeti Önkéntes Stratégia\)](#) was

adopted by the Government Decision no. 1068/2012 (III. 20.) [[1068/2012. \(III. 20.\) Korm. határozat](#)] and has the timeframe of 2012-2020. The strategy also does not address the specific issue of youth volunteering. It does not define explicit goals in relation to young people, though they are mentioned several times among the target groups. One of the success indicators by 2020 was:

'The rate of participation in volunteer activities by young people aged 18-26 increases 25% by 2020.'

### Scope and contents

Not applicable – youth volunteering is not mentioned separately in the previous Strategy. (See sub-chapter 2.3 [Existence of a National Strategy](#).)

### Responsible authority

As mentioned above, the previous strategy does not focus on youth volunteering; there were no specific youth-related tasks assigned to any authorities. However, in general, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) manage the tasks related to youth policy.

According to the information provided by the Ministry in 2021, the focus areas for young people in volunteering are

- long-term sustainability,
- quality improvement,
- digital volunteering,
- widening participation
- promoting volunteering.

The Strategy calls for frequent monitoring; the first phase was conducted in 2013. The report ([Önkéntesség Magyarországon, 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, it paid attention to the answers of 18-29-year olds. ([Önkéntesség Magyarországon, 2018.](#))

### Revisions/ Updates

The revision of the [National Volunteer Strategy 2012-2020](#) ([Nemzeti Önkéntes Stratégia 2012-2020](#)) has already started in summer 2019. According to the information provided by the Ministry in 2021, the report was completed in 2021. The government and the civil society provided feedback by early January 2022. The next step in the process is the finalization of the policy, with the revision of the National Volunteer Council, then the adoption of the forthcoming National Volunteer Strategy (For more information about the National Volunteer Council see sub-chapter [2.2 Administration and governance of youth volunteering](#).)

The new National Volunteer Strategy will focus on improving the quality and operational conditions of volunteering programmes and on promoting volunteering. The new strategy aims to build a society based on inclusion, active community participation and personal responsibility through volunteering.

## 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) ([Komplex Ifjúsági Fejlesztések - Új Nemzedék újratöltve](#)). (For more information about New Generation Reloaded please see sub-chapter [1.4 Youth Policy decision-making](#) - The National Agency for Youth.)

## Year of Volunteering in Hungary

For the 20<sup>th</sup> anniversary of the International Year of Volunteers and for the 10<sup>th</sup> anniversary of the European Year of Volunteering (2011), the Year of Volunteering in Hungary ([Önkéntesség Magyarországi Éve](#)) was organised in 2021. The general aim was to raise awareness to the importance of volunteering and to bring together the three important sectors (civil society, the government and the business area).

The main aim of the programme was to promote volunteering and to involve as many people and target groups as possible in volunteering activities. In the thematic year, several events were organised, including

- **4 thematic weeks** ([Önkéntesség Hetei](#)), with the topics of environment and sustainability, social care, children - family - youth and senior issues.
- **an international conference**, the Budapest Volunteer Summit ([Önkéntesség - Híd a generációk között](#)), organised by the Deputy State Secretariat for Youth Affairs,
- **an online academic volunteering conference** ([Önkéntesség Magyarországi éve 2021 Tudomány Konferencia](#)) organised by a civil organisation together with a university,
- **a series of 'Volunteers of the Week'** ('[A Hét Önkéntese](#)'), which showcased inspiring people who make volunteering an integral part of their lives.

The government also linked the World Day of Youth ([A fiatalok világnapja](#)) (12 August) to the Year of Volunteering. The Deputy State Secretariat for Youth Affairs also highlighted the importance of social responsibility in voluntary activities as one of the objectives of World Day of Youth.

## Funding

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

## 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 ([Az önkéntes munka jellemzői](#)) 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" might have had contributed to such an increase.'

## Results of the 'Voluntarism in Hungary 2018' report

According to the results of the 'Voluntarism in Hungary 2018' ([Önkéntesség Magyarországon 2018](#)) survey, the proportion of young people volunteering has increased slightly: one third of them indicated that they have done volunteer activities in the past year and another tenth per cent said that they had have some experience, if not in the past year, then in the past.

According to the results of the Hungarian Youth 2020 ([Magyar Fiatalok 2020](#)) survey, 8 per cent of young people, aged 15-29, did volunteer activities in the year before the 2020 survey. The low rate is probably due to the pandemic.

## Support to young volunteers

Since there is no youth volunteering strategy or programme, there is currently no dedicated support for youth volunteering.

## Quality assurance

We have no information on quality assurance for youth volunteering. The monitoring of the projects mentioned above is based on the reports of the organisations.

## Target groups

### Volunteer Act (Önkéntes törvény)

There is no standalone law on youth volunteering. but the 5th article of the [Act LXXXVIII of 2005](#) on voluntary activities (Volunteer Act) ([2005. évi LXXXVIII. törvény](#)) in public interest covers some legal aspects of youth volunteering:

'(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 main youth voluntary programme, the [European Voluntary Service](#) (referred hereinafter 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 was in December 2018.

Within the [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 competencies developed with their participation in such youth projects as youth exchanges or EVS.

### 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) (For more information on the 'Without Borders' programme, see chapter [1.4 Youth policy decision-making](#))

In addition, the State Secretariat for the Promotion of Persecuted Christians and for the Implementation of the Hungary Helps Programme in the Prime Minister's Office ([Miniszterelnökség](#)) coordinates the preparation and implementation of the [Hungary Helps Volunteer Programme](#), in cooperation with a non-profit organization, the [Hungary Helps Agency](#). Their voluntary organization body is the [Hungarian League of Volunteers Association](#). It aims to connect the Hungarian youth volunteers living in the neighboring countries and help them to implement projects, work together and to apply for different resources through applications.

### Legal framework applying to foreign volunteers

The [Act LXXXVIII of 2005](#) on Public Interest Volunteer Activities (Volunteer Act) ([2005. évi LXXXVIII. törvény](#) a közérdekű önkéntes tevékenységről) regulates the activities of the foreign volunteers:

'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 relatives in the direct line 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 Responsible for Civil and Social Relations 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](#)).

On one hand, the Volunteer Portal ([Önkéntes Portál](#)) provides useful, practical and up-to-date information about volunteering for volunteers and those who interested. 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. It also allows host organisations to publicise their current volunteer opportunities.

## Key initiatives

### Elisabeth Novum Award

In addition to the initiatives mentioned above, the New Generation Award ([Új Nemzedék Díj](#)) initiative launched in 2016. In 2020, this award is renamed to Elisabeth Novum Award ([Erzsébet Növum Díj](#)) and it is managed by the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)). The aim of the Award is to highlight the innovative initiatives and voluntary activities targeting youth and carried out with their involvement. Another aim is to recognise the communities, groups and organisations that selflessly work for their environment, for the people living around them. The Award recognise one project that corresponds to the three main requirements:

- innovation,
- collaboration,
- volunteering.

### 72 Hours Without Compromise

An annual 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' (['72 óra kompromisszum nélkül'](#)). 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. Since then, the program was held in every year. Though statistical results are not available but stories on the projects (['Élménybeszámoló'](#)) can be found on the event's website.

### 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](#))

According to the information, provided by the Ministry, from 2021, in addition to the award and commemorative medal, the winner receives a higher cash prize of gross HUF 500 000 (about EUR 1370).

## 'You Will Be More If You Act!' Youth for Volunteering application

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 (about 239 000 EUR) and 107 organisations were supported. The programme ended in 2020. ['You Will Be More If You Act!' - Invitation to tender ('[Több leszel, ha teszel!](#)' - Pályázati felhívás)]

### 'Volunteer Marketplace' website

The main aim of the 'Volunteer Marketplace' ([Önkéntes Piacter](#)) website is to connect people who want to volunteer with organisations who are looking for volunteers. The site offers hundreds of volunteering opportunities for volunteers across the country.

## 2.7 Skills recognition

### Policy Framework

There is no coherent framework for the recognition of volunteering in Hungary. However, the [Act CCIV of 2011](#) on National Higher Education opens up the possibility of including voluntary activities in studies:

'(...) students shall have the opportunity to collect up to five percent of the total number of credits required for obtaining a diploma by taking optional courses, or by participating in voluntary activities in substitution for those courses.'

The more detailed regulations on the recognition of voluntary activities are at the level of the higher education institutions.

### 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 the involvement of more and more young people in voluntary activities and the regulation of volunteering within youth work remain relevant issues, an overarching structural reform is not yet foreseen.

### Plans for volunteering in the 2021 - 2027 financial cycle

The 2014-2020 financial cycle of the European Union was ended, 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 sector dealing with volunteering.

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

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

- development of professional standards for volunteer training and for volunteer coordinators and mentors,
- organisational and methodological development and quality improvement,
- active involvement of Hungarian communities abroad into volunteering in Hungary,
- 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 mainly aim the younger or older generations.

## 3. EMPLOYMENT & ENTREPRENEURSHIP

---

The Government's youth employment policies 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 of Finance ([Pénzügyminisztérium](#)) (see sub-chapter [3.2 Administration and Governance](#)).

The policy directions also show an increasing emphasis on vocational training, in line with the directions considered 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](#)).

Promoting entrepreneurship is also an important objective of employment-related youth policy. While there is no specific government strategy for developing young people's entrepreneurial skills, the issue itself is addressed in several strategic documents, including the [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)), the strategy on small and medium sized enterprises and the 'Framework Strategy for Lifelong Learning Policy for 2014-2020' ('[Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#)'), 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 brought about by the end of communism had a serious impact on the specifics of employment. Various uncertainties made the transition from education to the labour market difficult. Career planning and achieving goals, also taking into account global processes, is a very complex task.

Changes in the education system and social and economic changes have significantly altered the conditions for starting an individual life. Nevertheless, the time spent in the education system has lengthened, leading to an inflation of qualifications that shifts differences upwards.

The absence of strong economic growth and the structural problems of vocational and higher education create a cycle that is hard to break: it is increasingly difficult to get a desirable job without higher qualifications and practical work experience, but having one does not automatically mean a secure path to a successful career. (Furlong, 2013 p. 74.)

## Trends of youth employability and unemployment

The main available data sources 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 2008 crisis, the youth unemployment rate was below the EU average, then it increased slightly until 2012. From 2012 onwards it 'improved at a rapid pace, approaching pre-crisis levels and falling below the EU average in 2014 (20.4% compared to 22.2% for the EU average) reaching 16.7% in the third quarter of 2015'. The average share of NEET young people under 25 fell to 11% in 2016, below pre-crisis levels and the EU average (11.5%). The [NEET rate](#) remained unchanged in 2019 (11%) but slightly increased in 2020 (11.7%). [Data available for 2019](#) show that the unemployment rate of Hungarian young people under the age of 25 dropped to about 11.4% (compared to the about 14.4% EU average) but it increased to 12.8% in [2020](#) but it's a general trend in the EU countries.

## 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'.

## 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 helyzetete](#)) 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.

According to the most recent youth research [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))], more than the half of young people aged 15-29 are active in the labour market. Also, more than half of active young people feel secure in their job.

## 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 of failure, the unpredictable economic situation (with the frequent changes in the tax system and government bureaucracy), the

lack of effective teaching on the skills/competencies required for entrepreneurship, and the predominantly negative opinions about business in society are all factors that contribute to these rates.

The current trend of more and more young people working in start-ups and the growing visibility offer the opportunity for attitudes and motivation to change in the long term. According to the most recent youth research [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))], 19% of the 15-29-year-olds consider to become an entrepreneur in a few years.

## Main concepts

The term 'youth' may refer to various age groups, depending on the context and the data examined. The [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)) 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 ([Munkaerőpiaci helyzetkép, 2014-2018](#)) these two age groups separately.

Recently, there is a special attention to the age group of 15-24 because of the spreading of the [Youth Guarantee Programme](#), which also made the NEET acronym well known. It should be mentioned that – due to the nature of entrepreneurship, that requires more experience – the target group of the largest non-state organisation, the [National Association of Young Entrepreneurs](#) ([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 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)) indicators related to employment (and independent existence) of youth are the following:

- the activity rate of 15–34 year-olds,
- number of registered unemployed career starters,
- the ratio of employees within the group of youth who are not students or pensioners,
- the time period between the date of school-leaving and the first day of employment in youth groups with different qualifications,
- the ratio of youth aged 15-29 living in households independent of their parents to those who aspire to live independently
- 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 (Gazdaságstratégiaiért és Szabályozásért Felelős Államtitkárság) at the Ministry for Innovation and Technology is responsible. At horizontal level, youth policy is coordinated by the Prime Minister's Office ([Miniszterelnökség](#)).

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 Public 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.

The [National Employment Service](#) [([Nemzeti Foglalkoztatási Szolgálat](#) (referred hereinafter to as PES))] 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 Board of the Children and Youth Fund

Currently, the main advisory body in the field of youth policy is the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)). Previously this role belonged to the National Youth Expert Forum and to 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 to influence and shape youth policy.

FIVOSZ – [National Association of Young Entrepreneurs](#) (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 ('[Mi a FIVOSZ?](#)') include mentorship, provision of different benefits (through market partners), and advice for its members who pay the annual fee.

Furthermore,

- the Southern Great Plain Regional Social Science Research Association ([Dél-Alföldi Regionális Társadalomtudományi Kutatási Egyesület](#)),
- the Hajdú-Bihar Enterprise Development Foundation ([Hajdú-Bihar Megyei Vállalkozásfejlesztési Alapítvány](#)),
- the Kisalföld Enterprise Development Foundation ([Kisalföldi Vállalkozásfejlesztési Alapítvány](#)) and
- the National Interest Representation Association of Traders and Caterers ([Kereskedők és Vendéglátók Országos Érdekképviseleti Szövetsége](#))

are responsible for informing and recruiting young people, assessing their skills, engaging them in the programme, providing training to the enterprise and assisting in the development of the business plan.



## 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. The Ministry of Finance is responsible for the coordination of the applications.

In 2020, all EU countries have committed to the implementation of the so-called '[reinforced](#)' Youth Guarantee. That means that the target group was broadened to 29 year-olds. The programme provides personalised assistance, services, traineeships, job opportunities, training, support for entrepreneurship and support for mobility and housing.

### 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 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)) 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 Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) carries out supporting actions, such as outreach activities in the form of a promotional campaign. The YG's official website ([Ifjúsági Garancia Program](#)) 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](#))].'<sup>1</sup> ([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 ([Spring 2021 Economic Forecast](#)) 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 plays an important role in the organization and quality assurance of the dual training. It must be noted that the forecasting reports of the Ministry of Finance mention young workers rarely.

## 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](#) and Eurydice, sub-chapter [National reforms in vocational education and training and adult learning](#))

### Skills development in the new 'Vocational Training 4.0' Strategy

According to the 'Vocational Training 4.0' Strategy ('[Szakképzés 4.0](#)' stratégia), adopted in 2019, there is a strong emphasis on the new competencies, required by the changing labour market. The most important is to have a complex problem solving skill but the role of critical thinking and creativity is also increasing. Also, there are new competencies' requirements in the labour market as the emotional intelligence and the cognitive flexibility. The main aim of the Strategy is to create a vocational education system that supplies the needs of the modern labour market. (For more information about the new vocational school system, please see sub-chapter [6.1. General Context](#))

### The dual education was introduced 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](#))

### 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.

### Centre for Innovative Education Support

The Centre for Innovative Education Support ([Innovatív Képzéstámogató Központ](#)) also plays an important role in disseminating information on the VET programmes. They provide information about all of the VET professions with

- detailed descriptions,
- competencies' requirements,
- description on the skills and knowledge that could be acquired,

- the locations, the institutions and their contact information where the training is available.

They also created a 'Digital Direction Locator' ('[Digitális Útkereső](#)') which is a questionnaire that can help the students to find the profession that fits best to their skills and interest. The students also find information on the website about the possibilities of dual professional training ('[duális szakmai oktatás](#)').

## 3.4 Career guidance and counselling

### Career guidance and counselling services

'In Hungary guidance activities and development are overseen by both the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) and the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). In the current ministerial structure the Ministry for Innovation and Technology is responsible for some elements of active labour market policy, vocational education and adult learning as well as higher education. At the same time the Ministry of Human Capacities has responsibility over the fields of youth policy, social inclusion, family policy, primary schools and general secondary education.' ([Euroguidance.eu](#), 2021)

Most of the activities related to career guidance of young people are carried out within the framework of the [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)) 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.

The following actors also play an important role in career guidance and counselling:

- Centre for Innovative Education Support ([Innovatív Képzéstámogató Központ](#)),
- [National Office of Vocational Education and Training](#) ([Nemzeti Szakképzési és Felnőttképzési Hivatal](#)),
- National Career Guidance Portal ([Pályaorientációs Portál](#)).

(For more information on the Centre, see sub-chapter [3.3 Skills forecasting](#) and for more information on the Office, see sub-chapter [6.2 Administration and governance](#))

### 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. ([Euroguidance.eu](#), 2021)

### 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], are 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. ([Euroguidance.eu](#), 2021)

## 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 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](#), 2021)

### 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 project [eredményeinek rövid bemutatása](#)).

### The National Career Guidance Portal (Nemzeti Pályaorientációs Portál)

The National Career Guidance Portal ([Nemzeti Pályaorientációs Portál](#)) was set up in the frame of above-mentioned project and it offers targeted information for different job-seeking target groups, including primary school and secondary school students. On the website, students can find:

- questionnaires for orientation,
- information about the secondary school system,
- scholarship opportunities,
- information for preparing a CV,
- news about the events organized for students in this topic,
- link collection to websites related to career guidance and education.

### Elisabeth Youth Fund (Erzsébet Ifjúsági Alap)

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 (For more information on the Fund, see sub-chapter [1.4 Youth policy decision-making](#))

### Youth Guarantee (Ifjúsági Garancia)

Career guidance appears in [Youth Guarantee \(Ifjúsági Garancia\)](#) as well, and the programme is represented in the most significant career guidance exhibitions. (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, the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#)) also requires career guidance from teachers:

'The fundamental task of a teacher is [...] to provide continuous guidance for his/her students' career orientation and preparation for their active professional life.'

## 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 about HUF 5 billion (about EUR 13.4 million) (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 ([kölségvetés](#)) 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 education 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](#)).

#### Traineeship in the system of vocational education

The Act LXXX of 2019 on the vocational education ([2019. évi LXXX. törvény a szakképzésről](#)) states that the Minister Responsible for Vocational Education, in cooperation with the respective sector of the government, creates the professional and examination requirements and the related programme curriculums ([programtantervek](#)) for vocational trainings. The programme curriculums include the necessary internship information (the number of hours) for each trainings.

The students are employed on the basis of [internship agreement](#) which means that the employers have to pay a wage to the student for their work. As of 1 January 2022, the base of the salary changed (['Szakképzési változások 2022. január 1-től'](#)): before, it was

calculated on the basis of the minimum wage, then on a certain cost in the budget of Hungary. This did not mean change in the total salary.

### **Internships within higher education**

The most relevant official document in the topic regarding internship in higher education trainings is Government Regulation 230/2012 (VIII. 28.) on certain aspects of higher education training and the necessary - at least half-year - internship [[230/2012. \(VIII. 28.\) Korm. rendelet](#) a felsőoktatási szakképzésről és a felsőoktatási képzéshez kapcsolódó szakmai gyakorlat egyes kérdéseiről]. According to the Regulation the students are able to be employed on the basis of [internship agreement](#) and there are specific rules for this type of internship:

- night work and overtime shall not be required,
- the student's daily working time shall not exceed eight hours, in the case of the application of the working time framework, maximum working time of one week is prescribed,
- a rest period of at least 12 hours shall be ensured every day for the student
- a trial period shall not be required.

The [Act CCIV of 2011](#) on National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról) states that the student

'shall receive remuneration during the completion of a continuous practice period of at least six weeks and a dual study programme, the amount of which is 65 percent of the mandatory lowest remuneration for work (minimum wage) and, unless otherwise agreed, shall be paid by the workplace.'

### **Special target groups**

Target groups of the student employment contracts are

- students in full time school-based training,
- 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**

A supplementary programme also assists the successful implementation of the traineeship programme: Traineeship programme – support services ([GINOP-5.2.5-16 Gyakornoki program – támogató szolgáltatások](#)). This not only contributes to the wide dissemination and implementation of the traineeship programme 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 ([Győri Szakképzési Centrum](#)).

### **Student jobs are acceptable as higher education traineeships**

From 2016 student jobs are acceptable as traineeships:

'Student manpower associations are allowed to certify the students' traineeships if the company, where the students work, declare that the conditions of the work carried out and the workplace are in line with the requirements regarding the traineeship.' (['Diákmunka is lehet szakmai gyakorlat'](#))

## Introduction of student pre-contracts

This new initiative supports the establishment of relations between students and business organisations before the actual beginning of dual training, thus it might provide advantages in the process of admission. Signing student pre-contracts ([szakképzési előszerződés](#)) is also a tool for well-founded career and profession selection. This makes the future more predictable both for the student and the employer.

## Dual training in the new Vocational Training System

In 2020, the system of vocational schools changed by the 1168/2019. (III. 28.) Government Decision ([1168/2019. \(III. 28.\) Korm. határozat](#)). An important provision was the introduction of dual training in vocational schools ([duális szakmai oktatás](#)) with the aim to have professional experience in a 'real' work place rather than in a vocational training place. The dual training ensures that the students

- participate in a professional traineeship,
- learn the business culture,
- acquire competitive knowledge and skills.

In addition, students get a salary for this work, with the amount of HUF 100 000 - 170 000 (about EUR 270 - 457).

## 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 training in vocational schools 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, traineeships 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 traineeships types. The recognition of traineeships ([Szakmai gyakorlat elismerése](#)) carried out earlier is also possible. The [Act CCIV of 2011](#) on National Higher Education ([2011. évi CCIV. törvény](#) a nemzeti felsőoktatásról) states that

'The credit transfer committee may recognise prior non-formal and informal learning, as well as work experiences, furthermore, the knowledge acquired during a vocational training, for the purpose of the fulfilment of academic requirements, as set out in this Act and the applicable government decree.'



## Funding

Those workplaces who join the dual training programme in vocational education or in higher education or have an [internship agreement](#) with the student can apply for a tax allowance for the additional cost of the student's net wage. In the dual training, additional tax allowance can be applied if the student will take a successful professional exam at the end of the training. The base amount of the tax allowance is determined in the budget of Hungary and there is a unique multiplier for all of the professions and for the grades and this is calculated for each workday ('[Tájékoztató a duális szakmai oktatás finanszírozásáról](#)').

## Quality assurance

### Practical trainings based on student contracts

The practical trainings based on student contracts are monitored by the [Hungarian Chamber of Commerce and Industry \(Magyar Kereskedelmi és Iparkamara\)](#). It controls the conditions that were set at the time of registration of the business organisation. 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 youth employment measures are part of the [Youth Guarantee](#) (referred hereinafter to as YG) system.

#### 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](#)) which implements the guarantee coordinates the system under this programme. This includes 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 to promote the entry of young people under 25 into the labour market by providing wage subsidies, entrepreneurship support, training linked to labour market services such as job search assistance or mentoring.

#### Youth Entrepreneurship Support Programs (Fiatalok vállalkozóvá válását támogató programok)

The aim of the GINOP 5.1.10 and 5.2.7 projects ([GINOP-5.2.7-18](#) Fiatalok Vállalkozóvá válásának támogatása és a [GINOP-5.1.10-18](#) Álláskereső vállalkozóvá válásának támogatása) is to provide support to young entrepreneurs in the disadvantaged regions of Hungary. In the frame of the projects, the applicants can receive professional support to create their business plan, to acquire the skills to start their business and also they get financial support.

#### The organisations participating in the Youth Guarantee

The organisations implementing the programme are:

- Széchenyi Programme Office ([Széchenyi Programiroda Nonprofit Kft.](#)),
- FIVOSZ – [National Association of Young Entrepreneurs \(FIVOSZ\)](#),
- the [Hungarian Enterprise Development Foundation](#) (Magyar Vállalkozásfejlesztési Alapítvány),

- Budapest Polytechnics Foundation ([Közgazdasági Politechnikum Alternatív Gimnázium](#)),
- OFA NKft. ([OFA Nonprofit Kft.](#)).

Within the framework of the programme, the organisations provide young people with training in which they can acquire the necessary skills and knowledge to become an entrepreneur and run a business. They can also receive support in creating 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.

### Tax exemption for below 25-year-olds

In 2021, one main youth related provision was [the personal income tax exemption](#) under 25 years from January 2022. The initiative came from the Operative board responsible for restarting community life in Hungary and will cost HUF 130-150 billion (EUR 357-413 million) annually.

### Enabling young people to gain real work experience - Traineeship Programme (Gyakornoki program)

In the first half of 2019, a new traineeship training application ([GINOP 5.2.4-16](#) Gyakornoki program pályakezdők támogatására) has been prepared that aims to support the integration of young people with vocational qualifications aged under 25. The aim is to encourage micro, small and medium-sized enterprises to create internships so that young people can gain real work experience, which can improve their employability and long-term chances on the labour market.

The companies hire the trainees full-time for 9 months with wage subsidy and then continue to employ them for another 4.5 months at their own expense. This programme will increase the participation of young people in apprenticeship training, improve their vocational skills and work experience and thus increase their labour market prospects and employability.

SMEs can use the support provided to finance apprentices' wages and cover the additional costs of employing and training apprentices (mentors' remuneration, physical requirements for the training place). The programme will help at least 4 500 young people gain work experience by 2021. The planned budget of the tender was HUF 30 billion (about EUR 80.7 million) and it is co-funded by the [European Social Fund](#) and the budget of Hungary.

A supplementary programme also assists the successful implementation of the Traineeship programme: Traineeship programme – support services ([GINOP 5.2.5-16](#) Gyakornoki program – támogató szolgáltatások). (For more information on the supplementary programme, see sub-chapter [3.5 Traineeships and apprenticeships](#))

### 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.

### **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.

Another programme is the 'Support of the enterprises' employment' ('[Vállalkozások munkaerő támogatása](#)') which is a governmental initiative to provide non-refundable support to workplaces which employ registered jobseekers under 25 or who has been registered as a jobseeker at least for a month. The employer is able to receive this support for 6 months for reducing the social contribution tax (paid by the employer).

### **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](#))

A key document regarding employment of Roma people is the National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkóztatási Stratégia 2030](#)). The Strategy states that the employment possibilities of Roma youth is worse because they have lower levels of education and the rate of early school leavers is higher among them. In 2019, the rate of unemployed Roma youth (30.5%) and other young people (10.4%) among 15-24-year-olds, showed huge differences. (For more information about the National Social Inclusion Strategy, see sub-chapter [4.3 Strategy for the social inclusion of young people](#))

## **Flexicurity measures focusing on young people**

### **National Youth Strategy**

The aim of youth flexible employment appears in the [National Youth Strategy 2009-2024](#) [[Nemzeti Ifjúsági Stratégia 2009-2024](#) (referred hereinafter to as NYS)]:

'Reduced or flexible working time may be a means of enhancing labour market integration. To achieve this, both the employer and the employee should be motivated. A special programme must be designed to help the reintegration of young people who have been excluded from the labour market by retraining and through the establishment of a new type of motivation system (both on the employer's and the employee's side).' ([National Youth Strategy 2009-2024](#))

The related partial objective is the following:

'To encourage the employment of youth in part-time and atypical forms of employment and to increase the motivation of employers for hiring career starters.' ([National Youth Strategy 2009-2024](#))

### **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](#))

### **Reconciliation of private and working life for young people**

Within the specific objectives of NYS, the priority of reconciling work and family life appears alongside the promotion of starting a family and raising children. The Strategy states that,

'We need labour market regulators that facilitate the compatibility of family life and work and make atypical employment possible for families having children, especially in a certain life stage of parents with small children. Special attention should be paid to ensuring life path and carrier planning opportunities for women having children.' ([National Youth Strategy 2009-2024](#))

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 [European Social Fund](#) co-funded, with the 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 between EUR 469 and 482 million). ([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](#)) 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 to promote cross-border mobility are almost exclusively offered by the European Union. The Your First EURES Job initiative should be mentioned in this context. According to information on its [website](#), 541 Hungarian jobseekers have participated in the programme until 2022. Another EU initiative is the [Erasmus for Young Entrepreneurs](#) programme - according to data from January 2017, 135 new and 56 experienced entrepreneurs from Hungary have participated in the programme.

The most important programme to list here is the VET Traineeship Mobility Programme of Erasmus+. In addition, however, the [Campus Mundi](#) – mobility and internationalisation programme in the field of higher education is also running. The programme

'provides an opportunity for Hungarian students to contribute to the work of a business or organisation for a few months and gain work experience in an international environment.'

Communication and dissemination of the international mobility projects are carried out by [Tempus Public Foundation](#) Erasmus+ Programme Office.

## Legal framework

In Hungary there is no such regulation for young people. The existing regulations deal with the issue under the term of 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 role of [National Youth Strategy 2009-2024](#) [([Nemzeti Ifjúsági Stratégia 2009-2024](#) (referred hereinafter to as NYS))] lists the following objectives under the subheading of 'Acquiring work experience, employment' in the chapter about self-sufficiency:

- '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.'

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.

#### Strategy on Small and Medium-sized Enterprise

The Strategy on Small and Medium-sized Enterprises ([Kis- és középvállalkozások stratégiája 2014-2020](#), 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 knowledge in formal education and in trainings for entrepreneurs.

#### European Money Week

In this spirit, an initiative called [European Money Week](#) ([Pénz7](#) in Hungarian) has started between 2015 and 2016, 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.

The [Hungarian Banking Association](#) (Magyar Bankszövetség) is the main organiser of the programme, in cooperation with Money Compass Foundation ([Pénziránytű Alapítvány](#)). In 2017, the project owner, the Ministry of Human Capacities ([Emberi Erőforrások](#)

[Minisztériuma](#)), integrated the programme into the academic school year. Other ministries and civil organisations support the implementation of the programme:

- Ministry of Finance ([Pénzügyminisztérium](#)),
- Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)),
- Junior Achievement Foundation ([Junior Achievement Alapítvány](#)).

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.

## 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)

### Entrepreneurship in the National Core Curriculum

In the new National Core Curriculum ([Nemzeti Alaptanterv](#)), adopted in 2020, the 'Employee, innovative and entrepreneurship competencies' is one of the seven key competencies.

This topic appears in the frame of Citizenship studies in secondary grades. The student has to be able to interpret the factors that effect starting an enterprise. Also, the student has to learn to apply their financial knowledge in the situations related specifically to their age (such as preparing a simple budget, currency exchange, planning a student enterprise), by the Geography subject. The Audiovisual and Media Knowledge subject provides the necessary entrepreneurial competencies to the student by learning and using the tools of the modern technology.

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

- For grades 7-10 the '[Vállalkozzunk](#)' ('Let's make an enterprise') and '[Gazdasági és pénzügyi kultúra](#)' ('Economic and financial culture'),
- 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 University of Budapest](#) (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

The 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) emphasises (in line with the Act on Higher Education) the importance of recognising non-formal and informal learning outcomes. One of the horizontal objectives of the strategy is to promote participation in lifelong learning. Specific objectives include the development and promotion of non-formal, informal and e-learning activities, as well as workplace learning and training. The Strategy ties this objective primarily to cultural institutions, whose specific objectives also include the development of entrepreneurial skills. The Strategy's action plan delegates this objective 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)

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 (about EUR 106 million). 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 [National Association of Young Entrepreneurs](#) [[Fiatal Vállalkozók Országos Szövetsége](#) (referred hereinafter to as FIVOSZ)], which provides information on government and private opportunities on its website. (For more information on the FIVOSZ, see sub-chapter [3.2 Administration and governance](#))

#### Design Terminal

The main coordinator for public opportunities is [Design Terminal](#), a non-profit organisation, dealing with business and cultural talent management. [Its operations](#) are funded by government 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 is required to provide a regular reporting, including the submission of annual, and project-based financial statements.

Their [activities](#) include:

- a Mentoring Program for start-ups,
- Professional guidance, networking possibilities, funding for space industry entrepreneurs,
- the digitalization of the start-up sector, in cooperation with the [Hungarian Chamber of Agriculture](#),
- running a start-up scholarship programme,
- support start-ups to become a 'Fintech'.

#### Start-up 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!](#)) which is an innovation tender and a start-up contest for supporting start-ups.

'The programme [aims](#) to embrace innovative ideas in the field of energy, which can offer solutions to real problems, can make everyday life easier for users and can make the operation of the energy sector more efficient. The MVM Group believes that Hungary's start-up community is one of the most important drivers of solutions making progress in the field of energy.'

### Access to capital

**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 - [National Association of Young Entrepreneurs](#) ([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 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.

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), 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 support in creating a business plan, advice and mentoring. In the second phase, those who have successfully completed the training and have an approved business plan can apply for non-repayable support of a maximum of HUF 2 million (about EUR 6 396), with 20% of the funds coming from their own resources. The total budget of the programme is HUF 479 million (about EUR 1.53 million) financed from 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:

'With responsible and trustworthy contribution of our excellent colleagues we support the scientific and innovation ecosystem to build a competitive Hungary.'

The Office also [supports](#) business innovation and market-oriented research&development activities, partly carried out in business-academia cooperation, through programmes with an investor approach.

### **Hiventures**

One of the biggest funding organisations is [Hiventures](#).

'Hiventures' [mission](#) is to support innovative ideas of the present and future and to foster a sustainable and value-generating ecosystem of start-ups, SMEs and large enterprises in Hungary.'

The Fund is a state-owned venture capital company which aims to provide financing solutions to Hungarian entrepreneurs with capital using their own and EU resources. The [National Research, Development and Innovation Office \(Nemzeti Kutatási, Fejlesztési és Innovációs Hivatal\)](#) and the [Hungarian Development Bank](#) is their professional supervisor. Their target group includes SME and large companies and their aim is to establish a long-term strategic cooperation with them. They have a mentor network also and the companies

have the opportunity to receive professional support for the ventures in the 'pre-seed phase'.

### **Széchenyi Funds**

The [Széchenyi Funds](#) ([Széchenyi Alapok](#)) 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.'

'Széchenyi Funds Ltd. is a 100 percent state-owned company with the Ministry of Finance as the legal owner. It invests in companies with promising growth potential with the aim of developing businesses and setting them on a long-term growth path. Széchenyi Funds are a leading capital investment partner for domestic enterprises. We aim to improve the competitiveness of the Hungarian economy, to help develop innovative industries, to enable domestic SMEs to go public, and to achieve economic development goals.'

### **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.

## **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 also appears in the programme of [Design Terminal](#). Their mission is:

'We create value for different kinds of partners in the same way: we identify innovation challenges and look for the best people to solve them. We believe innovative solutions lie in optimistic communities. All of our programs leverage the power in personal connections and networks.'

#### **Start-up Campus**

The network of [Startup Campus](#) was a new initiative to promote start-ups. The programme targets university students and [aims](#) to

'develop and implement innovation programmes for corporations and governmental partners, moreover, we support innovative projects with educational, incubation, investment, sales and foreign market entry services from early phase ventures up to SMEs with great growth potential.'

### **Networks and partnerships**

The Startup Campus programme mentioned above functions itself like a network. In addition to regular events in 5 cities in Hungary, the programme was also presented at roadshows in Berlin and London in 2017 to give the selected startups the opportunity to

present their innovations to an international jury. In the near future, the establishment of local centres ([Új központok segítik a hazai startup csapatokat](#)) in these two cities.

As far as the NGO sector is concerned, FIVOSZ - [National Association of Young Entrepreneurs](#) ([Fiatal Vállalkozók Országos Szövetsége](#)), - with focuses 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

Developing the entrepreneurial skills of young people is an essential task of the education and training system. On the employment side, the government will complement this by supporting entrepreneurship. The current action plan [[100/2021. \(II.27.\) Korm. rendelet a foglalkoztatást elősegítő szolgáltatásokról és támogatásokról](#)] amended the law on becoming an entrepreneur. According to the new regulations, the support provided by the employment service consists of two elements:

- a service element, where a jobseeker registered for at least one month acquires the legal and financial skills and receives assistance in developing a business plan; and
- a capital support element.

One change from the previous period is the mandatory nature of the training component and its provision by the employment service.

## 4. SOCIAL INCLUSION

### National Social Inclusion Strategy

Hungary does not have a youth-specific inclusion strategy, but most provisions of the new National Social Inclusion Strategy [([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#))] referred hereinafter to as NSIS 2030], adopted in 2021, concern young people. The main objectives of the previous inclusion strategy (between 2011-2020) are continued in the new strategy. The NSIS 2030 has established a long-term inclusion strategy that aims to change attitudes when it comes to

- poverty reduction and
- Roma policy.

The NSIS 2030 has nine major areas of intervention. Among them, several are specifically related to the situation of young people (for example, youth affairs and public education). (For more information on the Strategy, see [4.3 Strategy for the social inclusion of young people](#))

### 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 biggest gap is between the following two groups of young people:

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

Young people who fall between these two extremes can be described as members of the middle class, who face several risks and challenges, but also have a range of opportunities. (Youth Policy Review, 2016 p. 11) This polarisation ([polarizáció](#)) is particularly striking when looking at the life chances of rural and urban youth, particularly of young people living in Budapest. This is seen as an important root cause of internal 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 at first marriages has stagnating.

However, this is only a snapshot, and we cannot be sure that it will be a long-term trend. Moreover, the polarisation mentioned above becomes even clearer when we analyse the groups of young people in comparison to each other.

The actual reasons are not yet apparent, but the Hungarian Government has prioritised population policy as of 2010. (For example, please see [4.6 Access to Quality Services](#) and [1.4 Youth policy decision-making](#).) This is reflected in

- the public population policy measures,
- campaigns and

- the public discourse surrounding them.

It should be noted that young people with better economic and social status can benefit more from these policies, which can lead to even more differentiation between groups of young people. [Gregor, Anikó (2016): A hazai ifjúság demográfiai jellemzői és az azt alakító tényezők p. 10]

### Urban and rural

According to the Youth Research in 2020 [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))] more than half (about 53% in 2020) of Hungarian young people (aged 15-29) live in cities, almost 1/3 (29% in 2022) live in villages and 18% of them live in Budapest. Regionally, their proportion is growing in Central Hungary: while in 2016 we found only 26% of young people in Budapest and Pest County, this rate was 31% in 2020.

Young people in their 20s from rural areas tend to move to urban settlements, and young people living in economically underdeveloped regions (in the Eastern and North-Eastern parts) of the country tend 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 largest and most significant minority in Hungary is the Roma population which makes up about 6-7% of the Hungarian society. (The uncertainty of the figures stems from the different methodologies used in censuses and surveys, which use both self-reporting and external categorisation.) The Roma population is much younger in terms of its age structure than the average population in Hungary [[Bernát, Anikó \(2014\)](#): Leszakadóban: a romák társadalmi helyzete a mai Magyarországon]

According to the latest national survey ([Microcenzus](#), 2016), 31.1% of Roma are under 14 (in the total population this rate is 14.5%) and 41.1% of them are between 15-39 ages (31.6% in total population). The fertility rate of the Roma is much higher than the national average.

### Inequalities in education

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. Looking closer 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](#))

Since the 1990s the expansion of access to education brought mobility opportunities also for young people coming from low-income families. However, these opportunities, however, have been available for less and less young people since 2010. (Youth Policy Review, 2016 p. 16-17)

On a positive note, the proportion of children attending kindergarten has increased between 2010 and 2020 (currently around 92%). The proportion of people with a secondary education has increased, although this is not the case for the Roma population; among them, the number of low-skilled people remains high. [National Social Inclusion Strategy 2030 [([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#))] referred hereinafter to as NSIS 2030]

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 above-mentioned facts resulted that between 2010 and 2020, the Hungarian government expanded the number of kindergarten places in order to reduce educational inequalities (nearly 16 000 new seats created). (NSIS 2030)

The Hungarian Government also 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).

Roma vocational colleges (and the network of these colleges) play an important role for disadvantaged pupils, including Roma youth [[1882/2017. \(XI. 30.\) Korm. határozat](#) a Roma Szakkollégiumi Tanács létrehozásáról és működéséről]

### Young people and world of work (NEET youngsters)

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. [Data available for 2019](#) show that the unemployment rate of Hungarian young people under the age of 25 dropped to about 11.4% (compared to the about 14.4% EU average) but it increased to 12.8% in [2020](#) but it's a general trend in the EU countries.

The [NEET rate](#) of Hungarian young people between 15-24 ages remained unchanged in 2019 (11%) but slightly increased in 2020 (11.7%). (For more information on the employment situation of Hungarian youth is available in Chapter [3. Employment & Entrepreneurship.](#))

In the NSIS 2030 it is also stated that there are differences in the employment according to

- age,
- educational attainment,
- employment circumstances and
- ethnicity.

Roma population had a lower employment rate (45.5%) than the total population (70.8%) in 2019, between the ages 15-64. The main reason is that they have a lower educational attainment and they mainly live in disadvantaged regions. [National Social Inclusion Strategy 2030 [([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#))]

### 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 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.). [[Hárs, Ágnes, \(2016\):](#) Elvándorlás, bevándorlás és a magyar munkaerőpiac]

The Youth Research in 2020 [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))] states that in 2016, 15%, while in 2020, 11% of Hungarian young people planned to live abroad. The proportion of those planning a short-term work abroad has not changed compared to previous research, but the proportion of those planning a long-term mobility or establishment has decreased. The top three reasons are

- better living,
- family reasons and
- career goals.

## Digital skills

According to the new Public Education Strategy made for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) the importance of the digital knowledge and skills are growing in Hungary but show big differences by regions and social backgrounds and increase social inequalities. Therefore, it is important to highlight and develop digital knowledge and skills in education and training to create equal opportunities.

## LGBT youth in Hungary

Progressive legislation regarding lesbian, gay, bisexual and transgender people was initiated in Hungary in the 2000s, but trends in political and social recognition and acceptance do not reflect a positive picture. 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 of Hungary](#) 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 of Hungary](#) and the National Social Inclusion Strategy 2030 [[Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#)] referred hereinafter to as NSIS 2030] reflect that

- human dignity;
- social integration;
- the respect of fundamental rights;
- fight against prejudice as well as
- against hate speech and

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.

The NSIS 2030 has established a long-term inclusion strategy which aims to change attitude when

- poverty reduction and
- 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.

## 4.2 Administration and governance

### Governance

#### Equal treatment and creating opportunities

In Hungary, as of January 2021, the [Directorate-General for Equal Treatment \(Egyenlő Bánásmódot Felelős Főigazgatóság\)](#) under the [Office of the Commissioner for Fundamental Rights](#) 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 [Directorate-General for Equal Treatment](#) is the only competent authority (apart from the Court) which takes legal action in cases of discrimination.

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.

#### 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 an Equal Opportunity Programme ([Helyi Esélyegyenlőségi Program](#), referred hereinafter to as HEP) that complies with the regulations in the [Act of CXXV of 2003](#). The municipalities have to prepare this Programme in every 5 years and review it in every 2 years.

The HEP are based on

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

To help local municipalities in creating effective and lawful HEP, 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:

- organising events to change the attitude of the society,
- cooperation with civil and church organisations in the field of equal opportunities,
- cooperation with the [Directorate-General for Equal Treatment](#),
- organising programmes for families in the topic of changing attitudes.

## Cross-sectorial cooperation

### Government actors

The governmental activities in connection with the youth social affairs belonged to the Minister without Portfolio Responsible for Families. As of January 2022, the youth-related tasks belong to the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető 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 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](#)) since 2019. The role of this Deputy is, among other things, to coordinate policies in the area of social inclusion and facilitate complex interventions. This is because the social inclusion of the long-term vulnerable (including the Roma) is an important priority for the Hungarian Government. The Deputy State Secretariat is responsible for creating strategies and for coordinating, monitoring and reviewing their implementation. Furthermore, it coordinates the issues related to the EU Framework for National Roma Integration Strategy. [National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#)) referred hereinafter to as NSIS 2030]

The other government actor related to social affairs is the Deputy State Secretary for Social Affairs under the Ministry for Human Capacities ([Emberi Erőforrások Minisztériuma](#)). It is responsible for the social and economic development programmes aiming to support

- the social and child welfare services,
- the child protection system,
- the people with disabilities and
- the social development policies.

### Other actors of social inclusion and integration at the state level

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

- [Inter-ministerial Committee for Social Inclusion and Roma Affairs \(Társadalmi Felzárkózási és Cigányügyi Tárcaközi Bizottság\)](#),
- The Consultative Council on Roma Issues ([Cigányügyi Egyeztető Tanács](#)),
- [Human Rights Working Group and Human Rights Roundtable \(Emberi Jogi Munkacsoport és Emberi Jogi Kerekasztal\)](#),
- Minority Self-Governments,
- Human Capacities Grant Management Office ([Emberi Erőforrás Támogatáskezelő](#)),
- the [Directorate-General for Social Affairs and Child Protection](#)
- Prime Ministerial Commissioner ([miniszterelnöki biztos](#)).

**The Inter-ministerial Committee for Social Inclusion and Roma Affairs:** The committee was created to synchronise the government 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]

**Prime Ministerial Commissioner:** The Prime Minister appointed in 2019 the Prime Ministerial Commissioner for the coordination and implementation of the Roma Strategy [[3/2019. \(IV. 18.\) ME utasítás](#) miniszterelnöki biztos kinevezéséről].

### NGOs and other forums with delegates from the state and civil society

NGOs and other forums with delegates from the state and civil society dealing with social inclusion and integration:

- [Roma Coordination Council \(Roma Koordinációs Tanács\)](#),
- 'Better Chances for Children' National Strategy Evaluation Committee (['Legyen jobb a gyermekeknek!' Nemzeti Stratégia Értékelő Bizottság](#)),
- NGOs and religious organisations,
- Network of Catholic Roma Colleges ([Keresztény Roma Szakkollégiumi Hálózat](#))
- business actors,
- National Youth Council ([Nemzeti Ifjúsági Tanács](#)). (For more information, 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 [Directorate-General for Equal Treatment](#) 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 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 the 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 February 2021 ('[Ülésezett a „Legyen jobb a gyermekeknek!” Nemzeti Stratégia Értékelő Bizottság](#)').

**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.

Focusing on the youth field, the activities and role of the National Youth Council ([Nemzeti Ifjúsági Tanács](#)) 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 2030 ([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#)).

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:

- [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)]
- 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)]
- Government Decree 1744/2013 on National Crime Prevention Strategy 2013-2023 (2013) [[1744/2013. \(X. 17.\) Korm. határozat](#) a Nemzeti Bűnmegelőzési Stratégiáról 2013-2023 (2013)]
- Public Education Strategy made for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#))
- Mid-term strategy to prevent school drop-out without certificate 2014-2020 (2014) [A végzettség nélküli iskolaelhagyás elleni [középtávú stratégia](#) 2014-2020 (2014)]
- The framework strategy for the lifelong learning policy 2014-2020 (2014) [Az egész életen át tartó tanulás szakpolitikájának [keretstratégiája](#) 2014-2020 (2014)]

Finally, the Catching-up Settlements programme ([Felzárkózó települések program](#)) is also relevant when it comes to the social inclusion of youngsters.

## Scope and contents

### National Youth Strategy

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.

### National Social Inclusion Strategy

In 2021, the Hungarian Government adopted the new National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#), referred hereinafter to as NSIS 2030) that builds on the experience of previous years. The main priorities and intervention directions of the previous strategy (in force between 2014 - 2020) are thus continued by the new strategy.

The NSIS 2030 includes seven main areas of intervention in Hungary:

- birth and childhood,
- education (from kindergarten to university),
- youth affairs,
- employment,
- territorial inequalities, settlement development,
- physical and mental health, health care, and
- Roma identity, enforcement of rights.

The three main horizontal aims of the NSIS 2030:

- equal access to public services,
- development of the situation of Roma women,
- digitalisation.

The most important step of the strategy against child poverty has been the establishment of Sure Start Children Centres ([Biztos Kezdet Gyerekház](#)), the aims of which are

- the development of parenting competences,
- complex improvement measures for disadvantaged children in their early childhood,

Also, the Hungarian Government is continuously increasing the number of nursery and kindergarten places to reduce the access inequality to childcare services.

### 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 NSIS 2030 emphasizes four main specific groups from the Act that have higher priority in the Strategy:

- nationality,
- social origin,
- financial background,
- settlement.

## **Parliament Decree 47/2007 on 'Be Better for Children!' National Strategy 2007-2032**

Parliament Decree 47/2007 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.

### **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.

### **The Public Education Strategy made for the European Union 2021 - 2030**

The main objectives of the Strategy are the development and support of underperforming and disadvantaged students in formal education. [For more information on the objectives of the Strategy, see sub-chapter [6.3 Preventing early leaving from education and training \(ELET\)](#)]

### **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. [For more information on the Strategy, see sub-chapter [6.3 Preventing early leaving from education and training \(ELET\)](#)]

### **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, see sub-chapter [6.9 Awareness-raising about non-formal and informal learning and quality youth work](#), [8.3 National strategy on creativity and culture for young people](#) & [8.9 Enhancing social inclusion through culture](#).)

Catching-up Settlements programme

In 2019, the Hungarian government launched an independent programme, the Catching-up Settlements programme ([Felzárkózó települések program](#)), for the social inclusion of disadvantaged settlements and people living there. The aim of this comprehensive programme is to reach the 300 most disadvantaged settlements, with a focus on children and youth.

Charities and NGOs are also involved in the implementation of the programme. The main coordinator is the Hungarian Charity Service of the Order of Malta ([Magyar Máltai Szeretetszolgálat](#)). In 2019, 31 settlements were included in the programme located in

the most disadvantaged parts of the country. In 2020 and 2021, 87 new settlements were included in the programme.

A variety of measures is used depending on local conditions:

- social assistance,
- early childhood development and health care services,
- education and training activities,
- work socialisation and skills development,
- housing interventions/measures, and
- necessary infrastructural investments.

### **Responsible authority**

Between 2014 and 2020, the field of youth policy in Hungary belonged to the Minister of State for Family, Youth (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 was responsible for youth policies and the Deputy State Secretariat for Social Inclusion, belongs to the Ministry of Interior ([Belügyminisztérium](#)). As of 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the youth policy field. (For more information on the Secretariat for Social Inclusion, see sub-chapter [4.2 Administration and Governance](#).)

### **Evaluation of the implementation of the previous National Social Inclusion Strategy (2014-2020)**

In 2020, the [Kopint-Tárki Institute for Economic Research](#) prepared a report ([Evaluation of the implementation of the Hungarian National Social Inclusion Strategy](#)) to the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)), that perceives the implementation of the previous NSIS (2014-2020).

According to this report, the quantified indicators of the strategy (income poverty, material deprivation and unemployment) have continuously improved; however, the relative situation of those living in deep poverty has not changed significantly. The evaluation made further suggestions for the next strategy.

The Report examined the provisions in 7 sectoral areas:

- child welfare and child protection services,
- educational performance, school segregation,
- employment, employability,
- health care,
- housing,
- reducing regional disparities, and
- cultural dialogue, awareness-raising, antidiscrimination

Former evaluation of the previous National Social Inclusion Strategy (2014-2020)

Before 2010, the main information sources for the monitoring of National Social Inclusion Strategies 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.

The follow-up reports ([2016](#), [2017](#)) on the previous National Social Inclusion Strategy highlight:

- that the number of people at risk of poverty and social exclusion has decreased thanks to the successful management of financial problems (housing expenses, mortgage loans);
- that the number of the people living in households with very low work intensity has decreased significantly due to the public work programme;
- the number of early school leavers has decreased.

## Youth Researches

A comprehensive overview of youth is available in the Hungarian youth research history. The large sample survey 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 in 2020 [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]

### 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.

## Revisions/Updates

The first version of the previous National Social Inclusion Strategy (2014-2020) 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.

As the NSIS 2014 expired in 2020, a new Social Inclusion Strategy [National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#))] has been developed. This continues the objectives of the previous strategy, builds on the social services and supports its operation.

## 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 with providing personalised support and bursaries and to prevent school drop-out and to support further learning. Its main provisions are to:

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

There are currently four sub-programmes associated with these scholarships:

- 'Road to Secondary School' ('Út a középiskolába'),
- 'Road to the Secondary School Leaving Exam' ('Út az érettségihez'),

- 'Road to Degree' ('Út a diplomához') and
- 'Road to Profession' ('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 nyomkövetési jelentés](#))]. These programmes are financed ([finanszírozás](#)) from the domestic budget from the 2019/2020 school year. The application for the school year 2021/2022 was announced in June 2021.

Currently, the Directorate-General for Creating Social Opportunities ([Társadalmi Esélyteremtési Főigazgatóság](#)) under the Ministry of the Interior ([Belügyminisztérium](#)) is responsible for implementing the application.

In the school year

- 2014-2015, the number of students involved in the 'Útravaló' programmes was 12 016,
- 2015-2016, it was 3 316,
- 2016-2017, it was 13 270,
- 2018-2019, it was 13 829, and in
- 2019-2020, it was 10 811 ([Útravaló Ösztöndíjprogram 2019- 2020](#)).

### **Arany János Programmes** (Arany János Programok)

The Arany János Talent Programme [[Arany János Tehetséggondozó Program](#) (referred hereinafter to as AJTP)] started in 2000. 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 to 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 grade 9 of secondary school during the year of the application.

The 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 per year since 2016 which is reported in the follow up reports on National Social Inclusion Strategy; the latest is from 2020 [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))].

### **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 participating in public education. The different calls for applications specify the particular target groups. The National Talent Programme has supported more than 17 000 winning applications ([nyertes pályázatok](#)) between 2009 and 2021. 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:

- identification of the most deprived individuals,
- individual or group mentorship,
- group activities every second week,
- in-kind support such as passes for buses,
- musical instruments,
- 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 year 2015 at least 750 disadvantaged girls participated in the Programme according to the latest follow up report on National Social Inclusion Strategy. [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))]

### **'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 projects are still running and from the years 2017/2018 at least 1 800 disadvantaged girls participated in these two programmes. [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))]

### **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 are not able to 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 1st 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**

From this year onwards, these programmes will be funded from the state budget and the scholarship and mentoring fees also increased compared to previous years. In the school year 2021/2022 around EUR 7 million (HUF 2.6 billion) was available for 3 sub-programmes ([2022. évi költségvetés](#)) which is a higher amount than it was before [EUR 1.5 million (HUF 580 million) in 2018/2019, EUR 1.2 million (HUF 459 million) in 2017/2018]. In the school year 2019/2020 about EUR 7 million (HUF 2.6 billion) was also available for these sub-programmes ([Útravaló Ösztöndíjprogram 2020](#)).

From 2015 to 2018 two sub-programmes are financed from EU funds. In 2015, circa EUR 1.81 million (HUF 564 million) was allocated for this aim. In the framework of the EU funded project the methodological development and the methodological support has been started. (Source: Internal Documents of the Department of Equal Opportunities for Children)

### **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 Tehetség gondozó 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 75 million (HUF 28 billion) was spent for 17 000 supported organisations and 4 100 scholarship for students ([nyertes pályázatok](#)) during the 13 years of their operation (2009-2021).

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.

### **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 programme will be extended by the help of EU-funds. A scheme entitled 'Bari shej – Nagylány – Fáta 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 nyomonkövetési jelentés](#) 2016)]

#### **'Bari shej – Nagylány – Fáta 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 nyomonkövetési 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]

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)

Monitoring results from 2020 show that the programme continues to be successful. Based on data from 3 sub-programmes, the number of disadvantaged pupils in the 2018-19 school year was 13 649, of whom 10 942 identified themselves as Roma (80 per cent). [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))]

### Arany János Arany János Programmes

According to quantitative research of the Hungarian Institute for Educational Research and Development ([Oktatáskutató 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]

The results of the 2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))] also show that the programmes reach their specific target group and provide good chances for mobility. According to the data:

- 77% of the students in the AJTP programme continued their studies in higher education,
- 56% of the students in the AJCP programme continued their studies after graduation,
- 30% of the students in AJCVP programme continued their studies and 50% of them got a job after school.

### 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 [[Oktatáskutató 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 Roman/gipsy representation has become enforceable in 40 textbooks in 2016/2017 academic year, and another 60 textbooks was planned to be revised for academic year 2017/2018 based on the terms of reference. The remaining teaching materials were 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)]

In 2018 and 2019, textbook development was carried out by the Institute for Educational Research and Development. It is important that disadvantaged groups and nationalities appear in the textbooks. [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))]

#### 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

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

According to the [Act CCIV on National Higher Education \(2011. évi CCIV. törvény a nemzeti felsőoktatásról\)](#) 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.

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.

In the 2018-2019 academic school year 327 people started their studies at Roma special colleges. There are currently 11 specialised schools in Hungary and EUR 3.7 million (HUF 1.4 billion) is provided for the programme from EFOP and VEKOP sources. According to the information provided by the Ministry, in the past 10 years, 90% of students graduating from a Roma special colleges have a job.

### **'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 was on a one-year scholarship to work as trainees in MTVA. There were 20 participants in the programme, 6 of them had a scholarship and 3 of them were employed after the programme in public media. The programme lasted until 2018.

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 was also be given speech training and got involved in work behind and also in front of the camera. [2017 Follow up report on National Social Inclusion Strategy ([MNTFS nyomonkövetési jelentés](#), 2017)]

### **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. 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.

The **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.

The event has been running with government support since 2013, it was held the last time in April 2019.

## 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

- [Act C of 2012 on Criminal Code](#),
- [The Fundamental Law of Hungary](#),
- Act XXXI of 1997 on Child Protection ([1997. évi XXXI. törvény](#) a gyermekek védelméről és a gyámügyi igazgatásról),
- Law Against Sexual Exploitation ([Lanzarote Convention](#)),
- 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).

In 2018, new crisis centres, clandestine shelters and exit houses became operational. Crisis management clinics have been set up in 7 regions of the country. In addition, the victim assistance system was developed by the Hungarian Government.

In addition, social professionals (about 5 000 people) working in the child protection system were able to participate in further training. The aim of the project ([EFOP-1.2.4-VEKOP-16](#) Kríziskezelő szolgáltatások fejlesztése) was to provide further knowledge and changing attitudes in the topic of child prostitution and child trafficking. The budget is about EUR 3.24 million (HUF 1.16 billion). [2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomonkövetési jelentés](#))]

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 Otthonteremtési 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 Otthonteremtési Kedvezmény – CSOK). 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.](#)]

The rules of applying for the Family Housing Support Program ('KISS') [[Családi Otthonteremtési Kedvezmény](#) ('CSOK')] changed in 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.

According to the latest data ('[Lakossági lakáshitelezés](#)', 2020) of the [Central Statistical Office](#), between 2016 and 2020, almost 156 000 housing support was granted in EUR 1.03 billion (HUF 386 billion).

### 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 reviewed 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) in 2020.

## 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.'

Hungarian healthcare is free to all which ensured by the law. 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. ([National Health Insurance Fund of Hungary](#))

### The National Health Insurance Fund

'The NEAK, 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](#) (in Hungarian NEAK), 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.'

### 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 ('[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 living parent's 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. From 2022, the minimum amount of the orphans' allowance is about EUR 133 (HUF 50 000), 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 living 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.

In the 2018/2019 academic school year 19 008 students received the support. 2020 Follow up report on National Social Inclusion Strategy ([MNTFS 2020 nyomkövetési jelentés](#))]

## Baby waiting support for young married couples (Babaváró támogatás)

The Hungarian state provides many discounts for young couples. One of these is the 'Baby waiting support' ('[Babaváró támogatás](#)'). Beginning 1 July, 2019, baby waiting support for young married couples [[44/2019. \(III. 12.\) Korm. rendelet](#) a babaváró támogatásról] 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 'Baby waiting 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.

## Tax exemption for young people

In 2021, one main youth related provision was [the personal income tax exemption](#) under 25 years from January 2022. The initiative came from the Operative board responsible for restarting community life in Hungary and will cost HUF 130-150 billion (EUR 357-413 million) annually.

## 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

[School community service](#) done in schools could be considered as an effective form of inclusive youth work.

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.

The school social worker is important for prevention because he/she is experienced and quickly recognises signs of danger. The social workers use psychological and social interventions for young people who are at risk or have problems

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 LMBTQ (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. In the pandemic situation, the Ministry also conducts a dialogue with Roma advocacy organizations, NGOs, decision-makers and professionals.

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

---

In Hungary there is a national youth survey every 4 years. In these surveys, young people's interest in political issues and participation (based on a self-assessment) is continuously studied. In 2016, Hungarian young people were less interested in politics, although young people in other Central and Eastern European countries are generally only moderately interested in politics. Simply put, those who are interested in politics are outnumbered by those who are not. [The Hungarian youth research ([Ifjúságkutatás 2016](#))]

However, according to the 2020 survey [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))], young Hungarians are more interested in politics than in previous years. The value of 'interest in politics' increased since 2012. It can also be said that 28% of young people have a politically active friend. The results of this research also show that the interest of Hungarian young people in public life has also increased in the last 4 years. (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 membership in an organisation. The more interested young people are in politics, the more likely they are to be members of a non-governmental organisation. The main reasons for this are friends and community or the opportunity for advocacy. [National Youth Strategy - Additional Information ([Nemzeti Ifjúsági Stratégia - Háttéranyag](#))

In Hungary

'Less than one-sixth (15%) of young people are members of some kind of organization. [...] The most preferred ones are sports associations, sports clubs and church organizations. Other relevant organizations are cultural, tradition preserving groups, as well as student and voluntary organizations.' [[National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#)]

Promoting youth participation is a goal of the Hungarian government, which is reflected in several documents and action plans. The primary strategy dealing with this issue is the [National Youth Strategy 2009-2024 \(Nemzeti Ifjúsági Stratégia 2009-2024\)](#), but it is also important to mention the National Youth Strategy - Action Plans and the Programme for the Future of the New Generation. (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)

### 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 \(Nemzeti Választási Iroda\)](#)]

### 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 central decision-making body is the parliament. [[The Hungarian Parliament \(az Országgyűlés\)](#)] 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/National Assembly

'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. The President of the Republic also has a role 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 of Hungary \(Alkotmánybíróság\)](#) 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 with qualified majority (the vote of two-thirds of all representatives) for a term of twelve years. In the [Hungarian judicial system \(bíróági szervezetrendszer\)](#) the **courts** are responsible for jurisdiction. They decide in criminal and civil procedures, moreover, they are also responsible for the jurisdiction in public administration. 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.

## 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 Law of Hungary](#). [The local government system and the officials ([az önkormányzati rendszer és a tisztségviselők](#)); Fundamental Exam of Administrative Basics ([Alapvizsga](#))]

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 the rights and duties of young people is similar to the rights and duties of citizens. Participation in elections - which is not compulsory - is the main democratic tool for young people to influence society. (Youth Policy Review p. 38)

#### Who can vote?

As far as **voting age** is concerned, young people of legal age have the right to vote in elections, which means that they have reached the age of 18. Article XXIII. of the [Fundamental Law of Hungary](#) states 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 for the mentioned positions. Other laws may restrict the right to vote or its full exercise as a consequence of residence or other conditions.

There are currently no plans to lower the voting age.

#### Regulations of special groups of young people

It is also the [Fundamental Law of Hungary](#) 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.'

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.

#### Results of the Hungarian Youth 2020 research

A questionnaire survey of Hungarian youth has been conducted every four years since 2000. The last, representative survey took place in 2020 [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]. 8000 young people (aged 15-29) were interviewed on various topics (e.g. family, education, work, social media, politics).

The results on the interest in politics has increased significantly among young people (the figure was 2.03 in 2016 and 2.43 in 2020). Young people's interest in public life has also increased in the last 4 years: in 2016, the 'value of interest in public life' was 2.46, in 2020 it was 2.91 (average on a 1-5 point scale). Since the last survey, the proportion of those who think democracy is the best political system has increased to 57%.

In 2020, 78% of young people told they used to talk about public issues with friends, in 2016, this proportion was 64%. 28% of them have a politically active friend. These young people are more interested in politics; they talk to their friends and families about politics and public life several times.

In conclusion, research results show, that the political interest of the Hungarian youth has increased in recent years.

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 of Hungary](#), every Hungarian citizen

'shall have the right to hold public office according to his or her aptitude, qualifications and professional competence.'

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 Magyarorszáért](#)) 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	
<b>No. of representatives (max)</b>	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)
<b>FIDESZ-KDNP</b>	133	3% (4 people)	133	5.26% (7 people)	263	7.9% (21 people)	164	5.4% (9 people)
<b>MSZP or (MSZP-EGYÜTT-DK-PM-MLP) or (MSZP-Párbeszéd)</b>	20	5% (1 person)	38	15.7% (6 people)	59	13.5% (8 people)	190	10.2% (19 people)
<b>JOBBIK</b>	26	26.9% (7 people)	23	47.8% (11 people)	47	53.1% (25 people)	-	-
<b>LMP</b>	8	22.2% (2 people)	5	(0 people)	16	50% (8 people)	-	-
<b>DK</b>	9	(0 people)						
<b>independent MPs and nationality MPs and (Együtt)</b>	1+2	0% (0 people)						
<b>MDF</b>			-	-	-	-	11	9% (1 person)
<b>SZDSZ</b>			-	-	-	-	20	10% (2 people)

## 5.3 Youth representation bodies

### Youth parliament

In Hungary the formation of Youth Parliament ([Országos Diákparlament](#)) established by the Government holds meetings every 2-3 years. In the intervening years the National Student Council ([Országos Diáktanács](#)) meets. Beyond that there are other grassroots initiatives, actions and various formations. 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 Responsible for Education (currently the State Secretary Responsible for Public Education) has the main task of convening the Youth Parliament.

#### Structure

The minister convenes the Youth Parliament in every second year. The plenary sessions of the National Student Council operate between the two National Student Parliaments' sessions.

#### Composition

Representatives are elected in ascending order. First, institutional representatives are elected either by the School student councils or by the participants of the Institutional



Youth Parliament meeting. The role of those selected is to represent the students of their institution. Secondly, the county representative is selected by the county student council from the previously selected individuals. These elected persons then represent their county in the National Youth Parliament ([Országos Diákparlament](#)) where about 300 candidate is present.

### Role and responsibilities

In the presentation of the National Youth Parliament, it reviews the exercise of student rights and might adopt a recommendation in which it shall formulate its opinion and proposal. The last session of the National Youth Parliament was at the end of January 2020. The National Youth Parliament established the National Student Council ([Országos Diáktanács](#)) on 15th February 2017.

### Funding

Information about 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 State Secretary Responsible for Public Education,
- 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 four years, they met 26 times ('[Az Országos Diáktanács üléseinek időpontja](#)'). The first meeting of 2022 was in late January, the meeting was held online because of the pandemic situation ('[Online egyeztetett az Országos Diáktanács](#)').

### Participants

The participants are 2 representatives from Budapest and 19 from the counties. The total number of members, including alternates, is 46.

### Tasks

The National Student Council participates in taking a stand on student policy issues (forming opinions, recommendations, engagement); has opportunities for regular consultation with the education government, participates in the preparation of the National Youth Parliament. It acts as a corps and exercises its rights in meetings.

Two important topics from 2021 were:

- experiences with the personal and digital work in the epidemic situation,
- the personal income tax exemption for young people under 25 years of age. (For more information on the tax exemption, see sub-chapter [1.4 Youth policy decision-making](#))

#### Independent Youth Parliament (Független Diákparlament)

The Independent Youth Parliament (Független Diákparlament) 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 an Alternative, Student-Centered Education' [([Alternatív Diákközpontú Oktatásért Mozgalom](#)) (ADOM)]. 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](#) (referred hereinafter to as NIT)] is to represent member organisations, establish communication between youth organisations, to articulate issues affecting youth, to communicate continuously with decision-makers, to support and implement the horizontal objectives of youth policy. Last but not least, it addresses the current Government.

It was founded on 1 December 2012, but the idea for its formation had been around since the change of the political regime. At the statutory meeting, 105 organisations signed the declaration of unification and adopted statutory regulations. In autumn 2016, NIT signed a strategic agreement with the Ministry of Human Capacities, since then NIT has been authorised to act as a strategic partner of the government in youth advocacy in such important areas 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 is no any data publicly available on the age or number of members, and it is continuously changing.

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 ('[Kik vagyunk?](#)').

NIT's major objectives include the followings:

- providing the highest level of representation of youth and their organisations,
- participating in forming and developing policies regarding youth, and
- 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 earmarked to support the aims of NIT. In addition, the budget is managed in accordance with the Civil Code and the association operates with the help of funds from the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (NEA)]. Also, members pay some token membership fee ([tagdíj](#)).

The Board of Children and Youth Fund

The Roundtable for Youth (Kerekasztal a Fialokért) was a professional forum through which the Government communicates with the leading organisations and individual professionals in the field of youth policy. Since 2020, the Roundtable has not been convened due to the pandemic situation. The main advisory body is currently the Board of Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)).

## Composition

The organisations are invited by the Deputy State Secretariat for Youth Affairs, operates under the Prime Minister's Office ([Miniszterelnökség](#)). The invited organisations are partly strategic partners of the Government, and partly they are organisations with great traditions, representing a significant number of youngsters. The Government Decision 1292/2012. (VIII. 13.) on the Board of Children and Youth Fund [[1292/2012. \(VIII. 13.\) Korm. határozat a Gyermek és Ifjúsági Alapprogram Tanácsáról](#)] lists the participants:

- representative of the ministry responsible for youth policy,
- representative of the national self-governmental bodies,
- [Hungarian Youth Conference](#) ([Magyar Ifjúsági Konferencia](#)),
- The National Organisation of Student Self-governing Bodies ([Hallgatói Önkormányzatok Országos Konferenciája](#))
- [The National Association of Large Families](#) ([Nagycsaládosok Országos Egyesülete](#)),
- The [Hungarian Scouting Association](#) ([Magyar Cserkészszövetség](#)),
- [Hungarian School Sport Federation](#) ([Magyar Diáksport Szövetség](#)),
- FIVOSZ – [National Association of Young Entrepreneurs](#) ([FIVOSZ](#)),
- Hungarian Farmers' Association ([Fiatal Gazdák Magyarországi Szövetsége](#) – AGRYA).

## Role and responsibilities

The purpose of Board of Children and Youth Fund is to create a permanent forum for the youth organisations, the Ministry and other state institutions in order to discuss the actual questions of youth policy. According to the Government Decision 1292/2012. (VIII. 13.) [[1292/2012. \(VIII. 13.\) Korm. határozat](#)], the Board

- comments and make recommendations on children and youth policy regulations,
- participates in the planning and harmonization of children and youth services,
- participates in the development of the projects aims the improvement of children and youth life situation,
- informs society about the goals and developments of children and youth policy,
- proposes regulation amendments, governmental decisions, new programmes in the field of children and youth policy.

The Deputy State Secretariat for Youth Affairs organises these meetings at least once in three months.

## Funding

The Ministry ensures the running of the Board, but we do not have access to factual information. (For more information on the Board, see sub-chapter [1.4 Youth policy decision-making](#))

## 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-Government [Hallgatói Önkormányzat in Hungarian (hereinafter referred to as HÖK)] which operates as part 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](#)] (referred hereinafter to as HÖÖK) is the representative organisation of the Hungarian student self-governments operating at Hungarian higher education institutions. Its members come from these self-governing bodies. It is organised and it operates in a democratic way.' [HÖÖK - About us ([HÖÖK - Szervezetünk](#))]

In order to support the development of the Hungarian higher education system, HÖÖK performs youth and higher education policy tasks which are not manageable on the institutional or regional level. It is a generally accepted representative body that has the right and the opportunity to articulate the needs and opinions of youth to 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

'all students shall be members of the students' union and shall have the right to vote and to stand as a candidate in elections.' ([Act CCIV of 2011](#) on National Higher Education)

## Structure

Higher educational institutions are required to ensure participation of students in committees, senates which deals with students' issues. Student self-governments (referred hereinafter to as 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 (HÖÖK) 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.' [[Act CCIV of 2011](#) On National Higher Education ([2011. évi CCIV. törvény a nemzeti felsőoktatásról](#))]

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,
- 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,
- legal advice for students ([Hallgatók ügyvédje](#)),
- 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 (referred hereinafter 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.' ([Act CXC of 2011](#) on National Public Education)

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

**Association of Hungarian PhD and DLA Students** (Doktoranduszok Országos Szövetsége)

In Hungary the Association of Hungarian PhD and DLA 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.

'At national level, students participating in doctoral programmes at higher education institutions shall be represented by the Association of Hungarian PhD and DLA Students. The Association of Hungarian PhD and DLA Students shall be a legal person with statutes adopted by a body comprising the representatives of the doctoral students' unions, having its seat in Budapest and represented by its president.' [[Act CCIV of 2011](#) on National Higher Education (A Nemzeti felsőoktatásról szóló [2011. évi CCIV. törvény](#))]

The Association of Hungarian PhD and DLA 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.' ([Bemutatókozás](#))

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 an important 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 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.' ('[Alapszabály](#)')

**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 [programmes](#), events 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.

**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 25 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:

- organisational development activities,
- youth research, local youth conception and creation of action plan (advocacy, consultation),
- community and civil development,
- proposal writing in the field of youth and community development,
- professional project organisation,

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 in Hungary it is easy to involve young people in political decision-making processes, because only a small number are interested in public policy.

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 the Association of Hungarian PhD and DLA Candidates [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as DOSZ)] have more declared rights in certain areas of legislation (for example in higher education). Not only in education but also in another respect, they establish youth organisations.

For example:

- based on life-situation – the [National Association of Young Entrepreneurs](#) (Fiatal Vállalkozók Országos Szövetsége - [FIVOSZ](#));
- some kind of value – [Hungarian Scout Association](#) (Magyar cserkészszövetség) and [Rákóczi Association](#) ([Rákóczi Szövetség](#)).



These, and other strategic partners of the Deputy State Secretary for Youth Affairs, 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 no stated or binding **law** on how young people should be involved in consultation processes, young people have the opportunity to express their views on all matters that affect them. All ministries have the right (declared by law) to agree on strategic cooperation with those youth organisations that could assist them with legislation. [Act CXXXI of 2010 on public participation in developing legislation ([2010. évi CXXXI. törvény](#) a jogszabályok előkészítésében való társadalmi részvételről)]

One of the Government's decision [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. In addition, it is also important to strengthen the participation of young people in society in order to promote youth and their communities, and to ensure continuous cooperation between the social actors involved in youth work.

## Levels on consultation

On ministry level, the Deputy State Secretary for Youth Affairs also provides a forum for consultation with youth organisations through one formation: the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)). (For more information please see sub-chapter [1.4 Youth policy decision-making](#))

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 assemblies per year, and additional consultations are also held in the capital and in the countryside on a project-by-project basis where local decision-makers and young people can have a dialogue on specific issues.

With regard to education policy, the National Youth Parliament ([Országos Diákszövetség](#)) has an important role in representing the recommendations of the students.

At the local level, there is no mandatory framework for how young people should consult (except for student councils at schools). Local consultations are depend on local governments.

## Method of consultation

The Deputy State Secretary for Youth Affairs and the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) invite the organisations. Some of the organisations invited are strategic partners of the government, others are organisations with a strong tradition representing a significant number of young people.

## Regularity of consultations

The Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)) meets at least once in a quarter and write a report on its activities to the responsible minister twice a year.

The Deputy State Secretary for Youth Affairs and the NIT can have consultations on certain specific youth issues as well; these are mainly ad hoc consultations. At the local level, there is no mandatory framework on how young people should be consult (except for student councils at schools). Local consultations are depend on local governments.

At the national level **consultations** of key youth organisations and decision-makers are quite common (see above). MIK holds its national consultation twice a year as well as four meetings of the Standing Committee (Presidency).

## Actors

Among the **actors of the youth field** the

- youth workers (or experts),
- youth and student organisations (dealing with specific youth issues),
- Ministry professionals who are not decision-makers and
- student/youth councils operating at schools or at the local level should be mentioned who take part in consultation processes as members of an organisation or as individuals.

**Specific target groups** within the youth field are not treated separately from youth in general.

**The authorities** participating in the consultation processes in the youth field are mainly

- the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)).
- the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)),
- the ministry responsible for specific issues (Ministry for National Economy, Ministry of Foreign Affairs and Trade, Ministry for Innovation and Technology) and
- 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

Youth organisations are the main participants in consultations at national level as they can represent young people. Individual young people may participate in consultations at local level or on 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 nationwide project 'Step up!' ('[Lépj fel!](#)') or the National Youth Forum ([Országos Ifjúsági Fórum](#)) twice a year. Many of these young people are representatives of local school student councils.

On the other hand, this number is relatively small compared to the fact that sometimes up to 1 000 participants can take part in national events on important issues. For example, the Young Entrepreneurs Week ([Fiatal Vállalkozók Hete](#)) organised by the [National Association of Young Entrepreneurs \(FIVOSZ\)](#) every year in autumn. 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; such as 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 ('[Az Ország Diáktanács ülésének időpontja, napirendi pontjai, határozata](#)') but sometimes in legal terminology in the Hungarian Official Journal ([Magyar Közlöny](#)).

## Large-scale initiatives for dialogue or debate between public institutions and young people

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 met around 500 young people and 100 decision-maker and collected 200 problems.

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. the [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#)),
2. the Action plan for 2016-2017 of the National Youth Strategy ([Nemzeti Ifjúsági Stratégia 2016-2017-re vonatkozó Cselekvési Terve](#)),
3. the 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
<b>Type of official document within the national legislation system</b>	Parliament Resolution	Government Resolution	Government Resolution
<b>Date of launch and applicable period</b>	2009-2024	2010-2011 2012-2013 2014-2015 2016-2017	From 2012
<b>References of the legal document (in English)</b>	Parliament Resolution 88/2009. (X. 29.) OGY on the National Youth Strategy	Action Plan 2016-2017: Government Resolution No.	Government Resolution No. 1494/2011 (XII. 27) Korm. on the Approval of the Programme for the

	NATIONAL YOUTH STRATEGY 2009-2024	NATIONAL YOUTH STRATEGY – ACTION PLANS	PROGRAMME FOR THE FUTURE OF NEW GENERATION
		1535/2016 (X. 13) Korm. on the Action Plan for 2016-2017 of the National Youth Strategy)	Future of New Generation, the youth programme of the Government
<b>References of the legal document (in Hungarian)</b>	<a href="#">88/2009. (X. 29.) OGY</a> határozat a Nemzeti Ifjúsági Stratégiáról	A <a href="#">2016-2017-es CST: 1535/2016. (X. 13.) Korm. határozat</a> a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről	<a href="#">1494/2011. (XII. 27.) Korm. határozat</a> Az Új Nemzedék Jövőjéért Program, a Kormány ifjúságpolitikai keretprogramjának elfogadásáról

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

Before the [National Youth Strategy 2009-2024](#) [([Nemzeti Ifjúsági Stratégia 2009-2024](#))] (hereinafter referred to as NYS) was developed, there was extensive technical consultation (between governmental and non-governmental actors - involving representatives of non-governmental organisations and youth experts), it was thoroughly prepared.

The Parliament has adopted [National Youth Strategy 2009-2024](#) 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 central document, this Strategy sets out the main directions for improvement. It provides all actors in the field with long-term directions for improving the living conditions of youth so that they can plan and organise. Taking into account variable conditions, it sets general 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

- the Parliament,
- the parties,
- the experts and
- 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.

## Action Plan for 2016-2017 of the National Youth Strategy

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.

The Parliament Resolution 88/2009. (X. 29.) on National Youth Strategy states that the Government should submit an action plan every two years. (The latest Action Plan for 2016-2017 is the most current.) The Action plan for 2016-2017 of the National Youth Strategy ([Nemzeti Ifjúsági Stratégia 2016-2017-re vonatkozó Cselekvési Terve](#)) is a government decree.

When the 2-year-long action plans were 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 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)].

Grassroot initiatives, valuable comments and opinions, the views of participants were used to set up the 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,
- supporting the work of youth communities, and
- supporting the work of civil organisations.

Key objectives set by the strategy from the perspective of participation:

- strengthening the system of student interest representation,
- encouraging youth to participate in public affairs regarding all the issues related to them,
- developing and educating the skillset and attitude that is required for active participation,

- increasing the level of participation of youth organisations in decision-making processes and operational support of these.

### Specific target groups

There is no specific target group within youth whose participation should be particularly promoted. Young people aged 8-12 years minimum and 25-30 years maximum are the main target group. At a certain point in the document, special attention is given to young people with disabilities.

**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 point of view of participation, the main target groups are

- the 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 goals and areas of intervention. It points to 4 main areas of interventions:

- citizenship,
- home and family creation,
- career and existence,
- leisure.

These were intended to be realised by planned projects.

Key objectives set by the strategy from the perspective of participation:

- further support for civic education,
- meeting with politicians and public figures (for example attending parliamentary plenary sessions) and
- 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:

- young people between the ages of 10 and 23 seeking help with mental health, lifestyle and career choices,
- primary and secondary school students,

- young people with multiple disadvantages,
- 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 and the Deputy State Secretary for Youth Affairs.

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

- the ministers responsible for child and youth policy,
- education,
- social inclusion and
- 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 responsible for the implementation. 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:

- the Youth Consultation Cycle (Ifjúsági Konzultációs Kör) 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 Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) 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](#),

'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 Association of Hungarian PhD and DLA Candidates ([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 Social 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 – [National Association of Young Entrepreneurs](#) (in Hungarian: [FIVOSZ](#)),
- young farmers – Hungarian Farmers' Association [[Fiatal Gazdák Magyarországi Szövetsége](#) (AGRYA)]
- Association of Hungarian PhD and DLA Candidates [[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 funding can be legal or state subsidies, tender applications 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 supports are specified in the Act CLXXV of 2011 ([Civil törvény](#)). 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 for its tenders [Act CLXXV 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 children's and young people's activities, programmes, initiatives 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:

- the programmes of youth NGOs on participation,
- 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 of the National Talent Programme ([Nemzeti Tehetség Program](#)) is to support talent development, provide long-term support to talented youth, and promote outstanding talent managed by organisations, communities and programmes in Hungary and beyond. (For more information, 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 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**

In addition, various development programmes have provided a framework for financial support in recent years, most notably the Human Resource 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,
- 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 [Act CLXXV of 2011 ([Civil törvény](#))].

## Local governments

In Hungary, it is the responsibility of local governments to support youth. [Act CLXXXIX of 2011 ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól)] This means, that on the local level, the local governments 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:

- camps,
- mentor training,
- training,
- meetings,
- advocacy,
- research,
- information and communication activities,
- publications.

## Initiatives to increase the diversity of participants

In Hungary, there are no programmes on this topic that are accessible to a wide range of young people and funded by the Hungarian state. This topic is not part of the main objectives or rhetorical line of the Hungarian government.

## Governmental initiatives

Also, there have been several government initiatives 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](#).)

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

- '[Parliamentary Tutorial](#)' ('[Parlamenti különóra](#)'),
- '[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 the European countries where there is no independent strategy for civic education; it does not appear as separate compulsory subject in school, but is part of the National Core Curriculum and the Framework [([Nemzeti Alaptanterv](#) (hereinafter referred to as NAT))]. On the other hand, several legal regulations contain general instructions on the teaching of knowledge and key competences mentioned 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 development tasks are detailed 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 between 8 and 18 years old.

## Formal learning

Social and civic education appears as a stand-alone subject in grades 8 and 12 from 2020, but social and civic education is part of the general and vocational curricula in both primary and secondary education (see above). According to the regulations of NAT, civic education is part of the subject history, social studies, civics and economics.

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)]

"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)]

The curriculum of the Hungarian systems contains both specific objectives and learning outcomes.

Critical thinking is theoretically included in the curriculum, such as:

- critical thinking,
- multi-perspectivity and logical thinking,
- analytical 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)]

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,
- respect for the rules of coexistence,
- respect for human dignity and human rights,
- non-violence 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.' [National Core Curriculum ([Nemzeti Alaptanterv](#))]

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)]

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.

### **School community service**

[School community service](#) is an example of promoting student participation. The [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) (in force since 1 January 2015) requires students to complete 50 hours of community service before graduation. It is the responsibility of schools to organise community service depending on the student's choice. Students can do community service with

- state or local-governmental institutions,
- NGOs or other non-profit organisations,
- churches or
- private individuals.

### **Other large-scale policy initiatives**

Other large-scale policy 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 for the creation of partnerships between formal education institutions and youth organisations. The Erasmus+ programme provides funding for cross-sectoral projects, but the implementation of certain projects depends on the following factors:

- the openness, motivation,
- the financial means of schools, and
- the teachers' workload.

For this kind of cooperation, [Tempus Public Foundation](#) had a call for applications in 2020. [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 have been initiatives to support civic education of young people through civil society. A good example is the [Foundation for Democratic Youth \[Demokratikus Ifjúságért Alapítvány\]](#) (hereinafter referred to as DIA)], which has been running programmes to promote the active participation of young people for 15 years, for example using 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 financial support for these programmes. There is also no detailed information on programmes at national level that establish or support educational projects for the development of civic and social competence.

### **Quality assurance/quality guidelines for non-formal learning**

Uniform national principles and guidelines for the recognition of informal and non-formal learning outcomes are currently being developed in Hungary.

Between 15 November 2011 and 30 November 2015 the Hungarian Qualifications Framework [Magyar Képesítési Keretrendszer (hereinafter referred to as MKKR in Hungarian)] was developed as part of the TÁMOP-3.1.8 project titled as 'Overall quality development in public education' ([TÁMOP-3.1.8 Átfogó minőségfejlesztés a közoktatásban](#)). A government regulation in 2012 accepted the new, learning-outcome based MKKR. The aim of MKKR ([Magyar Képesítési Keretrendszer](#)) 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,
- skills,
- 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 textbooks on social and civic knowledge have been published. Usually, manuals and accompanying pedagogical material are available on the websites of various NGOs and schools. In addition, there are other framework curriculum materials for teachers on the internet. But they do not reach a wide range of educators.

Youth experts (special helpers, teachers, policy-makers, researchers) sometimes have the opportunity to participate in various events on different youth-related topics. A smaller number of these events are organised by the state.

In recent years there have also been several initiatives by non-governmental organisations, such as

- [Hungarian Association of Youth Service Providers](#) (Ifjúsági Szolgáltatók Országos Szövetsége),
- 'Youthmatter' ('Ifjúságügy'); or
- [Foundation for Democratic Youth](#) (Demokratikus Ifjúságért Alapítvány, hereinafter referred to as DIA),
- Pillar Foundation ([Pillár Alapítvány](#)).

There are some organisations that (under certain circumstances) organise courses on debating culture (for example, DIA), but they do not reach a wide mass of young people.

The different Erasmus+ actions also provide opportunities for educators to support the development of civic competences, although teachers' participation 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 school 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 Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) 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). From 2020, social and civic competence teaching is a separate subject (entitled civic knowledge) in grades 5 and 12.

The New Generation Reloaded Project ([Új Nemzedék Újratöltve](#)) which was the project of the New Generation Centre, is financed through an European Union grant (EFOP-1.2.3-VEKOP-15-2015-00001). Now this project belongs to the Elizabeth Youth Fund [([Erzsébet Ifjúsági Alap](#)) legal successor of the New Generation Centre].

## Youth-targeted information campaigns about democratic rights and democratic values

There is no information about current nationwide campaigns for young people to inform them about democratic rights and values, or about campaigns to raise awareness about European values.

### 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 (['Diákparlamentek'](#)). 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-time voters have always been important to the current Government. Young people who have come of age since the last elections always receive a gift when they vote in elections. These gifts are usually related to the theme of the election. The [National Election Office](#) (Nemzeti Választási Iroda) gives these gifts.

For example, in 2019, citizens, who voted for the first time (['Szilikonkarkötőt kapnak az első választók'](#)), received a silicone bracelet from the National Election Office. The flag of the European Union is also depicted on the silicone bracelet in the national colours. 110 154 young people received it.

### United Nations Youth Delegate

The UN Youth Delegate has also become increasingly popular among young people. Young people between 15 and 26 can participate 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. The 5th Youth Delegate is in office from January 2020. The next delegate's selection is in progress.(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 'You have a say!' Parliamentary Youth Day (['Van beleszólásod! Parlamenti Ifjúsági Nap 2021'](#)) aims to give young people the opportunity to engage 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 in grades 11-12. (around 300 people) will have the opportunity to speak to a Member of the National and EU Parliaments and take part in an interactive debate and learn about the Erasmus+ Youth Pillar.

The debate is about the questions prepared by the young people themselves and the debate is based on issues that concern them. The groups' participation - along with their preparation and creative report - will be assessed by a professional jury.

The event was last organised in November 2021.

## Democracy Game

A youth programme of the Public Library and Public Education Directorate is the Democracy Game (['Demokráciajáték'](#)). This is a one-day event where students can take on the role of MPs and thus get a close-up look at the work of the Parliament. As part of the programme, young people can attend a committee meeting, a plenary session, and a fractional session.

The aim of the programme is to familiarise young people with the work of Members of Parliament by imitating the legislative work of Parliament. The long-term goal is to awaken students' interest in public life. The initiative aims to get young people to participate in opinion-forming and discussion on issues that concern them, to develop their communication and argumentation skills, and to work in a team.

## Parliamentary Tutorial

Parliamentary Tutorial (['Parlamenti különóra'](#)) is also aimed at high school students. The aim of the programme is to familiarise students with the basics of parliamentary democracy and to gain insight into the work of the Parliament and to expand their knowledge of the constitution. Participants can spend a whole day in Parliament, have their own conversation with a Member of Parliament, attend the plenary session and take part in interactive games.

### 'Like-a-Parliament' ('Mint-a-Parlament')

The 'Like-a-Parliament' (['Mint-a-Parliament'](#)) programme is similar to the Democracy game, but the target group is university students. The event is a two-day programme series consisting of a debate and a session. The representatives (students) create fictitious parliamentary groups in a simulation game. They submit bills that can later be debated in a parliamentary session. The last session took place at the end of November 2019.

## Future Debates Forum

The Elisabeth Youth Fund (['Erzsébet Ifjúsági Alap'](#)) organized a forum in 2021, entitled Future Debates Forum (['Jövő vitái fórum'](#)). Young people between 18-25 ages participated in this four-day-event. There were several workshops, presentations in 4 main topics:

- young people's mental health,
- the role of higher education,
- Zero Waste,



- who is their generation.

## Promoting the intercultural dialogue among young people

The promotion of dialogue among young people is mainly supported by individual, non-governmental and local initiatives, but not at the national level. We are not aware of any such national initiative at present.

## Promoting transparent and youth-tailored public communication

In Hungary, there are no programmes on this topic that are accessible to a wide range of young people and funded by the Hungarian state. This issue is not one of the main objectives or rhetorical line of the Hungarian government.

There is no data on trainings for politicians and decision-makers on youth-friendly communication. There are several bachelor's degree programmes for those interested in becoming youth workers; however, these are open to 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 many public, governmental or social debates or plans for dialogue on the topic of youth participation.

### Ongoing debates

At the National Student Council's [[Országos Diáktanács](#) (hereinafter referred to as NSC)] meetings, the issues are the following:

- having review or veto power rights,
- supporting the work of local government youth officers, who are not sufficiently active and
- how can young people be more involved in public life at the local level and how can the local youth officer solve this problem.

Excluding the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), the relevant actors are:

- members of the National Student Council,
- students' councils,
- teachers,
- youth workers,
- leaders of youth organisations, and

- municipal actors.

At its meeting in 2020, the National Youth Parliament ([Országos Diákparlament](#)) has made recommendations (['Ajánlások - Országos Diákparlament 2020'](#)) 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.

30 of these recommendations have already been made or they are in progress; 8 of them have not been fulfilled yet (['2020. évi Országos Diákparlament ajánlásai'](#)).

## 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 was 12.1% in 2020](#)) 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 12,1% 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 continued to decline since 2008, but in 2016 was still higher than at the turn of the millennium. According to the latest data, in 2020, 41% of young people participated in some organised, school-based training which means that the participation is stabilised since 2016. Among them, 86% of 15-19-year-olds, 36% of 20-24-year-olds, and 8% of 25-29-year-olds have been in education. [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]

In the 2020/2021 academic year the number of children/students attending

- kindergartens is 322.7 thousand (4% decrease compared to 2019/2020);

- primary schools is 725.8 thousand (0.8% decrease compared to 2019/2020);
- secondary institutions is 398.3 thousand (3.1% decrease compared to 2019/2020);
- higher education institutions (full-time degree programmes) is 204.8 thousand (5% increase compared to 2019/2020). [Hungarian Central Statistical Office, 2020 and 2021 ([Központi Statisztikai Hivatal, 2020 és 2021](#)) (referred hereinafter to as KSH)]

The number of children at 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)

The [Act LXXIX of 1993](#) on Public Education ([1993. évi LXXIX. törvény a közoktatásról](#)) states that educational institutions in Hungary are operated by the Hungarian state and include

- kindergartens,
- primary schools and
- secondary schools.

Attendance at these institutions is free of charge for Hungarian citizens until the age of 18 , and also compulsory between the ages of 3 and 16 (3 years kindergarten and 10 years school). For more detailed information please see Eurydice, sub-chapter Hungary Overview - [Stages of the Education System](#).

The laws governing public education were established in the [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. Nemzeti köznevelésről szóló törvény](#)). The state is obliged to provide to its citizens with the right to participate in primary and secondary education and to obtain their first vocational qualification. A more recent, but important change ([változás](#)) is that adults now have the opportunity to obtain their first and second vocational degrees without age restriction at an evening school or through distance learning. For more detailed information, please see Eurydice, sub- chapter Adult Education - [Main Types of Provision](#).

### General government expenditure on education as a proportion to the GDP

Government spending on education as a share of GDP has decreased in recent years: in 2017 - 2018 it was about 5% and in 2019 it was 4.7%, but it is still about the EU average (4.7%) (Referred in [Eurostat](#), 2021)

### The rate of early school leavers slightly increased

The proportion of early school leavers has stagnated since 2016, but shows a very different depending on geographic regions and school type. The rate of early school leavers was:

- 12.4% in 2016,
- 12.5% in 2017,
- 12.5% in 2018,

- 11.8% in 2019
- 12.1% in 2020. ([Eurostat](#), 2021)

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 to 34% the share of 30-40 year olds who have tertiary education or equivalent qualification, and to
2. reduce to 10% by 2020 the share of early school leavers between 18 and 24 (especially disadvantaged, multiply disadvantaged and Roma students).

In addition, the objectives of the measures to be taken in the field of education policy include:

1. developing the key competencies of students and
2. improving the interoperability of the educational structure, supported by non-formal and informal learning programmes, and reorganising 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 proportion of schools with above 50% of Roma students increased from 9% to 14% in 10 years and the proportion of Roma in higher education was 0.8% in 2017. ([European Commission](#), 2020)

### **Access to higher education**

Forms of higher education include:

- short-cycle higher education, higher education vocational trainings
- Bachelor’s degree,
- undivided programmes offering Master’s degree.

The admission process for the above forms of higher education is based on

- their grades in secondary school,
- the results of their final exams at secondary school and

- extracurricular activities (such as language exams, academic competition, final exams on a higher grade).

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 and other extracurricular activities.

In 2013, the Act of National Higher Education was amended and the Government abolished 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 during the years. The proportion of enrolled students slightly increased since 2017. 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 2021, 87 246 students were enrolled out of 116 680 applicants (75%),
- in 2020, 79 417 students were enrolled out of 107 267 applicants (74%),
- 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%).

### 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 mechanism 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 kindergarten education and care starts at the age of 3. Participation in kindergarten care is obligatory for children of 3 years of age (...) however, exemption from this obligation may be requested up to the age of 4.'

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 children can apply for secondary school (ISCED 3).

Until 2019 students could choose between

- upper secondary general schools,
- upper secondary vocational schools,
- vocational schools, or
- special vocational schools.

From 2020, in the new Vocational Training System, students can choose between

- Technicum Schools or
- Vocational Schools.

'In the Technicum Schools (...) quality technical education and training is provided. The qualification - acquired in a Technicum School - provides knowledge for middle management level in a 5 - (some cases 6) year long training. The programme combines the advantages of both upper secondary general education and vocational training.'

'The new Vocational School has a 3-year-long programme which aims to prepare students for the profession. After first year's sectoral and basic exam, in the 9th-grade students should choose their specific vocation. In the following 2 years students should acquire professional knowledge in the form of dual training at companies and entrepreneurs.'

'The 1-2-year programmes of post-secondary vocational education (ISCED 4) were launched in the second half of the 1990s.' For more information, see Eurydice, 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)

## The new Vocational Training System

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 szakmapolitikai 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 skilled professionals,
- to have skills needed in 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 better adapt to the changing demands of the labour market.

The Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) is responsible for the implementation of the Strategy. The Council for Innovation in Vocational Training ([Szakképzési Innovációs Tanács](#)), as professional decision-making, review and proposal body, supports the Minister responsible for vocational training and adult education in fulfilling its tasks in the field of vocational education and training.

In addition, the professional content of vocational and adult education is continuously discussed with the Sector Skills Councils ([Ágazati Készségtanácsok](#)), in order to ensure that the sectoral and economic aspects are adequately reflected in the regulation. The Centre for Innovative Education Support ([Innovatív Képzéstámogató Központ](#)), supported by the Minister, also plays an important role in the reform, as a methodological centre and information provider.

The new vocational training system came into effect in September 2020, and affects only those who start their studies in vocational training in September 2020. In the new system students entering secondary education can choose between Technicum Schools and Vocational Schools (for more information please see above sub-chapter '[ISCED levels and VET](#)').

## 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

The documents of the [Hungarian Central Statistical Office](#) ([Központi Statisztikai Hivatal](#)) contain definitions. 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 the last four weeks in education or training within or outside the school system.

## Definitions of non-formal and informal education in Hungary

Definitions for non-formal and informal education (from 2008) are the following:

'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 (referred hereinafter to as KLIK) ([Klebelsberg Központ](#)).

As of 1 January 2017, the [KLIK](#) is involved in the management of the sector (shared duty with the Minister responsible for education). KLIK decides on the financial management competence, reorganisation, termination of the public education institution, or about the transfer of the maintenance rights, the name of the institution, its budget, rules of charges,



tuition fees, social discounts.' (Eurydice, sub-chapter [2.6 Administration and Governance at Central and/or Regional Level](#))

An important actor in education policy is the [Educational Authority \(Oktatási Hivatal\)](#) which is subordinate to the Ministry of Human Capacities. It is responsible for all issues related to study, from entry into primary school, to attainment of the highest degree (with the exception of adult training).

### **National Pedagogue Faculty**

The National Pedagogical Faculty ([Nemzeti Pedagógus Kar](#)) is a local government body of teachers working in public educational institutions maintained by state and local governments. Any teacher can become a member. The main purpose of the organisation is to comment on legislation in the field of education, to provide an overview of the organisation of compulsory community service for secondary school students in Hungary and to operate the related advisory and information system. (For more information on the school community service, see sub-chapters [2.1 General context](#) and [9.4 Raising awareness about global issues](#))

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 representation for 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 functions on a democratic basis by the students' self-government of higher education institutions. In order to improve Hungarian higher education, it carries out 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**

Earlier the Institute for [Educational Research and Development \(Oktatókutató és Fejlesztő Intézet\)](#) was responsible for

1. educational research,
2. development,
3. innovation and
4. service activities for the public and higher education.

The Institution was terminated by the Government by a government decision ([kormányhatározat](#)) and its tasks related to the development of the textbooks were transferred to the [Könyvtárellátó Nonprofit Kft.](#) The educational development tasks were

transferred ([átvette](#)) to the [Educational Authority \(Oktatási Hivatal\)](#) from 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 Democratic Trade Union of Teachers ([Pedagógusok Demokratikus Szakszervezete](#)) was founded in 1986 and its activities include education and labour interest reconciliation, pedagogical representation, and legal assistance. The Trade Union of Teachers ([Pedagógusok Szakszervezete](#)) 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 largest 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 Centre ([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 their rules for operation. 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, 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 early school leaving without qualifications, for which the later discussed medium-term strategy and action plan was elaborated [[6.3. Preventing early leaving from education and training \(ELET\)](#)]. 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 cooperation, 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 \(Nemzeti Szakképzési és Felnőttképzési Hivatal\)](#), [Educational Authority \(Oktatási Hivatal\)](#), 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).

The new Public Education Strategy for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) also mentions the cross-sectoral cooperation. The Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) is the main body responsible for implementing the Strategy.

There are several other organisations involved in the tasks:

1. the background institutions of the Ministry,
2. the central and/or the local governmental bodies [mainly the Education Office ([Oktatási Hivatal](#)), Klebelsberg Centre ([Klebelsberg Központ](#)) and the Educational district centres ([Tankerületi Központok](#))]
3. other state institutions and
4. private institutions.

Legal changes in recent years have required and also presupposed many 'sectoral' cooperation, for example, due to the legal division of responsibilities 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 where such cooperation take place. 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 school maintenance tasks ([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 [Educational Authority \(Oktatási Hivatal Szakmai Gyakorlatok és Duális Képzések Osztálya\)](#) 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](#)). Although the strategy was adopted in 2016 its 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 [Educational Authority \(Oktatási Hivatal\)](#).

- Pedagogical Educational Centres ([Pedagógiai Oktatási Központok](#)) were established to coordinate controlling and monitoring at the local level.
- The expectation and recognition of competencies 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 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 planned date of the end of the audit was the end of 2021. Still, the report is not available so far.

### **The Public Education Strategy made for the European Union 2021 - 2030**

According to the information provided by the Ministry in 2021, there is no plan to have another strategy with the specific aim of tackling early school leaving, but this topic was included in the new Public Education Strategy made for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) adopted by the Hungarian Government in 2020. One main aim of the Strategy is to develop access to qualitative and fair education, prevent early school leaving, and develop qualifications. In relation to this aim, the development areas are

- decreasing the number of those students who underperforms,
- further development of the the early warning and pedagogical support system,
- development of the underperforming schools,
- supporting the education of the children with special educational needs,
- supporting the students with strengthening the cooperation between the educational institutions and families,
- programmes for the development of the basic, digital and foreign language skills of the disadvantaged students,
- unique methodological and resource support for the disadvantaged student groups.

### **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 achieve 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 dropout. These are usually linked to

1. declining school performance,
2. problematic behaviour,
3. regular absence from school,
4. problems in the family.

The target was approximately reached in the second half of the 2020/2021 academic year. The rate of early school leavers was in only 3 counties and in 1 region higher than 10% ([Oktatási Hivatal, Kimutatások](#), 2021).

## Formal education: main policy measures on ELET

### 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 dropout groups of students. Further program developments focus 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. According to the information provided by the Ministry in 2021, almost 10 000 students acquire professional and financial support in each year and in the 'Road to Diploma Program' ([Út a diplomához program](#)) in the 2020/2021 academic year 507 students have a scholarship in the frame of the Program and 170 of them were Roma.

The Roma Girls Incorporation Program ([Roma lányok korai iskolaelhagyásának megelőzése](#)) also aimed to prevent school dropouts by increasing the learning motivation of Roma girls aged 10 to 18 years. In the programme frame, almost 2000 Roma girls were mentored by 440 mentors of 87 organisations, between 2017 and 2021. They helped them in their school work and coached them in their labour market skills. 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 backgrounds, such as families with very low monthly income or Roma children) by introducing new principles and methods personally. 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 and the Springboard 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:

- the School Education Bridge Program (Köznevelési HÍD – program), and
- 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 centres ([Tankerületi Központok](#)) are responsible. Second, the Springboard Program ([Dobbantó - program](#)) [formerly the Vocational Training Bridge Program (Szakképzési HÍD – program)], for which the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) 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 only participate in the Springboard programme if he or she has not yet completed primary school and has reached the age of 16. Students participating in this programme can receive a scholarship ([ösztöndíj](#)) of 5% of the minimum wage. In the 2020/2021 school year, more than 500 students participated in the Springboard programme ([vett részt](#)) and in September 2021 the programme will already be offered in 63 schools in the country.

After the Springboard Program, the student can go to a workshop school which aims to acquire the skills needed to enter to the vocational training or to the labour market. This type of school gives a partial qualification in a profession, in a few month. There is a so-called 'mentor' who supports the student in learning a profession.

The Springboard Program 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 competencies 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.

### 'Orientation classes'

The 'Orientation Classes' ('[Orientációs Évfolyam](#)') were started from the 2022/2023 school year in 47 schools. The aim of these preparation classes is recommended for those students who obtained the primary education certificate but needs redevelopment or do not know which type of secondary school or profession they should choose. In addition, there was a pilot project ([pilot projekt](#)) from 2018 in one school where 150 students found the profession/job they would like to do. The results were:

- 38% of them went to vocational schools,

- 15% of the students continued their studies at a workshop school,
- 11% of them went into technical schools,
- 27% of them got a job or started learning at other education institutes and
- only 9% of them dropped out.

### **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 [Educational Authority \(Oktatási Hivatal\)](#). The project aims to reduce the rate of early school-leavers to below 10% following the [Europe 2020 Strategy](#). Therefore, it supports cooperation within local communities to decrease the risk of dropout 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:

- the complex development of participating institutions through individual and differentiated development programs with central coordination,
- support of students with a high chance of dropout without qualifications, improvement of their success at school and later, on the labour market,
- development of network among the institutions of higher education,
- improvement of local pedagogical services operated by the Educational Authority, development of the organisation of education.

The project aims to support 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 the 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'](#)) The amount of the support in the budget was HUF 2.5 billion (about EUR 7.5 million), which was allocated first in 2019 ([2018. évi L. törvény](#) Magyarország 2019. évi központi költségvetéséről). Since then, circa the same amount was allocated in every year in the budget.



## 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 competencies, 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, 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 essential 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 can 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.

## 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 the 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 Education Office ([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.

Some other measurements 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 informal and non-formal education, and to expand the tools of teachers for the informal and non-formal learning opportunities. The learning opportunities in the

Program are non-traditional school lessons: they allow the free processing of topics that are close to students' interests. As a result, teachers can try new forms of training, and students can participate in experiential community events.

### **Establishing a validation system**

A proposal has already been created in order to establish a validation system ([validációs rendszermódel](#)) for the recognition of skills acquired with non-formal and informal learning, which would base 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 the 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 assisted to develop communication skills and competences to enter higher education. Supported activities should enable students to acquire professional skills and practical experiences and participate in non-formal preparation. Recruitment and deliberate preparation are needed in which higher education institutions should have an active role.

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 competencies 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: the government would like to invite more students from abroad to Hungary. Between 2010-2015, the proportion coming from abroad increased by 53% among full-time students.

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 that fit better to the requirements of the labour market. Furthermore, higher education institutions must 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 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. 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 higher education graduates' employability, 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 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 to study 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 30 000 million HUF (about EUR 100 million) is allocated in the [2022 budget](#).

In 2020/2021 the Ministry of Human Capacities announced the [suspension](#) of the Language Learning Scholarship Programme due to the pandemic situation. The Programme is going to start in 2023.

### **Promoting mobility in the context of non-formal learning, and of youth work**

There is 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 the 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 a 'self-evaluation' report instead of a strict quality report based on quality criteriums, but it provides transparency.

### Revision of the **'Mid-term Strategy of Grade Change in Higher Education'**

The [State Audit Office of Hungary](#) ([Állami Számvevőszék](#)) prepared a report ([riport](#)) in 2021 to present the changes in the higher education system since 2012. The report also lists and evaluates the provisions taken for competitiveness and the development of the quality of higher education based on the goals determined in the Strategy. According to the report, only 10% of the students in higher education took part in a mobility programme (the goal is 20% to 2023). The report states that the pandemic situation strongly affects physical mobility programmes because there are many more options to digitally receive international educational experiences.

## 6.6 Social inclusion through education and training

### Educational support

There are two main strategies that 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 2030 ([Magyar Nemzeti Társadalmi Felzárkóztatási Stratégia 2030](#)).

**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 the level of 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 public education act. Children and pupils in need of special support, including:

- children/pupils with special educational needs (for example, children/pupils with physical a disability),
- children/pupils with social, learning and behavioural difficulties,
- exceptionally gifted children/pupils and
- disadvantaged children/pupils and those with [multiple disadvantages](#).

Some other institutions and professionals 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 dropout 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](#), HUF 4 290 million (about EUR 13.3 million) 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 compared to the 2009 survey, and they were also worse in mathematics, natural sciences, and text comprehension. (OECD 2013) Furthermore, the impact of pupils' socio-economic 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 more considerable 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, is compulsory for obtaining the maturity exam. It aims to

- 'raise social awareness,
- improve the self-confidence and
- competences of students, with an opportunity for career guidance'.

The ministerial decree on the learning outcomes of teacher training requires the development of 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 the school community service, see sub-chapters [2.1 General context](#) and [9.4 Raising awareness about global issues](#))

## Equal access to digital education

According to the information provided by the Ministry in 2021, the pandemic situation highlighted the importance of equal methodological and infrastructural development in education. To ensure the conditions of equal access to digital education for the students and teachers, the Hungarian Government made investments with a budget of HUF 205 billion (EUR 585 million). The following measures are planned to be implemented by the end of 2025:

- providing modern and interactive devices to primary and secondary schools (interactive panels, robotic devices, tools for the development of programming skills, drones) so the students would be more motivated, can be prevented from dropout and can acquire skills that are competitive in the labour market,
- providing own notebooks to students from 5<sup>th</sup> and 9<sup>th</sup> classes in an ascending system, so the students can benefit in and out of class the advantages of the digital pedagogy and the digital education and with this, the disadvantaged students have an equal opportunity to acquire these skills,
- providing notebooks for 55 000 teachers who have not gotten one yet from other EU or Hungarian sources and also they have to take part in a digital competence development training.

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, based on the same, it identifies competencies that cannot be linked exclusively to one certain field of learning. Instead, 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 at the development of creativity, solution-focused and critical thinking and the diversity of perspectives. As most 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, cooperation skills and digital competencies.



Innovations are explained in more detail 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 competencies 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:

- the [Digital Child Protection Strategy of Hungary \(Magyarország Digitális Gyermekvédelmi Stratégiája\)](#) and
- 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 were:

- the Ministry for Human Capacities ([Emberi Erőforrások Minisztériuma](#)),
- the Ministry for 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](#):

- Quality online content for children and young people;
- Development of awareness-raising and preparatory actions;
- Creating a secure online environment for children;
- Fight against the sexual harassment and exploitation of children.

The [strategy's](#) target system is based on three pillars:

- raising awareness and media literacy for both students, teachers and parents;
- the establishment of protection and security with state involvement, and
- sanctioning and assistance in the event of an offence.

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 have been started.
- The new National Core Curriculum pays emphasised attention to the strengthening of digital competencies.
- In the Digital Theme Week Programme ([Digitális Témahét](#)) the topic of media literacy ([tudatos médiahasználat](#)) appeared in 2020. In 2022, the main topics are digitalisation in the 21<sup>st</sup> century, digital literature, child protection, and artificial intelligence.

## 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:

- applied methodology (teacher education and training, and institutional development);
- educators' digital skills and attitudes;
- physical infrastructure, access, internal networks;
- asset availability of educational institutions;
- content (Nat and Framework Surveillance, Digital Content Development);
- 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.

In the frame of the Strategy the following measurements were launched:

- Launching of the Digital Card System ([Digitális Névjegy Rendszer](#)) which is a complex feedback and development tool for schools to measure the level of digital skills in the educational institution. The aim of the System is to give the opportunity for the schools to better apply the digital tools and to develop the digital skills of the students.

- The Digital Pedagogical Methodology Center launched a Digital Pedagogical Knowledge Database ([Digitális Pedagógiai Tudásbázis](#)) which provides methodological support to the teachers in the digital education.

### **The National Digitalization Strategy 2021 - 2030**

The Ministry for Innovation and Technology and the Ministry of Interior prepared the National Digitalization Strategy 2021 – 2030 ([Nemzeti Digitalizációs Stratégia 2021 - 2030](#)) as a frame strategy of different digital strategies, initiatives, and documents. The four main aims of the Strategy focus on the Hungarian citizens in general, but some of them includes developments related also to youth:

- digital infrastructure (also includes the digital infrastructure development of schools and digital development of higher education institutions, research networks and public collections),
- digital competencies (includes supporting the structural change in education for the development of digital competencies),
- digital economy and
- digital state.

### **The Public Education Strategy made for the European Union 2021 - 2030**

The Hungarian Government adopted the new Public Education Strategy made for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) One aim of the Strategy relates to 'Public education which reflects the challenges of the 21<sup>st</sup> century'. As a part of it

'supporting the digital culture of the students and teachers and the safe use of the Internet and to ensure appropriate methodological and technical support.'

is highlighted.

As the Strategy states,

'the digital competencies go beyond using the digital devices: the safe and responsible use of new media and using the possibilities of it are important for stepping to the labour market and for everyday life.'

### **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 media's social role and mode of operation. 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 course aims 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 with 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.

## 'DigiKomp' - a digital competence framework

In 2019, the Hungarian Government adopted the Government Decree 'On the Development and Implementation Steps of the Digital Competence Framework' submitted by the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)).

'The Hungarian system, called ['DigKomp'](#), will operate not only as a reference framework, but as a unified system that enables the definition, development, measurement and evaluation of digital competence, as well as the verification of its existence and state recognition. With the development of 'DigKomp', it will be possible to uniformly interpret and assign digital competencies acquired in the education and training system, adult education, and independent learning to predefined competence levels.'

## 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 \(Bűvösvölgy médiaértés-oktató központot\)](#).

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 funded from the budget of the project [HUF 500 million (about EUR 1.6 million)] in Budapest, and another was opened in Debrecen in 2017 [according to the information

provided by the Ministry, it was funded by HUF 295 million (about EUR 937 000)]. In 2020, one more centre was opened in Sopron ('[Búvösvölgy Sopron](#)').

## Raising awareness about the risks posed by new media

The former New Generation Center [Új Nemzedék Központ (now it is Elisabeth Youth Fund) ([Erzsébet Ifjúsági Alap](#))] has a separate menu on its website called 'Digital life' ([Digilét](#)) where they post short articles on the risks posed by the new media (e.g. stealing personal or financial data, cyberbullying, Internet addiction, sending private pictures, using safety softwares and passwords, fake news, hacker attacks). The target groups of the articles are both parents and children.

### Mediapedagogical curriculum

The Ministry of Human Capacities commissioned a media pedagogical association ([Televele Médiapedagógiai Műhely Egyesület](#)) in 2018 to create a media pedagogical curriculum to reflect the challenges of the changing media world. This curriculum was made primarily for the teachers who take part in the Digital Theme Week Programme ([Digitális Témahét](#)), but all of the teachers 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. This means that access to non-formal learning is limited, and 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

### Current debates in national education

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 projects 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 the 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 specialised pedagogical services and
- improving the regulation of the system of the 'mobile' remedial teachers and conductors, and
- updating education, based on skill development.

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. The Portal can also be used for organising digital education: the teachers can give tasks to the students and check the solutions and help the students work in groups.

According to the information provided by the Ministry in 2021, the content and the structure of the maturity exam will be changed from 2024 ([változik az érettségi](#)). The aim is to acquire certain skills (such as active problem solving and finding correlations) next to basic knowledge. Therefore, in the scientific, economic and media subjects, the students can choose to do project work. Also, the IT subject will be replaced with a digital culture subject and compulsory project work is required as a maturity exam.

## 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.

In 2020, there was a model change in higher education which means that the institutions were delegated in the maintenance of public interest asset management foundations. Furthermore, the state still has an important role in the higher education system as the procurer of the higher education service.

## 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 Hungarian Government treats human health as a priority with the primary aim 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 a youth-specific health and well-being strategy. However, both the 'Healthy Hungary 2021-2027' Healthcare Sectoral Strategy ('[Egészséges Magyarország 2021-2027](#)' Egészségügyi Ágazati Stratégia) and the '5 national health programmes' ([nemzeti egészségügyi programok](#)) have a significant impact on the young population. (For more information see sub-chapters [7.3 Sport, youth fitness and physical activity](#) and [7.4 Healthy lifestyles and healthy nutrition](#))

The overall goals of the Hungarian Government are:

- to engage children aged 6 to 14/15 years old in regular physical training,
- to increase the young people's willingness to participate in sport,
- to promote physical activity, sport and an active lifestyle together with the development of a supportive environment for the future generations to grow up healthy,
- to ensure that 'the five PE classes per week', introduced by law, provides every child in the country with daily physical activity,
- to modernise children's health facilities, establish the currently missing child and adolescent health centres, and develop an adolescent psychiatry and addiction medicine 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

In 2019, the [European Health Interview Survey](#) [[Európai lakossági egészségfelmérés, 2019](#)] (referred hereinafter to as ELEF2019) was conducted for the third time in Hungary. In this survey, the target population of the data collection also included the younger people. If the respondent had a child aged between 6 months and 14 years living in the same household, the data were also collected on this child. (['Az adatfelvétel végrehajtása'](#))

According to the preliminary data ([Tehetünk az egészségünkért – ELEF2019 gyorsjelentés](#)), the Hungarian population aged 15 and over rated their own health on a five-point scale with an average of 3.7. 94% of 15-17-year olds rate their health as 'good' or 'very good'. The proportion of chronically ill people increases with age: only one-fifth of 15 to 17 year olds reported having a chronic, long-term, but among those 65 and older, the figure was 77%. One-tenth of 15-17 year olds had to follow a special diet because of food sensitivities or another illness. 16% of them were overweight or obese and 19% were slim.

#### Differences by gender

The [Health Behaviour in School-aged Children](#) (HBSC) ([Egészség és egészségmagatartás iskoláskorában, 2014](#)) is a cross-national survey that has been conducted since 1985 in Hungary. It aims to monitor the health-related habits and subjective health status of 11 to 17-year-old schoolchildren, to track temporal and international trends, and to investigate background factors for behavioural and health indices and their mechanisms of action.

The results of the 2014 survey 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 iskoláskorban, 2014](#))

#### Differences by the level of education

There are also differences according to the level of education:

'Among those attending courses that do not provide for [school-leaving] qualifications, there are significantly fewer who consider their health status to be excellent (21.8%) than among students in high schools and vocational schools (26.2%); on the other hand there are more vocational school students who consider their health status to be acceptable (25.3% compared to the 17.6% of students in courses with school-leaving qualifications).' ([Egészség és egészségmagatartás iskoláskorban, 2014](#))

#### Results of the Hungarian Youth 2020 survey

The results of the large sample youth survey conducted every four years in Hungary [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))], show an improving tendency. However, satisfaction with health and physical appearance has slightly decreased in 2020 compared to the 2016 results. Three quarters of 15 to 29-year-olds were satisfied with their own health and well-being. Half of young people were completely or almost completely satisfied with their appearance in 2008, and this rate increased to 63% in 2020.

#### Smoking

According to the preliminary data of the ELEF2019 ([Tehetünk az egészségünkért – ELEF2019 gyorsjelentés](#)), there were positive changes in smoking among boys compared to the previous surveys: 14.1% of boys (aged 15-17) smoked in 2019, and this rate was



almost 25% among 15 to 18-year-olds in 2014. There was a slight increase among young girls: 16.4% of young girls smoked in 2019 and in 2014 this rate was 14% (among 15 to 18-year-old girls).

### Alcohol consumption

According to the ELEF2019 ([Tehetünk az egészségünkért – ELEF2019 gyorsjelentés](#)) survey, 97.4% of 15-17-year-old boys and 93% of young girls drinks rarely or never drink alcohol. These rates decrease with the age: among 18-34-year-olds the rate of those who drink alcohol rarely is 52.8% and 21.5% of those who never drink. Among the latest the proportion of women is higher.

### 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 guidelines for sports and mental health
- healthcare measures regarding youth
- the improvement of mental health
- the treatment of mental illness.

## 7.2 Administration and governance

### Governance

Currently, there is no specific government agency that is responsible for the health and well-being of young people in Hungary.

Government action regarding youth health takes 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 Healthcare (Egészségügyért Felelős Államtitkárság) and the Secretariat Responsible for Sport (Sportért Felelős Államtitkárság) should be mentioned which coordinates issues related to the youth health.

In addition, the most important areas concerning youth are handled by special departments, such as:

- the Department of Health Policy (Egészségpolitikai Főosztály),
- the Department of Public Health (Népegészségügyi Főosztály),
- the Department of Youth Affairs (Ifjúságügyi Főosztály),
- the Department of Sports Professionals and Reinforcement Education (Sportszakmai és Utánpótlás-nevelési Főosztály),
- the Department of Education Strategy (Köznevelési Stratégiai Főosztály).

The Ministry's background institutions and other institutions also deal with young people:

- National Centre for Public Health ([Nemzeti Népegészségügyi Központ](#)),
- [National School, University and Leisure Sport Federation](#) ([Nemzeti Diák-, Hallgatói és Szabadidősport Szövetség](#)),
- [National Institute of Pharmacy and Nutrition](#) ([Országos Gyógyszerészeti és Élelmezés-egészségügyi Intézet](#)),

- [Hungarian School Sport Federation \(Magyar Diáksport Szövetség\)](#),
- [National Koranyi Institute of Pulmonology \(Országos Korányi Pulmonológiai Intézet\)](#),
- [Hungarian Directorate-General for Social Affairs and Child Protection \(Szociális és Gyermekvédelmi Főigazgatóság\)](#),
- [Hungarian Association on Addictions \(Magyar Addiktológiai Társaság\)](#)

### **Act CLIV of 1997 on Health**

[Act CLIV of 1997 on Health \(1997. évi CLIV. törvény az egészségügyről\)](#) is guided by the belief 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

- promote the improvement of the health of individuals,
- help ensure that all members of society have equal access to health services,
- create conditions for all patients to preserve their human dignity and identity,
- establish the general professional requirements and guarantees of the quality of health services,
- ensure the protection of health workers and health care institutions,
- enable the interests of the individual and the community to be reconciled, current public health objectives to be achieved, the necessary resources to be available and optimally used, and health sciences to develop.

### **Cross-sectorial cooperation**

The Health Promotion Offices ([Egészségfejlesztési Irodák](#)) were opened in 2014 and operate under the governance of the National Centre for Public Health ([Nemzeti Népegészségügyi Központ](#)). Their tasks include to provide individual lifestyle counselling and to organise community programmes to help people lead a healthy lifestyle, to increase health consciousness and to promote physical activities to stay healthy. The Offices have to harmonize the work of the local organisations and programmes dealing with prevention and health development.

Two thirds of these Offices were opened in the disadvantaged regions of Hungary. In 2021, 113 Offices were operating. They are usually linked to the local hospitals or operate individually.

Various civil organisations and church institutions deal with issues that affect youth, such as

- upbringing and education,
- skills development,
- representing the interests of children and young people

- child and youth protection,
- health maintenance,
- prevention of diseases,
- medical treatment and health rehabilitation,
- drug prevention,
- conservation of nature and the environment.

Financial support and coordination of the civil sector is 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)

**'Healthy Hungary 2021-2027' Healthcare Sectoral Strategy** ('Egészséges Magyarország 2021-2027')

The new programme, the 'Healthy Hungary 2021-2027' Healthcare Sectoral Strategy (['Egészséges Magyarország 2021-2027'](#) Egészségügyi Ágazati Stratégia), defines young people as a priority target group. It aims to increase the willingness of youth to participate in sports, to promote training and an active lifestyle, and to create an encouraging environment for the future generation to grow up healthy. The achievement of 6 sub-objectives serves to achieve a comprehensive sectoral goal;

- a healthy start in life and the protection of children's health;
- promoting a healthy lifestyles, reducing health risks, promoting health;
- reduction of chronic diseases, preventive services;
- protection against epidemics and environmental damage;
- improving the health of the disadvantaged, reducing health inequalities;
- strengthening the public health system.

### Sport XXI. National Sport Strategy

In 2007, a comprehensive policy document was produced as part of the Sport XXI. National Sport Strategy ([Sport XXI. Nemzeti Sportstratégia](#)), which sets out the short and long-term strategies for every aspect of the sport in Hungary. It considers sport as a tool for achieving the most critical social objectives:

- preservation of health,
- education,
- development of personality,
- community building,
- social integration.

The target group of the strategy is all Hungarian citizens. However, in the parts concerning youth, it is suggested that young people need to become active in order to achieve a sporting lifestyle. In this way, they can receive support in coping with the challenges of the 'accelerated world' through the development of lifestyle and problem-solving skills.

The strategy was planned for the 2007-2020 period, in close cooperation with the State Secretariat Responsible for Public Education (Köznevelésért Felelős Államtitkárság).

The latest measure in the Sport XXI. programme ([Sport XXI. Nemzeti Sportstratégia](#)) involves children between the ages of 6 and 14/15 in regular physical training. It provides a broad selection base for the Heracles-programmes ([Héraklész-programok](#)), which contribute to the preparation and competition of young people aged 14-23 in 20 sports by providing funding and well-trained professionals.

### **Heracles Champion Programme**

The Heracles Champion Programme ([Héraklész Bajnokprogram](#)) was launched in 2001 as the first element of the new recruitment and training strategy with 13 sports. Currently, it includes 20 Olympic sports.

The aim of the Champion Programme is to train competitors to reach the international age group standards by young adulthood. This can be most effectively achieved between the ages of 14 and 18. To achieve this goal, ensuring regular, continuous training is a top priority for the programme. Accordingly, the project helps in the initial phase of the efficient, long-term career of the most talented 14-18-year-old athletes. This is done mainly through regular training camps and frame trainings, by employing coaches who monitor the programme full-time and offer scientific measurements and examinations.

The Secretary Responsible for Sports, pays special attention to the programme. According to her statement ([nyilatkozat](#)) in 2017:

'Heracles has a favourable impact on the ratio of local, club and central training, as it coordinates the participation of young athletes in central training camps and selected framework trainings. We can say that 74 per cent of the athletes who participated in last year's Olympic Games in Rio and almost all of the athletes in the World Water Championships in Hungary in July came from the Heracles. Nevertheless, a significant number of our adult selection athletes have also participated in some of the recruitment programmes.'

### **Promoting and supporting sport and physical activity among young people**

In addition to schools and sports clubs, there are numerous programmes to:

- promote regular physical activity,
- help children and adults choose sports,
- integrate sport into young people's everyday life.

The aim is to support competitive and leisure sports and the spread of healthy lifestyles.

### **The 'Great Sports Selector'**

The 'Great Sports Selector' ([Nagy Sportágválasztó](#)) took place for the 21<sup>st</sup> time in 2017. There was a few years when it was not held because of the pandemic but in 2021 it was organised again. It aims to help children and adults find the right sport. The purpose of the event is for guests not only to watch sports shows, but to actively participate, pick up the equipment, try out the sport and experience the nature and feel of the different sports. At each event, more than 100 sports have been represented and in 2021 Olympic athletes were also invited ('[Olimpikonokkal várja idén a látogatókat a Nagy Sportágválasztó](#)').

### **The Challenge Day**

The Challenge Day ([Kihívás Napja](#)), which was launched in Canada in 1982, has also been held in Hungary since 1991. The event is coordinated by the Hungarian Leisure Sports Alliance ([Magyar Szabadidősport Szövetség](#)), and up until now a total of 1596 settlements have participated in the competitions in Hungary. For 2021, from the start, the residents of the participant villages and cities completed more than 3.3 million 15-minute exercises.

## European Sports Week

Since 2015 Hungary has also participated in the [European Week of Sport \(Európai Sporthét\)](#) organised by the [European Council](#). Hungary has been an exceptionally active participant in the project over the last two years, even by European standards. The Hungarian Leisure Sports Alliance ([Magyar Szabadidősport Szövetség](#)) takes care of the national coordination tasks.

## 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 \[\(Magyar Diáksport Szövetség\) MDSZ\]](#) organised events in Hungary in the last years, 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](#)).

## 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), emphasises 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 daily exercise for every child in the country.

The law states that the school must organise daily physical education in the form of at least one PE hour per day on school days when general or specialised theoretical classes are held. Of this, a maximum of two hours per week can be replaced by pedagogical conditions determined by the curriculum requirements for physical education, literacy and sports in the school sports circle. Two classes can also be replaced by exercises organised within the framework of the sports club. This is done at the request of pupils who participate in competitive sports and are certified members of sports clubs or have an amateur sports contract, who have a starting licence valid for the school year and certification from their sports club. ([Act CXC of 2011](#) on National Public Education)

## Collaboration and partnerships

Many schools enter into a collaboration agreement with various clubs. These are local initiatives, usually implemented with the help of local authorities.

## Annual development framework

The call of the Hungarian Government to civil organisations, churches and consortiums of financial bodies, based on the annual development framework which is set out 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.

## Cooperation in the Carpathian Basin

The aim of the call 'Strengthening thematic cooperation 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 border region,
- reduce social inequalities through the exchange of good practises,
- strengthen cooperation 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**

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](#)] provides another framework for cooperation. 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, guidance and in a modern, safe infrastructural environment.

### **Hungarian Sports Stars' Scholarship**

In order to work with universities, the Government has launched the Hungarian Sports Stars' Scholarship ([Magyar Sportcsillagok Ösztöndíj](#)). The aim is to support sports students who are studying at a university and have outstanding results and the chance to become European champions, world champions or Olympic champions during their studies. The monthly support ranges from HUF 120-140 thousands (about EUR 310-360). It helps athletes achieve a higher level of education during their active competitive years. In the 2019/2020 school year, 109 athletes and para-athletes from almost 20 sports received the scholarship in the first semester.

## **7.4 Healthy lifestyles and healthy nutrition**

### **National strategy(ies)**

The Secretariat Responsible for Healthcare (Egészségügyért Felelős Államtitkárság), operates under the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)), has prepared the 'Healthy Hungary 2021-2027' Healthcare Sectoral Strategy ('[Egészséges Magyarország 2021-2027](#)' Egészségügyi Ágazati Stratégia). Although it is not a youth-specific strategy, it includes provisions concerning youth.

The main objective is to strengthen personal responsibility in maintaining health and to reduce the differences in health status of residents in certain parts of the country.

Among the explicit goals concerning youth, the health strategy also highlights:

- decreasing child poverty and its effects,
- ensuring the opportunity to start a healthy life,
- preventing chronic diseases in adulthood from an early age,
- establishing health centres for children and adolescents, which are currently lacking.

### **The Public Education Strategy made for the European Union 2021-2030**

The Hungarian Government adopted the new Public Education Strategy made for the European Union ([az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) in 2021. One specific aim of the Strategy is to 'Ensure the internal balance of the education' which means the aligned intellectual, mental and physical development of the students and the development of the childhood institutional care. This aim includes programmes for

- strengthening national identity,
- family life education,

- the development of the artistic competencies,
- health preservation,
- sustainability,
- digital child protection,
- the reduction of bullying.

### **The '5 national health programmes'**

In order to support the health system, the Hungarian Government has established the '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, and longer life for Hungarian citizens with far-reaching state support. The programmes are aimed at society as a whole, but some of their segments also 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': eradicating 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, Community 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 community catering and healthy eating.

#### **School Fruit and Vegetables Scheme**

The Ministry of Rural Development's Decree no. 15/2021. (III. 31.) [[15/2021. \(III. 31.\) AM rendelet](#)] on the implementation of the School Fruit and Vegetables 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 community 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 community catering, which aims to change the basics of the general culture of community 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:

- carbonated or sugary soft drinks are forbidden,
- it is forbidden to use meat with high-fat content,
- it is forbidden to put salt or sugar bowls on tables,
- it is forbidden to add sugar to milk offered to drink,

- it is forbidden to use food powders, stock-cubes, seasoning creams, pastes; only for substance development or seasoning.

### **Canteen Programme (Mintamenza Programme)**

The aim of the [Canteen Programme \(Mintamenza Program\)](#) was to increase the proportion of local and organic food to 30 per cent of school menus. The programme aims to include fish and game meat raised in Hungary in community catering.

### **Nationwide surveys of the National Food and Nutrition Institute**

The [National Institute of Pharmacy and Nutrition \(Országos Gyógyszerészeti és Élelmezés-egészségügyi Intézet\)](#) regularly conducts nationwide surveys to assess the status of kindergarten and school catering ([Országos iskolai MENZA körkép](#)). 139 schools and their kitchens took part in the survey of 2016/2017. The survey aims to get a nationwide picture of the situation of school catering in the community catering sector.

### **'The Buda Area Health Programme'**

On 25 September 2019, the WHO, in collaboration with the Ministry of Human Capacities, organised a workshop to establish and launch the Hungarian Public Health Partnership. Participants, from the field of public health and related disciplines, agreed that only complex, participatory and multi-stakeholder interventions can improve population health 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](#)) was developed as an international model programme. It is implemented by the [National Koranyi Institute of Pulmunology \(Országos Korányi Pulmónológiai Intézet\)](#) and the Budakörnyéki Municipal Association ([Budakörnyéki Önkormányzati Társulás](#)) in cooperation with the Ministry of Human Capacities and with the Secretariat Responsible for Sport (Sportért Felelős Államtitkárság).

One of the aim of the programme is to improve children's health which would indirectly promote the renewal of Hungarian public health. The implementation of the 2-year project started at the end of 2019 with a grant of HUF 100 million (about EUR 258 thousands).

### **Health education and healthy lifestyles education in schools**

The new National Core Curriculum

The new National Core Curriculum ([Nemzeti Alaptanterv](#)) which was announced in 2020, states that one main aim of the Science class is that students acquire the habits of the healthy lifestyle. In more details, the student should be aware of the basic principles and components of healthy lifestyle and be aware of the necessary activities for the development of physical and mental health. The Biology class emphasises also that the student has to use the knowledge on the human body in the decisions concerning healthy lifestyle. In addition, the student has to orientate and think about his/her own physical and mental health and has to consider it valuable and act for it daily.

### **Scholarship programme for students in healthcare vocational schools**

In 2017, the Government has introduced a scholarship programme ([ösztöndíjprogram](#)) for students of vocational schools in the health sector. The scholarship programme was funded by a HUF 4.4 billion (about EUR 14.2 million) Human Resource Development Operational Programme (Emberi Erőforrás Fejlesztési Operatív Program - EFOP) and was aimed to support 3 200 students during their studies. The monthly scholarship can therefore be up to EUR 130 (HUF 40 000). The programme lasts for 55 months so it is still ongoing.

### **Local health promotion programme**

The schools should develop (in collaboration with school health services) the local health promotion programme, that complies with the Act.



According to the [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 law, in the 2014/2015 school year, Grade 1 to 2 to 3, Grade 5 to 6 to 7 and Grade 9 to 10 to 11 students had daily physical education, which is equivalent to 5 times 45 minutes of physical education per week. In the 2015/2016 school year, the concept of daily physical education was introduced in all 12 classes of the public school system.

### Sex education and the promotion of health protection in education

In Hungary today, sex education is referred to as 'family education' in which sex is mentioned in passing, or as 'sex 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 health care vocational training deal with health, including the topic of sexual education.

The promotion and protection of health is a social responsibility, the basic requirements of which include the improvement of the population's health literacy and health awareness, as well as the appropriate dissemination of information about their health to the Hungarian population. Education for a healthy lifestyle should start at the youngest ages, with school being one of the most important venues.

According to the EMMI regulation no. 20/2012. (VIII. 31.) [[20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról] in the everyday activity of the education 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, 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 is to support steady psychic development and to positively affect the changes of personality.

### Secondary School

In secondary school, the topics of sexuality are dealt with at a higher level than in primary school in grades 9-10 ([Biológia kerettanterv a 9-10. évfolyam számára](#)), also within the framework of the subjects of ethics and biology - health, addressing problems such as fishing for sexual data or defence against sexual diseases.

### 'Education for family life'

This is not a compulsory subject, schools can teach 'Education for Family Life' (with sex education as a central theme) at the expense of their freely planned lessons in grades 1 to 12. 'Education for family life' is explained in more detail in the next sub-section, 'Cooperation 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

Various church and civil organisations offer more information and training on sexuality education and teacher preparation.

### '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 church-based Christian educational society, the Timothy Society ([Timóteus Társaság](#)), launched a programme called 'Youth at the Threshold of Life' (['Fiatlok az élet küszöbén'](#)) in 1994 to help young people to develop healthy self-knowledge, meaningful relationships, joyful sexuality, a happy family life and a stable value system, and to teach them to say no to the various environmental pressures. They offer various manuals 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 program) is curated by an church-based organisation. The main 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, they have been teaching about family planning, education and family life in primary and secondary schools. The training sessions on family life are called 'family-lessons', and are aimed at young people aged 7 to 24.

### MFM project

The 'My Fertility Matters' (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 2239 'Cycle-shows' for 28 213 girls and provided information about the programme to 16 630 adults from 15 May 2007 to 31 December 2020.

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 the [Ars Erotica Foundation](#) ([Ars Erotica Alapítvány](#)) has a similar task. They conduct sex education lessons in primary and secondary school classes and groups as part of their curriculum. Their positively oriented activities, based on multiple methodological tools, focus more on raising awareness and developing skills than on imparting knowledge. They support young people in becoming sexually aware, healthy adults.

In addition to providing information about sexuality, the [Ars Erotica Foundation](#) also offers methodological training to help educators and youth workers deal more consciously, creatively and confidently with issues that are usually sensitive. In addition, internships are provided for professionals in whose work body and sexuality are present on a daily basis (family and youth workers, health professionals, social workers, special educators, asylum professionals, etc.). These trainings help to deal with situations where young people feel individual differences in terms of body, gender roles or sexuality.

## 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. In the app, young people can ask their questions anonymously via a chat and receive personal answers from Yelon's trained specialists. The free app makes it easy to access private chats and web content.

### Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

Since 2014, 61 Health Promotion Offices have been operating across the country, mainly in disadvantaged regions. In 2013 they were able to reach 170 000 people, 46 000 of whom live in disadvantaged areas. In 2021, 113 Offices were operating. They are usually linked to the local hospitals or operate individually.

The offices offer thematic programmes, in September 2017, the topics were the school environment, community catering and the family as a safety net. (For more information on Health Promotion Offices, see sub-chapter [7.2 Administration and Governance](#))

## 7.5 Mental health

### National strategy(ies)

Currently, there is no government programme or strategy in Hungary to improve mental health of people and to develop mental health care.

### Improving the mental health of young people

#### EMMI regulation on the operation of educational institutions use of names of school educational institutions

Regarding formal education, the mental health of youth is centrally regulated in 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 use of names of school educational institutions, which prescribes the compulsory integration of comprehensive health development into the educational programme covering numerous topics related to improving the mental health of children and young people. With the amendment of the law in 2021, the topics of health activities that can be held in schools are defined. It stipulates that only non-governmental organisations whose programmes meet the requirements of the professional quality assurance system may offer these subjects.

#### National Core Curriculum

In the new National Core Curriculum ([Nemzeti Alaptanterv](#)), accepted in 2020, the principle of the 'physical education and health development' states that

'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.' National Core Curriculum ([Nemzeti Alaptanterv](#))

#### The 9-10th grades

In the 9th-10th grade, the student learns about stress and its harmful effects in biology classes and tries to avoid it; learns about the facts that determine emotional and motivational actions; evaluates the connection between emotional and intelligent

development; recognises the characteristics of mental health and understands its conditions; and plans the necessary elements of a healthy, preventive life.

Physical education and sport, with the introduction of daily physical education, contribute to improving the mental health of students in both lower and upper grades and in secondary school.

### **'Restorative Handling of Offences in School Education Institutions'**

The booklet 'Restorative Handling of Offences in School Education Institutions' (['Resztoratív sérelemkezelés a köznevelési intézményekben'](#)), which was sent to all schools, contains a detailed description of the restorative techniques that can be used with offences. One of the features of these techniques is an attempt to deal with conflict by uncovering the nature and causes of the conflict and allowing each participant to express and share their feelings. Through meditation and circle methods, solutions are found that can be accepted by all. On the other hand, the document presents good practises and initiatives aimed at promoting zero tolerance towards violence and the attitude of the whole school community towards change.

### **Mental Hygiene Basic Training for Teachers**

The Mental Hygiene Basic Training for Teachers ([Mentálhigiénés Alapképzés Pedagógusoknak](#)), a 30-hour in-service training, indirectly serves to promote the mental health of students by supporting the school education specialty, whose goal is closely related to improving the mental health.

### **Hungarian Association for Counselling in Higher Education**

The [Hungarian Association for Counselling in Higher Education](#) ([Felsőoktatási Tanácsadás Egyesület](#)) was founded in October 1995 with the aim of uniting the efforts of organisations and individuals working for the dissemination and acceptance of the student-centred perspective and practise of counselling in higher education and, more generally, in institutions providing human services.

### **The aims of the Association**

The aim of the Association is to provide opportunities for organised and nationally coordinated professional workshops and exchange of experiences, supervision and training for the professionals (psychologists, university teachers, doctors, university counsellors, social workers and the so-called contemporary support students) involved in the psycho-hygienic care of youth - especially those preparing for or studying in higher education - which has become particularly important due to accelerated socio-economic changes.

Therefore, the Association aims to coordinate and further develop the application of information, counselling and therapeutic methods used in higher education counselling - in personal and group settings - at the national level, and to contribute to the creation of a model for a modern institutional system in higher education counselling, including mental hygiene consultation provided for university teachers.

Its aim is also to support the training of trainee university counsellors in higher education, including preparation for drug and addiction prevention, acceptance of equality for people with disabilities and diversity/ non-conformity in general, and career planning and talent management. The association places a special emphasis on spreading the culture of university counselling in the nearer and more distant regions outside the borders. It strives to maintain and expand opportunities for international cooperation for its members.

### **Achieving the goals**

In order to achieve the above objectives, the Association has placed a special emphasis on coordinating and developing the application and monitoring of the above tasks. Professional cooperation and coordination of activities are carried out through various channels, including

- the annual professional days,
- the annual book series,
- the organisation/coordination of scientific research and
- the participation of members of the Association in national and international conferences.

### **Psychic first aid services**

As a result of the increase in the number of suicides, more and more organisations have been established in Hungary to prevent people who feel unable to recover from their difficulties in crisis situations. Such preventive organisations are mental first aid telephone services whose voluntary tasks are suicide prevention, crisis intervention, and prevention of mental illness.

The three tasks of telephone services are:

- prevention
- crisis intervention
- suicide prevention.

**Prevention of mental health** problems and protection of mental health: psychosocial problems are a burden in daily life, the source of conflicts and life difficulties. To prevent these problems from becoming critical, support organisations offer assistance in the form of counselling, information, management and accompaniment.

**Crisis intervention:** when a person is faced with circumstances that endanger him or herself and these cannot be avoided or resolved, he or she is in crisis. External help is needed to resolve a personality crisis. It can be a unique advantage that people who cannot adhere to the rules of everyday communication in a crisis - while the "broadcasting power" of communication decreases - can communicate their thoughts on voice and speech channels.

**Suicide prevention** by reducing suicide threats, transforming fatal 'solutions' into meaningful action and turning the crisis into a problem situation.

### **National Crisis Management and Information Telephone Service**

The main objective 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 human trafficking and, if necessary, to organise their accommodation. The telephone service provides constant access to any person who is in trouble and needs immediate help, all day long, throughout the country and abroad.

### **Digital Child Protection Strategy**

The issue of suicide is increasingly present among young people on the internet. The [Digital Child Protection Strategy \(Digitális Gyermekvédelmi Stratégia\)](#). The top priority of the strategy is to support the creation of a conscious and value-based online environment so that rules and measures to protect children are enforced more accurately than ever before. To this end, it is crucial to identify and address risks to children when using the internet, in order to prevent and minimise negative impacts. Another aim of the strategy is to ensure that the available protection mechanisms fulfil their function effectively (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

With the help of the Act CXXXIV of 2012. 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.

#### Tobacco Control in Hungary Programme

The Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) launched a programme called [Tobacco Control in Hungary \(Dohányzás Visszaszorítása Magyarországon\)](#) which is a comprehensive prevention programme for pre-school and school-aged children. Their organisation is the [Hungarian Focal Point for Tobacco Control \(Dohányzás Fókuszpont\)](#). The aims of the organisation includes:

'Implementing smoking prevention activities targeting youth and working out prevention programmes, collecting best practices, preparing cadastres and advising programmes for education institutions. Developing methodologies of national dissemination and participating in the implementation of these.'

They have made several programmes that draws the school-aged youth attention to the importance of a healthy, smoke-free lifestyle through a gaming software, portable touch-screen computers (PTSC) and a homepage, the '[Smoking is sticky](#)' ('[Ciki a cigi](#)') that provides information on the harmful affects of smoking. They provide also a [guide](#) for smoking prevention education, training program and an interactive tool package that can be used in formal education, in grades 3-5. and 6-10, free of charge.

#### Use of alcohol

The §16/A of the Act CLV of 1997 on customer protection (Fogyasztóvédelemről szóló [1997. évi CLV. törvény](#) 16/A §) states that it is forbidden to sell or serve alcoholic beverages to persons under 18 years of age, except for medicines prescribed by a doctor.

#### Use of drugs

The distribution of designer drugs through dealers and efficient online channels could be seen as a more serious problem for which there is little empirical research on young people and on the general population. However, the Media ([média](#)) has started to warn the public about the excessive use of herbal and crystal. Their popularity is based on 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 growing trend towards the use of homemade drugs.

Research among young people indicates an increase in the intensity of daily or weekly multiple cannabis use. According to the 2014 [Health Behaviour In School-Aged Children](#) (referred hereinafter to as HBSC) ), almost a quarter (23.1%) of Grade 9 and 11 students have tried at least one of the illicit drugs and/or legal substances (total drugs). One fifth of the pupils (20%) tried illegal drugs and almost one tenth (9%) tried legal drugs abusively (alcohol with medication and/or medication and/or glues, solvents).

#### Prevention programmes in schools

The State Secretariat Responsible for Healthcare and the State Secretariat Responsible for Public Education launched a programme called 'Comprehensive health and mental development and addiction reducing programmes in schools' ([A teljeskörű](#)

[egészségfejlesztés, a lelki egészség előmozdítását és a függőségek visszaszorítását célzó iskolai programok](#)'). The overall aim of the programme is to reduce aggressive behaviour in schools and addiction prevention through the education and physical, mental, methodological support of the teachers. It consists of four sub-programmes and the [Hungarian School Sport Federation \(Magyar Diáksport Szövetség\)](#) is responsible for the implementation.

One sub-programme is the 'Comprehensive health development in schools through prevention programmes' ('[A teljeskörű iskolai egészségfejlesztés támogatása prevenció programok megvalósításával](#)'). The aim is

- to develop the physical and mental health of students,
- to prevent behavioural addiction,
- to prevent substances addiction,
- to prevent bullying and school violence.

The European School Survey Project on Alcohol and Other Drugs (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 [ESPAD2019](#), in Hungary the most common drug was cannabis. After cannabis, the most commonly used drugs are legal or partially legal. The second was the pharmaceuticals, mainly tranquillisers/ sedatives.

## 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 also in this decision.

### 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 Act does not specify cases of cooperation and signalling obligations, so it often happens, that medical secrecy is also used by professionals who are otherwise subject to reporting obligations.

The [Act C of 2012](#) on the Criminal Code ([2012. évi C. törvény a Büntető Törvénykönyvről](#)) contains the definition of juvenile risk for the police and the related measures. The Act states that the purpose of the punishment or measure applied to juveniles is to ensure that the juvenile develops in the right direction and becomes a useful member of society, keeping in mind the education and protection of the juvenile when choosing the measure or punishment.

## The Tobacco Control in Hungary Programme

The main coordinator of the Programme is the [Hungarian Focal Point for Tobacco Control \(Dohányzás Fókuszpont\)](#) and they are in cooperation with the local offices of the Government Agencies and the Health Promotion Offices ([Egészségfejlesztési Irodák](#)).

### 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.

The decree defines also 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 concern the development of physical, 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:

- 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 the
- 'National Strategy for Solving the Drugs Problem' ('[Nemzeti stratégia a kábítószer-probléma visszaszorítására](#)'),
- the Drug Prevention Committee of the Hungarian Defense Forces (a [Magyar Honvédség Drogprevenció Bizottsága](#)).

### Church-based and civil spheres

Many actors in the church-based and civil spheres focus on young people with drugs, alcohol or other mental illness. Some of the most important organizations are the following:

- RÉV Addicts Assistant Service ([RÉV Szenvedélybeteg-segítő Szolgálat](#))
- Blue Point Drug Counselling Centre and Drug Therapy Foundation ([Kék Pont Drogkonzultációs Központ és Drogambulancia Alapítvány](#)).

The church-based 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 termékadóról 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 [National Health Insurance Fund](#) ([Egészségbiztosítási Alap](#)).

## 7.7 Making health facilities more youth friendly

As mentioned in the previous sub-chapters, the 'Healthy Hungary 2021-2027' Healthcare Sectoral Strategy (['Egészséges Magyarország 2021-2027' Egészségügyi Ágazati Stratégia](#)) is not a special youth strategy, but its aims concern youth in a few points. (For more information on the Strategy, see sub-chapter [7.4 Healthy lifestyles and healthy nutrition](#))

## 7.8 Current debates and reforms

In order to strengthen the public health system, the Hungarian Government adopted the 'Healthy Hungary 2021-2027' strategy. From 2021, the general family-doctor responsibilities could be extended by the tasks of pediatricians because the family-doctors has to take also the related exams. The goal was to provide quality health care service also for children who live in smaller towns.

## 8. CREATIVITY AND CULTURE

---

Cultural policy in Hungary, especially that aimed at young people, is increasingly associated with a salient and conscious reconceptualisation of community culture. The concept of basic cultural provision: a form of provision in the field of culture that provides the minimum of cultural services used by a vast majority of the public – thus the municipal level is essential in culture-related tasks and has a high priority in both planning and funding. Basic cultural services are often mentioned in relation to young people, especially students: one of the flagship programmes is the Lázár Ervin Programme ([Lázár Ervin Program](#)) enables all primary school students to attend cultural events. (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 main 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 strategic objectives mainly aim at improving young people's access to culture and widening the participation 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 on youth cultural institutions. Public cultural participation of children and youth 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 been increasing 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 is partly due to the extension of a previously existing network of local community cultural institutions. The Integrated Community Service Spaces [[Integrált Közösségi Szolgáltató Tér \(IKSZT\)](#), hereinafter referred 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 2020 survey [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))], more than 80% of young people never visit spaces of 'elite' culture (opera, classical concerts), 76% of them never visit art movies and around 40% of them never visited multiplex cinemas either. The data for 2020 also reflects the pandemic situation. For instance, only 13% of 15-29 year olds attended popular music concerts at least every 2-3 months, while 9% of them regularly attended theatres.

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 generally highly overrepresented in 'elite' cultural activities and consumption, whereas the youth of villages are more likely to visit community centres and discos. The pandemic situation has led to the narrowing of the gap with the decrease of cultural consumption in the capital.

### **Leisure time activities**

Young people's offline leisure activities are much more dominated by visits to cafés and pubs (in 2020, around a quarter of 15-29 year olds visited a café or pub at least once a month), but it is important to note that festivals were key events for popular cultural activities for a large proportion of young people before the pandemic. 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 ([Ifjúságkutatás 2016](#)).

Regarding leisure time activities, the results of the 2020 youth research [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))] show that cultural activities are part of the everyday life of young people. Around 30% of them indicated the consumption of audiovisual content (including watching TV and listening to music) as one of their most common leisure activities, while 16% (weekends) and 12% (weekdays) of them mentioned reading (the data shows a huge decline compared to 2016 but it's mainly due to the methodological change of altering the question). Creative activities were not common: 1% answered creating decorative and everyday objects, and around 5% answered online/digital content creation as a common 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. By 2020, 15-29 years old Hungarian youth can be considered as daily internet users, four-tenths of them are online practically all the time [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))].

## **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)

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 State Secretary 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 ([1997. évi CXL. törvény a muzeális intézményekről, a nyilvános könyvtári ellátásról és a közművelődésről](#)) 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:

- cultural heritage and
- 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)

### Special target groups

Although the programme is aimed at the entire population, school-age children are often highlighted 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 education activities while the Lázár Ervin Programme ([Lázár Ervin Program](#)) is aimed at primary school children (For more information on the programmes, see sub-chapter [8.4 Promoting culture and cultural participation](#)).

### Concept of creativity

The concept of creativity appears mainly in the context of innovation and research (sometimes, but not exclusively in the context of start-ups). 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

- culture-based economic development and to
- the development of services of creative and cultural industries.

Creativity also appears in the new National Core Curriculum ([Nemzeti Alaptanterv](#)) accepted in 2020. The concept of creativity mostly relates to artistic expressions as well as critical thinking and innovative problem-solving.

## 8.2 Administration and governance

### Governance

#### Systems related to the ministries and the Parliament

There are no state agencies that administer cultural policies explicitly aimed at 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 16/2018. (VII.26.) regulation of the Ministry of Human Capacities on the Organizational and Operational Policy of the Ministry of Human Capacities ([16/2018. \(VII. 26.\) EMMI utasítás az Emberi Erőforrások Minisztériuma Szervezeti és Működési Szabályzatáról](#)) the responsibilities of the State Secretariat for Culture are:

- to prepare the regulation of the cultural institutions,
- to use available state resources to initiate and promote the creation of new cultural assets,
- to preserve national and world cultural heritage assets in Hungary
- 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.

Besides, as a youth policy related development, the Ministry has founded the Sára Sándor award in 2020. According to the Decree 26/2016. (IX. 8.) of the Ministry of the Human Capacities [[26/2016. \(IX. 8.\) EMMI rendelet az emberi erőforrások minisztere által adományozható elismerésekről](#)] it can be awarded to creators (directors, cinematographers or screenwriters) under the age of 40, whose works primarily raise awareness of the importance of national belonging; who have shown outstanding achievement in promoting national identity.

#### 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 26 cities in 24 countries, in addition to education and cultural diplomats ([oktatási és kulturális diplomata](#)) who serve at eight Hungarian foreign representations in countries where there is no cultural institute ([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 Hatósági 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)

Other public institutions

## National Cultural Fund of Hungary

One of the most important institutions for funding culture is 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.' ([Nemzeti Kulturális Alap](#))

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 the administration is the responsibility of 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, it has played a central role in cultural policy decision-making and funding.

'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 in the context of 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

- cultural activities,
- community culture,
- science and research,
- 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), NMI Cultural Institute Non-profit Public Utility Ltd. ([NMI Művelődési Intézet NKKft.](#)) 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 young people and involves them in these processes in various ways.' (Böröcz, 2016)

### **Non-public actors**

There are of course, a large number of cultural NGOs, but only a few of them have the capacity to initiate large-scale projects, especially in the field of youth. Among them, [Artemisszió Foundation](#) ([Artemisszió Alapítvány](#)) is worth mentioning.

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)

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

- provide local management and monitoring of activities related to community culture, public collections and arts, moreover
- operate and maintain institutions of these activities.

As a voluntary activity, self-governments may support

- cultivating traditions,
- communities organised for cultural activities,
- cultural organisations and art initiatives.

## Tasks of municipalities

The cultural law states tasks of municipalities related to community culture. These include, among others,

- educational activities outside the school system;
- exploration and awareness-raising of local environment;
- intellectual and artistic values and traditions;
- cultivation of local cultural customs;
- recognition of universal and national culture, as well as that of nationalities and other minorities;
- supporting understanding and inclusion;
- supporting amateur creative, cultural community activities;
- 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)

As of 2021 ([2021-től](#)) the cultural contribution of the settlements is HUF 2 206 per capita with a minimum amount of HUF 2.2 million (about EUR 6 400), which is higher than it was in 2019.

### **Cross-sectorial cooperation**

'Since the responsibility for culture is distributed between several high-level authorities, inter-ministerial or intergovernmental cooperation 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)

'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.' ([Compendium](#), 2016)

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.

## **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 (['Minőség a kultúrában'](#)) 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.

### **The Hungarian Strategy of Popular Music**

In 2020, the Hungarian Strategy of Popular Music ([Magyar Könnyűzenei Stratégia](#)) was launched for a period of 5 years with a budget ([költségvetés](#)) of HUF 25 billion (EUR 70.7 million) and is administered by the Ministerial Commissioner Responsible for the Renewal of Hungarian Popular Music.

### **Scope and contents**

As stated before, there is no strategy for creativity and culture. However, elements and directions of planning the creativity and the culture of young people can be found in some 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 sub-chapter.

The partial objectives are to

'improve the quality of cultural consumption and participation in culture; reduce regional inequalities; improve access to info-communication; 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 Programme for the Future Of The New Generation ([Új Nemzedék Jövőjéért Program](#)) declares

- leisure time,
- sport,
- entertainment and
- 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's 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.

### **The Hungarian Strategy on Popular Music**

The Hungarian Strategy of Popular Music ([Magyar Könnyűzenei Stratégia](#)) states that

'from the point of view of national culture, the quality of popular music that young people listen to and their understanding of what they hear is not at all irrelevant'.

Thus a state recognition and popularisation of quality popular music is needed with a special emphasis on creating state recognised and supported popular music education

'which would cover everything from the choice of instruments in childhood, through the music school system and the teaching of popular music in public schools, or the higher education institutions'.

### **Strategy on Sustainable Development**

The [Strategy on Sustainable Development](#) for the period 2012-2024 [Resolution 18/2013. (III. 28.) of the Parliament on the National Framework Strategy on Sustainable Development] [[18/2013. \(III. 28.\) OGY határozat](#) a Nemzeti Fenntartható Fejlődés Keretstratégiáról] addresses the role of culture among the goals related to social resources. The strategy targets the whole population in general 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. (III. 28.) 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) referred 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' had its specific aim of

- increasing non-formal, informal and flexible learning opportunities,
- 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)]

The Strategy had its timeframe till 2020, but new strategic documents have not yet been published in this field. (For more information see sub-chapter [8.9 Enhancing social inclusion through culture](#).)

### **Responsible authority for the implementation of the strategy**

As mentioned above, 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. After that, the youth-related programmes have belonged to the Minister without Portfolio Responsible for Families. As of 1 January 2022 the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) took over the tasks related to youth policy. Objectives related to community culture are mainly administered by the State Secretariat for Culture (Kultúráért Felelős Államtitkárság).

### **Revisions/updates**

There is no national strategy for 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.

#### **Lázár Ervin Programme**

Starting in 2019, the Lázár Ervin Programme ([Lázár Ervin Program](#)) offers free access to theatre, dance, circus, classical music concerts and wildlife exhibitions to all primary school students in grades 1 to 8, regardless of their social status and place of residence, once per school year. To this end, the Government has allocated a one-time grant of HUF 6 billion (EUR 16.95 million) in 2019 and HUF 5.55 billion (EUR 15.684 million) per year from 2020 onwards, guaranteeing the sustainability of the programme.

#### **'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

- non-formal
- and informal learning activities provided by cultural institutions.

The target groups of the programme were

- pre-school,
- primary and
- secondary school children.

It has a 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 2007-2013 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,

- to integrate community culture, social, educational and experience functions, and
- to create a counselling service to improve smaller settlements' cultural and community cultural basic services.

14 county towns have participated (['Agórák és térségük'](#)) in the programme (the funding was supplemented by additional EU and national sources), and Agóras, in addition to the above-mentioned functions were to take part in

- organising cultural events of the regions,
- compile and operate databases related to the regional cultural and creative industries, and
- 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 committed to continue operating 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 (['25 év - Jelentés az ifjúságügyről'](#)), 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](#)' (['Cselekvő Közösségek'](#)). 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'

One of the flagship youth culture programme since 2017 has been 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:

- starting bands,
- operation of countryside clubs, countryside and community TVs and radios, as well as print and online media,
- international tours and promotion (these sub-programmes are based on tendering),
- preserving the Hungarian popular music heritage,
- musical management education, and
- 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 they provide various information relevant for young people, and the Foundation's website ([Erzsébet Ifjúsági Alap](#)) 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](#))] referred hereinafter to as NCC] key competencies as a cross-curricular development goal. Furthermore, the following key competencies explicitly relate to the concept:

- Communication competencies (mother tongue and foreign language),
- digital competencies,
- personal and social competencies,
- employee, innovation and entrepreneur competences.

Art is taught through specific classes related to

- music,
- drama and dance,
- visual culture, and
- video culture and media literacy.

In addition, in the learning area of technology, design and digital culture appears in the topics addressed.

#### Non-formal education

As mentioned above, 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 context, and the NCC also highlights the role of acquiring experiences in the field of arts and creativity in cultural institutions. In addition to the programmes already mentioned, 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](#), [Kulturális közösségszervezés szakirány](#)) 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](#)).

Several higher educational institutions provide education to become a professional in the cultural sector. The most important ones, regarding visual arts, include the

- [Hungarian University of Fine Arts](#) (Magyar Képzőművészeti Egyetem);
- [Kodály Institute of the Liszt Ferenc Academy of Music](#) (Liszt Ferenc Zeneművészeti Egyetem Kodály Intézet);
- [Moholy-Nagy University of Art and Design](#) (Moholy-Nagy Művészeti Egyetem);
- [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 a drama instructor BA programme ([drámainstruktor](#)).

## 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)

### 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

- learn,
- network and
- 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 the Pannon Unifest ([Pannon UniFest](#)), where talented young Hungarian artists can

- meet,
- perform,
- learn and



- compete.

The festivals biggest supporter is [University of Pannonia \(Pannon Egyetem\)](#), 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)] played a role in organising events related to community development, film culture, puppet art and to other topics.

In addition to these, many events are organised by municipal governments, educational, cultural and other institutions which provide opportunities for young artists to present themselves, but these (with the exception of educational institutions) rarely focus explicitly on young artists. An excellent example of a market initiative where many young design artists 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 2009-2024 \(Nemzeti Ifjúsági Stratégia\)](#), 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 Chapter 3 ([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 [2021 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) The open-access guide, published for the 14<sup>th</sup> 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:

'The overall strategic goal is to ensure that public education can provide opportunities for acquiring the digital competences required by society and the labour market with special regard to the requirements of vocational education and training, higher education and lifelong learning as well as to the aspects of effectiveness, equity, and efficiency.' ([Digital Education Strategy of Hungary](#))

The development objectives are the following:

- **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 made available to students** must be meet horizontal requirements (IT-security, equal opportunities);
- all public educational institutions must have **access to decision support**, administrative, communication, data supply and organisational options provided by digital technologies.

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:

'there will be a standardised online digital environment in Hungarian higher education that will offer personalised learning opportunities tailored to age, interest, and the individual's life situation. There will be an online learning platform, a learning community where the members of the community are given support in their lifelong learning and development.

The overall strategic goal that covers the individual students as well as higher education as a whole is to enable the digital preparedness, use of tools and digital work experience

of higher education graduates to reach the international standards. To this end, there are three main areas where a breakthrough is required compared to the current situation:

**Change in the current methodology and approach of teaching** and learning; a change of paradigm in higher education; promoting the implementation of student-oriented learning in institutions and encouraging them to make full use of the ICT potential in education and learning

**Development of a learning platform** and university life supported with digital tools that help both students and teachers and, in addition, the building of a digital learning community

**Development, maintenance, and efficiency improvement** of the infrastructure necessary for the paradigm shift.'

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 also cross-referred in the Digital Success Programme. 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 huge emphasis on education (especially public education), to provide resources for teaching. For the year 2020, the budget ([költéségetés](#)) 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 took place in the Roundtable for Youth, the previous consultative body of the Government. Currently, the Board of Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)) took over the role of the Roundtable (for more information see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#) and sub-chapter [1.4 Youth policy decision – making](#)).

### 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. 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](#)) included the strategic goal of personal needs fulfilment based on differentiated and individual-centred education and support. One of the partial objectives covered 'complex and preventive opportunities outside the institutional education in disadvantaged areas and territorial segregates'. It aimed the strengthening of local communities, partly through improving the local cultural services. A related objective appeared 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 connected cultural institutions with the objective of expanding the possibilities of non-formal and informal learning. The Strategy's last action plan had the timeframe of 2014-2020.

## Arany János Talent Support Programme

The role of cultural activities can also be found in talent support programmes. The most important programme is the Arany János Talent Support Programme that 'enable disadvantaged students to study in good quality schools, and also focus on personal development alongside education'. ([Nagy-Zsilavetz, 2011](#)) The programme ([Arany János Tehetséggondozó 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 Institute for Educational Research and Development ([Oktatáskutató és Fejlesztő Intézet](#)) coordinated the programme, and the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)) is responsible for the funding. (For more information see sub-chapter [4.4 Inclusive Programmes for Young People](#).)

## National Social Inclusion Strategy

The Hungarian National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkóztatási Stratégia 2030](#)), that incorporates the aims of Roma inclusion, fighting against poverty and child poverty, has nine fields of intervention. The field of 'youth affairs, childbearing, family starting and lifestyle' mainly focuses on employability, family planning and drug-prevention. Culture, as such, is mostly connected to the field of 'Roma identity, community-building, awareness-raising, advocacy', where 'value-creating culture with Roma roots' will be made more visible to create integrated communities. In addition, the Strategy generally emphasises the role of cultural institutions in lifelong and non-formal learning. (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 2021, the three most important issues in the field of youth community culture are:

- national identity, patriotism,
- health awareness and
- climate awareness.

The main objectives include strengthening patriotism and national identity through culture, with a special focus on the role of popular music.

In 2021 an important step was made in the field of culture with the 'establishment of the Foundation for Hungarian Culture ([Magyar Kultúráért Alapítvány](#)) in April 2021 which is a "Public Interest Foundation Performing Public Functions", as a new type of institution introduced by the Parliament on the same day. Sizeable assets and competencies as well as huge current and prospected financial resources and properties have been donated to

the new Foundation'. ([Compendium, 2021](#)) The Foundation's goal is to support and finance important strategic cultural events.

## 9. YOUTH AND THE WORLD

---

Informing and training young people about global issues and engaging them in dialogue is more and more part of public life in Hungary. Obviously, however, there are still shortcomings. In particular, efforts should be made to establish a direct link between young people and policy makers, because a large part of Hungarian youth is not interested in political issues. Nevertheless, several programmes and initiatives have been implemented in the last decades aiming at stimulating as many young people as possible to think about social, environmental and global issues, and to get them to act.

According to the Hungarian Government's interpretation, the following concepts are at the core 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 ([Koncepció 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.' (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 (['Áder János köztársasági elnök beszéde'](#)), but calling the leaders of the World to fight for sustainability.

- Global warming,
- water shortages,
- decreasing energy sources and
- 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 improve the participation of society; to increase their responsibility for future generations and to develop their attitudes and competencies.

This is achieved through the development of a dynamic, active learning process and the development of a system that focuses on relationships in an ever changing global society, that includes all individuals and their near and far environments. It prepares to assess the place, role and responsibility of the individual, defining individual and community responsibility in global processes. It aims at open thinking; critical thinking; global solidarity, and conscious cooperation.' [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)]

## Social inequality, poverty

The issue of social inequality affecting youth is addressed in 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)]

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)]

## Green volunteering

It is possible to volunteer at many Hungarian non-profit environmental organisations, especially in the field of nature conservation. Nevertheless, neither the Hungarian jargon nor the relevant laws (for example the [Voluntary Law - Önkéntes törvény](#)) nor the organisations themselves use a separate term for volunteers participating in this type of activity.

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 1<sup>st</sup> quarter of 2014 by the [Hungarian Central Statistical Office](#), 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. Almost 90% of them engaged directly, while the rest did so both directly and through an organisation. In 2014, among environmental and animal protection volunteers, 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](#))]. 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.

In Hungary, there is a large sample youth research, conducted in every four years among 15-29-year-olds, at a sample of 8 000, the Hungarian Youth Research. The latest was conducted in 2020, and according to the results 1.1% of the respondents indicated that they had carried out voluntary activities related to environmental and animal protection in the year before the survey. [Data source: database of Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]

## 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](#))]

The researchers showed 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 were implemented with the participation of young people. Three common factors have been identified in the project 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](#))]

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 [school 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.

The same survey in 2020 [Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))] did not ask the same questions. However, young people were asked if they had done any voluntary work. 8% had volunteered in the year before the survey:

- 6.7% had helped a non-profit organisation,
- 4.3% had helped through a local authority,
- 1.7% had volunteered through a church organisation and
- 1.5% had volunteered through a business organisation or company. [Data source: database of Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]

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 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.](#))] 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.](#))]

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](#))]

### **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 increased by 2020 to 2.43.

- 50% of young people are not interested at all,
- 31% are barely interested in politics, and
- 19% are interested in politics.

Political interest is particularly high among 25-29 year olds and young people living in the capital. It is also high among university graduates (or those who are currently studying at university level) and among those who classify themselves as upper-middle or upper-middle class. In contrast, they are more open to public affairs than politics. [Data source: database of Hungarian Youth 2020 ([Magyar Fiatalok 2020](#))]

### **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 study on Hungary, published in 2016, 'the interest of Hungarian youth in politics is extremely low.' Barely 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 a high income are twice as interested in politics as the average. However, young people with middle 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](#))]

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 ([Konceptió a globális felelősségvállalásra nevelésről](#))]

#### Introducing elements of global education before the strategy was accepted

There used to be no Hungarian strategy for global learning, 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 Erdeti Iskola](#))

should be mentioned. (For more information on Eco-School Program, see sub-chapter [9.4 Raising awareness about global issues](#))

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 ([Konceptió 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 ([Konceptió 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 \(2014-2020\)\]](#), 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 ([Konceptió 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 (3<sup>rd</sup> 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. 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:**

- Values and principles;
- Pedagogical background of environmental education;
- Quality assurance in environmental education.

#### **Private life:**

- Material culture;
- Family, Household, Lifestyle;
- Health Promotion;
- Leisure, tourism;

**Social environment:**

- Traditions; Arts;
- Science; Religion; Economy;
- Law; Local Government;
- Civil public life; Environmental information;
- Communication, media;
- Financing environmental education;
- International cooperation.

**Institutional environmental education:**

- Specificities of the ages;
- Environmental education prior to school age;
- Class, subject;
- Extracurricular environmental education;
- Renewal curricula;
- Non-school environment.

**Towards the realisation of the Strategy:**

- The tools of environmental education;
- 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 Programme**

The National Environmental Programme 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 2021, the draft version of the 5<sup>th</sup> National Environment Programme for the period 2021-2026 has been prepared. Its overall aim is to contribute to the ensurance of the environmental conditions for sustainable development. The 5<sup>th</sup> Programme builds on the achievements of the 4<sup>th</sup> National Environment Programme, which ended in 2020, and proposes solutions to existing and expected new challenges. The Ministry of Agriculture ([Agrárminisztérium](#)) coordinated the design process in cooperation with all relevant ministries. The draft of the Programme is currently in the approval process and will become final after adopted by the [Hungarian National Assembly](#).

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 ([Koncepció a globális felelősségvállalásra nevelésről](#))]

In addition, several environmental study competitions have been introduced:

- Károly Kaán National Natural and Environmental Competence Competition ([Kaán Károly Országos Természet- és Környezetismereti Verseny](#)),
- Pál Kitaibel National Biological and Environmental Education Contest ([Kitaibel Pál Országos Biológiai és Környezetvédelmi Tanulmányi Verseny](#)).

### Main actors in the field of youth policy

Until 2019, through public consultation, anyone can comment on the content of the legislation. There were forums where the partner organisations could get to know the content indirectly. These are

- the National Youth Council ([Nemzeti Ifjúsági Tanács](#)),
- the National Organisation of Student Self-governing Bodies ([Hallgatói Önkormányzatok Országos Konferenciája](#)),
- the [Hungarian Youth Conference](#) ([Magyar Ifjúsági Konferencia](#)),
- Association of Hungarian PhD and DLA Students ([Doktoranduszok Országos Szövetsége](#)),
- the [Tempus Public Foundation](#) (Tempus Közalapítvány),
- the [National Association of Large Families](#) (Nagycsaládosok Országos Egyesülete),
- the [Rákóczi Association](#) (Rákóczi Szövetség),
- the [Hungarian School Sport Federation](#) (Diákspport Szövetség).

Involvement of young people in global affairs is generally the task of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). In addition, 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).

### International environmental education programmes

Hungary participates in international environmental education programmes, such as the [GLOBE](#) and [GENE](#) programmes. In 2021, Hungary held bilateral discussions with Network representatives of GENE, to better understand Hungarian priorities, and participated in the bi-annual [GENE roundtable discussions](#). The last virtual event, held on 17-18 November 2021, aimed at preparing the draft of the 'European Declaration on Global Education to 2050' to be adopted in November 2022. The wording of the declaration will start in 2022, and the Hungarian Government is intend to initiate to emphasize the topic of youth involvement in global affairs.

### Cross-sectorial cooperation

The implementation of the National Environmental Programme 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.

## 9.3 Exchanges between young people and policy-makers on global issues

### Global issues exchanges with policy-makers at the domestic level

#### The Board of Children and Youth Fund

The Roundtable for Youth (Kerekasztal a Fiatlokért) was a professional forum through which the Government communicates with the leading organisations and individual professionals in the field of youth policy. Since 2020, the Roundtable has not been convened due to the pandemic situation. The main advisory body is currently the Board of Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)). Representatives of the

- the ministry responsible for youth policy,
- the national self-governmental bodies,
- [Hungarian Youth Conference](#) ([Magyar Ifjúsági Konferencia](#)),
- The National Organisation of Student Self-governing Bodies ([Hallgatói Önkormányzatok Országos Konferenciája](#))
- [The National Association of Large Families](#) ([Nagycsaládosok Országos Egyesülete](#)),
- The [Hungarian Scouting Association](#) ([Magyar Cserkészszövetség](#)),
- [Hungarian School Sport Federation](#) ([Magyar Diáksport Szövetség](#)),
- FIVOSZ – [National Association of Young Entrepreneurs](#) ([FIVOSZ](#)),
- Hungarian Farmers' Association ([Fiatal Gazdák Magyarországi Szövetsége](#) – AGRYA) are invited to the meetings.

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. (For more information on the Board, see sub-chapter [5.3 Youth representation bodies](#))

### 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 national-level discussions with Hungarian young people. The purpose of the delegate is to gain the broadest possible understanding of the views of young people in their country of origin, while also paying attention to the inclusion of marginalised groups. The delegate seeks to

- 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 [Kovács Domokos Péter](#). His goal is to represent the youth of Hungary, at both domestic and international events. His main project is to provide support to schools in Hungary to organise the selective waste collection. He also organises a Sustainability Water Polo event to raise awareness to the contamination of the Tisza Hungarian river. He would like to facilitate to recognize the situation of the Hungarian young people in the neighbouring countries and to introduce the nationalities living in Hungary.

The most important non-state actor in the United Nations Youth Delegate Programme is the delegate, who is appointed every year by a seven-member committee.

Nevertheless, no major negotiations on this issue take place in Hungary in particular. 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 important in parts of the world where the proportion of young people is constantly increasing. As a result, youth organisations within the UN are becoming increasingly important.

### Other forums and conferences

Young Hungarians are also given additional formal opportunities to engage with Hungarian and foreign policy makers and relevant stakeholders on issues of global interest. 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 ([ENSZ Ifjúsági 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,
- adopting 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 skills.'

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.

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](#))]

### **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 lessons available are related to environmental education or the topic of sustainability, for example

- the Week of Sustainability ([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 Theme Week Programme ([Digitális Témahét](#)) and the so-called 'Money7' - Financial and Entrepreneurial Thematic Week (['Pénz7' – Pénzügyi és Vállalkozói Témahét](#)).

### **The emergence of global education in higher education**

According to the Concept, 'the social function of higher education is to important and transfer modern knowledge, to ensure sustainable development in the country's scientific and technical development, and to secure the cooperation of education, research and

economy.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#))] 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 Sopron](#), [University of Pannonia](#), [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

At the turn of the millennium, 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](#)). The aim was to create foundations for the education of sustainable development.

Under the Programme, schools can acquire the so-called 'Eco-school' or 'All-time eco-school' title, awarded directly by the State Secretary Responsible for Public Education. In addition, the schools who award this title, become the member of the Network of the Hungarian Echo-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](#))] In 2021, about 175 schools awarded each of the titles ([Ökoiskolák adatbázisa](#)) and overall 1200 schools are participating.

### School community service

The Concept combines global responsibility education with social responsibility in the frame of the [school community service](#). [[Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény a nemzeti köznevelésről](#))] The Concept emphasises the education of global responsibility in all high schools, and it also fits into a complex, carefully thought-out active national education programme. This is the purpose of serving the school community service. According to the Concept, the experience gained here can be used by students in later stages of their lives. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#))] (See more information below on the school community service.)

### 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 and for Family and Youth and 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](#))]

As part of the project the methodological manual called [Bookmarks \(Böngésző\)](#) was published in Hungarian in 2015 (then revised in 2016) by the [European Council](#). It contains 25 interactive, cooperation-based, non-formal education 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 problem of online hate speech. [No Hate Speech Movement - young people against online hate speech (No Hate Speech Movement - [fiatalok az online gyűlöletbeszéd ellen](#))]

### **Support for educators - Pedagogue training**

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 programmes in Hungary.

The Concept suggests that the [Eötvös Loránd University](#) is the only institution offering continuing education in the field of sustainable development. Nevertheless, 'there are currently more than 50 accredited pedagogical continuing education courses 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 are

- 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 the Institute of 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](#))]

Lesson plans, teaching materials:

- Eco portal ([Ökoportal](#)),

- National Public Education Portal ([Nemzeti Köznevelési Portál](#)) by the [Educational Authority](#),
- [Eco-school education and training program](#) ([Ökoiskolai nevelési-oktatási program](#)),
- [Hungarian Society for Environmental Education](#) ([Magyar Környezeti Nevelési Egyesület](#)),
- Week of Sustainability Issues ([Fenntarthatósági Témahét](#)),
- Digital Theme Week ([Digitális Témahét](#)), 'Money7' (['Pénz7'](#)),
- Week 8. [Tempus Public Foundation](#), Methodological Idea Collection and Digital Methodology.

### **Main programmes or actions aimed at supporting 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 aim of this call was

- to support and bring together organisations, movements and actions committed to promoting volunteering,
- promoting the culture of volunteering,
- increasing the number of volunteers, and
- to carry 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 (['Pályázati felhívás'](#)) 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 trusted 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 (['Önkéntesek világnapja'](#)) 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 ([Innovációs és Technológiai Minisztérium](#)). In 2016, the programme was implemented seven times across the country. Its aim is the volunteer cleaning of the participant's neighbourhood. By this activity, the students involved can complete 5 hours of [school community service](#) from their compulsory 50 hours.

The objectives and scope of the programme or action is to clean up public areas throughout the country. It lasts 3 days per year (since 2011). The target group is everyone, especially young people, students.

The 'TeSzedd!' today is the largest voluntary initiative in Hungary, completed for the ninth time in 2021. The main activities and main achievements were: in 2019, 1100 educational institutions, 240 000 volunteers collecting more than 3 thousands tonnes of garbage on 3 240 sites ('[TeSzedd!](#)' - [Aktuális](#)). In 2021, 650 education institution have registered their classes for the voluntary waste collection (the low number is due to the pandemic situation, according to the Ministry information).

The Ministry for Innovation and Technology is responsible for the funding of the movement.

## 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: 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 and
- development: renovation of playgrounds, kindergartens, painting of fences. [72 hours - What is this programme? ('[72 óra - Mi is ez?](#)')] ]

The responsible organisation is the Ecumenical Youth Foundation and the objective is to carry out voluntary projects across the country that are known to participants immediately before implementation. They must jointly plan, realise and evaluate. The target group is everyone, especially young people aged 14 to 30.

The main activities and main achievements: 9 000 volunteers, in 103 settlements, 400 projects (2019). The project is held in October, every year. Also, this activity can be counted as 9 hours of [school community service](#) from the compulsory 50 hours.

Financing and funding sources:

- [Hungarian Catholic Church](#) ([Magyar Katolikus Egyház](#)),
- [Hungarian Reformed Church](#) ([Magyarországi Református Egyház](#)),

- [Evangelical-Lutheran Church in Hungary](#) ([Magyarországi Evangélikus Egyház](#)),
- Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)),
- [Municipality of Budapest](#) ([Fővárosi Önkormányzat](#)),
- National Cooperation Fund ([Nemzeti Együttműködési Alap](#))
- National Volunteer Centre Foundation ([Önkéntes Központ Alapítvány](#))
- 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 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 (Nemzeti köznevelésről szóló [2011. évi CXC. törvény](#))]

The responsible organisation for the school community service is the [Educational Authority](#). The aim of the programme is to develop the personal and social competencies of students; to strengthen their sense of responsibility and to prepare them for teamwork. The target group is high school students.

According to the rules [['Az iskolai közösségi szolgálat \(IKSZ\) fogalmi és alapelvei'](#)], school community service activities can be carried out in the following areas:

- health care,
- social area and charity,
- education,
- culture and community,
- **environment and nature conservation,**
- disaster recovery,
- sports and leisure time with children, pupils with special educational needs, elderly people,
- crime and accident prevention for bodies established for the purpose of performing specific police duties.

There are several legislations that concern the school community service (['Jogszabályi háttér az Iskolai Közösségi Szolgálathoz'](#)):

- the Decree no. 20/2012. (VIII. 31.) of the Ministry of Human Capacities on the operation of educational institutions and the names of public education institutions, [A nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#)],
- the [Act CXC of 2011](#) on National Public Education (Nemzeti köznevelésről szóló [2011. évi CXC. törvény](#)),
- the Government Decree no. 100/1997. (VI. 13.) on the publication of the maturity exam rules [[100/1997. \(VI. 13.\) Kormányrendelet](#) az érettségi vizsga vizsgaszabályzatának kiadásáról],
- the Government Decree no. 326/2013. (VIII. 30.) on the career system of the pedagogues [[326/2013. \(VIII. 30.\) Kormányrendelet](#) a pedagógusok előmeneteli rendszeréről].

For more information about the School Community Services see sub-chapter [2.1 General context](#))

## 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 can access to.

### Our living planet

Hungary was the first country 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 campaign 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.

### Eco Diary mobile application

The Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) has developed and operates the Eco Diary application ([Öko Napló applikáció](#)) which aims to educate and empower young people aged 14-18 to live an environmentally conscious lifestyle. The phone app asks young people to answer daily questions on energy consumption, food, waste management, chemicals and plastic use, shopping and water consumption and shows the right answers - what protect and what harms our planet. The Fund also organized a competition in the application where schools could compare their ecological footprint and could encourage each other to be more green. The winner classes can participate in a 3-day camp.

Planet Budapest 2021 - Sustainability Expo and World Summit

The [Planet Budapest 2021](#) organised a [Sustainability Expo and World Summit](#) in 2021, with the Support of the Ministry of Foreign Affairs and Trade ([Külgazdasági és Külügyminisztérium](#)) that aimed to help young people learn more about sustainability through experimental learning. The Patron of the Planet Budapest 2021 programme is [János Áder](#), the President of Republic.

## 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. The Authority was merged into the [Office of the Commissioner for Fundamental Rights](#) from 2021 and operates as the [Directorate-General for Equal Treatment](#) ([Egyenlő Bánásmódért Felelős Főigazgatóság](#)).

### 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 make efficient and effective use of the opportunities offered by European integration,
- to coordinate domestic and international tendering programmes,
- the development and delivery of training and expert assistance.

The Tempus Public Foundation manages a number of application programmes that offer opportunities for all actors in education and training. For example:

- [Erasmus+](#) ([Erasmus+](#)),
- [CEEPUS Program](#) ([CEEPUS program](#)),
- Hungarian State Eötvös Scholarship ([Magyar Állami Eötvös Ösztöndíj](#)),
- Collegium Hungaricum Program ([Collegium Hungaricum program](#)),
- [Stipendium Hungaricum Program](#) ([Stipendium Hungaricum program](#)) for foreign students studying in Hungary,
- [Europe for Citizens Program](#) ([Európa a polgárokért program](#) - application timeframe was ended in 2020),
- Campus Mundi Program ([Campus Mundi program](#)),
- [Language Learning Scholarship Programme for Hungarian Students](#) ([Külföldi Nyelvtanulási 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

The decrees of the Ministry of Human Capacities on the school years [for example the [27/2020. \(VIII.11.\) EMMI rendelet](#) a 2020/2021. tanév rendjéről] regulate in each academic year the so-called 'Thematic Weeks'. The decrees contain the exact date of the following thematic weeks:

- 'Money7' - financial and business issues thematic week (['Pénz7'](#)),
- Digital Theme Week ([Digitális Témahét](#)),
- Week of Sustainability Issues ([Fenntarthatósági Témahét](#)).

### Week of Sustainability and environmental consciousness

The Week of Sustainability Issues ([Fenntarthatósági Témahét](#)) is an initiative of the Ministry of Human Capacities ([Emberi Erőforrások Minisztériuma](#)). 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 and available online on the website ('Fenntarthatósági Témahét - [Óratervek és mintaprojektek](#)'). For secondary school students, 20 lesson framework curriculums are available in four main topics:



- water,
- health protection,
- responsible consumption,
- waste.

In addition, the students also participated in a school competition, where high school students could plant vegetable plants in the school garden. The programme included four thematic competitions ('Fenntarthatósági Témahét - [Versenyek](#)') so far:

- Sustainability Cup,
- secondary school competition in the Carpathian Basin,
- selective waste collection competition and
- a literary competition.

### **Results in 2021** ('Fenntarthatósági Témahét - [Beszámoló](#))

- 1 630 schools participated in the theme week (78 schools were Hungarian schools from the neighbour countries).
- 18 920 school classes were involved in the programme.
- The number of students was nearly 370 000.
- 1 080 teachers participated in teacher training.
- The education packages which helped the adaption of the topic contained 30 framework curriculums, 20 online lessons and education videos, contests and activities.
- 25 000 students fill out the online questionnaire on their views and knowledge on sustainability.
- 9 previously recorded or live thematic lessons were held and almost 20 000 classes have been watching them.
- 651 teams registered for the Sustainability Cup contest.

### **Results in 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.

### **'Money7' - financial and business issues thematic week**

In 2015, Hungary joined for the first time to the [European Money Week](#) ('Pénz7' - [Pénzügyi és vállalkozói témahét](#)) to another 23 countries, aiming to help young people with financial knowledge and increase financial awareness among them. Between 2015 and 2016, the [Hungarian Banking Association](#) started to coordinate 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 this thematic week in the official timetable of the school year. Due to the support of 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 has been expanded, to include the development of entrepreneurial skills and basic knowledge about entrepreneurship in the curriculum, in addition to financial awareness.

### Results

1. In 2021, more than 1000 schools and more than 170 000 students,
2. in 2020, 1 203 schools and more than 217 000 students,
3. in 2019, 1 235 schools and more than 205 000 students,
4. in 2018, 1 200 schools and more than 202 000 students were involved in the project and
5. 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.

### Digital Theme Week

'The main objective of the Digital Theme Week ([Digitális Témahét](#)) is to promote and disseminate the methodology of digital pedagogy in public education. An important goal of the programme is to develop 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 2020/2021 school year 649 schools joined.
- 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.

### 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:

- the conscious promotion of the physical and mental health of young people;
- the implementation of offline experiences for young people;
- developing the skills and knowledge of young people in social relations, love and family relationships;
- extracurricular training activities related to sustainable development (e.g. thematic days, thematic weeks)
- support in ensuring the sustainable working conditions for young people;
- developing rural communities so that young people can live there.

In the name of environmental sustainability

- respect, love and acquiring the knowledge of the natural and created environment,
- promoting a lifestyle for environmental sustainability.

The budget ('[Pályázati felhívás](#)') 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.

## Scholarship programmes of the Blue Planet Climate Protection Foundation

The Blue Planet Climate Protection Foundation ([Kék Bolygó Klímavédelmi Alapítvány](#)) provides scholarships for students participating in higher education programmes related to climate protection, water protection, nature conservation, climate change, sustainability and green innovation ('[Ösztöndíj és gyakornoki programok](#)'). The Prime Minister's Office ([Miniszterelnökség](#)) and the Bethlen Gábor Fund ([Bethlen Gábor Alapkezelő Zrt.](#)) support the Foundation.

The researcher scholarship programme for PhD students ([PhD ösztöndíjprogram Chilében](#)) aims to provide financial support to talented PhD students who are carrying out scientific work on water protection or other topics related to nature conservation, climate change, sustainability or green innovation to participate in the research project of the Center for Climate and Resilience Research. Another scholarship programme ([Mathias Corvinus Collegium – Klímapolitikai Intézet Ösztöndíjprogram](#)) aims to provide opportunity to 3 students in the above-mentioned topics to participate in the courses of other higher education institutions at home or abroad.

The Fontus water and environmental student scholarship ([Fontus vízügyi és környezetvédelmi hallgatói ösztöndíj](#)) offers students of the Budapest University of Technology and Economics with the opportunity to deepen their knowledge in the field of water management through quality work experience and networking. The scholarship programme to Stockholm and Bratislava ([Gyakornoki Program Stockholmban és Pozsonyban](#)) provides an apprenticeship opportunity to students who acquired their master degree in the last two years and studied water conservation or other topics related to nature conservation, climate change, sustainability or green innovation.

## 9.5 Green volunteering, production and consumption

### Green volunteering

In Hungary there is no explicit state organisation or institution promoting green, environmental volunteering. Nevertheless, there is the aforementioned publicly organised and maintained 'Tesszedd!' Movement ('[Tesszedd!](#)' Önkéntesen a tiszta Magyarországért) and '72 hours of without compromise' ('[72 óra kompromisszum nélkül](#)'), should be mentioned all of which involve nature conservation volunteering activities. (For more information see sub-chapter [9.4 Raising awareness about global issues](#).)

### 'Green source' application

The Ministry of Agriculture ([Agrárminisztérium](#)) announced in each year from 2014 (the last four ones: [2019](#), [2020](#), [2021](#), [2022](#)) 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 2015-2020 ([Nemzeti Környezetvédelmi Program 2015-2020](#)):

'The quality of life and the environmental conditions of human health repair; protection of protected natural values and resources; improving resource efficiency and efficiency.'

Each year, a total of HUF 70 million (about EUR 230 000) has been allocated to the programme:

- in 2020, 2021, 2022, 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.

## Green production and consumption

### Recycling, reuse - European Waste Reduction Week

The [European Waste Reduction Week](#) ([Európai Hulladékcsökkentési Hét](#)) was launched in Hungary in 2009, and is organised every year in the last week of November. Under the programme, volunteers can implement their own action ideas 'to draw attention to preventing waste and reducing waste generation, reusing of products and recycling materials'. In Hungary, the Ministry for Innovation and Technology ([Innovációs és Technológiai Minisztérium](#)) is responsible for the coordination of the programme.

1. In 2020 863,
2. in 2019 411,
3. in 2017 4 672,
4. in 2016 3 497,
5. in 2015 476 actions were realised In Hungary.

### Energy Conservation - The Warmth of Home Programme

The Warmth of the Home Programme ([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.

### 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 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 (['A kampányról'](#)). 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. Projects focus on exchange of experiences with youth organisations and joint 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. [Act CXX of 2018 on the Hungary Helps Programme ([2018. évi CXX. törvényt a Hungary Helps Programról](#))]

### Development cooperation activities

#### Waclaw Felczak Foundation

The mission of the [Waclaw Felczak 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.' [Act CLXVI of 2017 on the Waclaw Felczak Foundation. ([2017. évi CLXVI. törvényt 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 societal debates or plans for dialogue on the topic of Youth and the World.

## 10. YOUTH WORK

Youth work in Hungary fits into the discontinuous traditions of youth policy. Its current understanding and infrastructure were created a long time ago by Mobilitás National Youth Service. 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]. Since 2003, there have been various forms of formal training for youth workers, but the prestige and recognition of the youth profession is still not comparable to other fields of education.

In Hungary, there is no official definition of youth work. 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 more recent Government documents, youth work is often understood in the context of municipal coordination (after the change of the name of the education programme), but the EU terminology of youth work appears more and more frequently in policy discourses, following the strategic documents.

Nowadays, youth work in Hungary seems 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, the public infrastructure exists, mainly connected to the EYF ([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 independent national strategy for youth work. Nevertheless, the National Youth Strategy contains a subchapter calling for better recognition of youth work, the 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 described to as a continuous discontinuity (Oross, [Wootsch](#)). The foundations of modern youth work lie in the Christian youth

organisations of the early 20<sup>th</sup> century, especially in scouting, and do not differ fundamentally from other European countries at that time. As Wootsch (2010) notes, the consequences of the Treaty of Versailles after World War 1 led youth movements down an intensely political path

'because the nationalists and revisionists defined the political and social role of youth work.' (Wootsch 2010: 106).

The Scouts had strong political support in the right-wing authoritarian regime, and they engaged in direct political activities: mainly in spreading revisionist goals abroad (see [Bodnár 1986](#)). The most notable youth-related event of this era was took place in 1933, when the 4<sup>th</sup> World Scout Jamboree held 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 was placed under the umbrella of the pioneer movement, similar to the general trend in the socialist bloc. In 1948, the Scouts were incorporated into the Pioneer Movement. Some elements and methods of scouting were retained, but communist ideological socialisation played a key role in the activities (although the ideological function gradually diminished from the 1970s onwards). [Trencsényi (1993): About child movements (adolescent movements) and their helpers - [A gyermekmozgalmakról \(serdülőmozgalmakról\) és segítőikről](#)].

In addition to its ideological function, the Pioneer Movement also played a role in cultural education and in sport. Almost all primary school students were pioneers, while young people of higher age groups could be affiliated to the Communist Youth League. During late socialism, the youth work of these institutions focused mainly on community organising, and as such, it was not unsuccessful. When Act 1989 - II on the Right of Association made it possible to establish organisations, many youth organisations were established upon communities of these origins [Tóbiás (2019): Career paths in youth work ([Szakmai életutak az ifjúsági munkában](#))].

The discontinuity mentioned above continues after the democratic transition. The opening of the [European Youth Centre \(Európai Ifjúsági Központ\)](#) in Budapest in 1995 and especially the activity of the Mobilitás National Youth Service (which, among other tasks, also provided the methodological background for youth work) between 1995 and 2013 marked positive opportunities and failed hopes. Since then, its tasks have been coordinated by the project-funded Elisabeth Youth Foundation Nonprofit Ltd ([Erzsébet Ifjúsági Alap](#)) which 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

In Hungary, there is no official definition of youth work. As there is no 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 in both strategic documents and everyday language of youth work.

It appears that youth work terminology has become entrenched in Government documents and statements in recent years. The consistent terminology is undermined by the changes in the training, which was called 'social and youth work' between 2012 and 2016 and was

reconceptualised as 'youth community coordinator', while the [Hungarian Standard Classification of Professions](#) still refers to the profession as youth assistant.

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 here too, it must be underlined, that in many cases they are used as interchangeable or overlapping terms.

Theoretical approaches of youth work in Hungary usually refer to its low threshold nature and service role [[Nagy, 2016](#)], as well as its non-formal and informal learning methods, contribution 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 from the strategy can be interpreted to mean 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 line with the changed 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 usually 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].

The EYF serves as methodological background for youth work or is related to the compulsory youth activities of the municipalities.

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 2022, the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)) is responsible for youth policy and youth affairs. Sub-chapter [1.4 Youth policy decision-making](#) specifies the structure.

Here we might add that the organisational and operational rules ([Szervezeti és Működési Szabályzat](#)) of the Prime Minister's Office ([Miniszterelnökség](#)) refers to youth work explicitly in one paragraph about the functional tasks of the Department for Youth Affairs. According to this, the Department

'prepares methodological developments and activities, in particular to develop local youth work, increase the capacity of youth organisations and service providers, and develop young people's social activity.'

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:

- The State Secretariat for Public Education.

In the Prime Minister's Office:

- Deputy State Secretary for Civil Society Relations,
- Deputy State Secretariat for Coordination of the Development of Modern Cities and Villages.

In the Ministry for Innovation and Technology

- State Secretariat for Knowledge and Innovation Management,
- The Division for Developing the Digital Welfare Programme (under the Deputy State Secretary for Innovation),
- 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,
- volunteering and
- 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 (ifjúságsszakmai 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,
- coordination of cross-sectoral cooperation
- operation of a national network
- running a network of professional youth mentors
- practical support for youth and/or volunteering organisations and for the youth-related task management of municipal governments
- provide support to 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:

- tendering,
- reviewing applications,
- monitoring,
- evaluation and
- dissemination, as well as
- 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 in the Digital Education Methodological Centre of the Digital Welfare Nonprofit Ltd. ([Digitalis Jólét Nonprofit Kft.](#)).

Another division of this organisation, the Division for Digital Child Protection coordinates the implementation of the [Digital Child Protection Strategy \(Digitális Gyermekvédelmi Stratégia\)](#).

## The role of public education

Public education plays an essential supplementary role in the infrastructure of youth policy. As such, elements related to the objectives 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. 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. In addition, school student councils (see sub-chapter [5.3 Youth representation bodies](#)) can also be interpreted primarily 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, they co-organised a conference with the [European Youth Centre \(Európai Ifjúsági Központ\)](#) on the topic of youth work in 2019, for the first time. In 2021, it was held in September ([Ifjúsági Munka Konferencia](#)). (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 class excursions,
- 6-day summer adventure camps,
- 6-day 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)] is not 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 primarily responsible for comprehensive strategic planning, distribution of resources according to the objectives, mentioned above and providing methodological support.

The most important strategic and methodological institution of youth work is the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)). As the main source of funding for 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](#))] has been administered by the EYF, the main directions were set by the latter in close cooperation with the State Secretariat for Family and Youth Affairs and from 2022, with the Minister heading the Prime Minister's Office ([Miniszterelnökséget vezető miniszter](#)).

Youth policy at the municipal level appears as a compulsory task, but there are no budgetary allocations associated with it. Therefore, the approach of local authorities to youth work is very different ([Déri, Gulyás, 2017](#)).

On the municipal level, the role of youth officers can be underlined. As the office is not compulsory, and there are no official guidelines on it, interpretations and implementations differ. However, the general understating of the role, developed by the former Mobilitás National Agency, states that in addition to their tasks of coordinating public administration, youth officers may submit proposals regarding ('[Ifjúsági referensek](#)')

- youth assistance,
- youth services and
- programmes.

Harmonising the work of the youth officers is a general intention of both the Elisabeth Youth Foundation and the youth umbrella organisations. The Foundation organises meetings for them on a yearly basis. The 2021 national meeting ([Országos találkozó 2021](#)) took place in November and followed by regional online meetings.

### Cross-sectoral cooperation

According to the information provided by the predecessor of the EYF, the New Generation Centre Nonprofit Ltd. in 2019, collaborations in the youth sector often happen at the local level and/or concerning certain programmes or projects. Thus, they do not have an impact at the central level. It should also be noted that youth work as such does not have its own platform, but is embedded in more general youth policy platforms (or alternatively, youth work-related issues may appear in some specific subfields of education or other related policy fields).

In terms of formal cooperation, it is important to highlight the role of the EYF as an institution that organises conferences where youth sector actors can meet. According to the Department of Youth Affairs in 2021, the launch event of the national conference to promote sectoral and intersectoral cooperation took place in April 2019. This activity of the Elisabeth Youth Fund is a series of events of which the national conference was the first element. During the period 2020-2021, 39 intersectoral workshops and consultations were held to develop projects.

As a result, a number of local and regional developments and programmes have been implemented, as well as cooperation with various regional forums and round tables. A

publication summarising the process of cross-sectoral collaboration and showcasing good practises that have emerged from the collaboration will be published in the second half of 2022 and presented at the national cross-sectoral conference in 2022.

## 10.3 Support to youth work

### Policy legal framework

There is no independent national strategy for youth work, but the [National Youth Strategy \(Nemzeti Ifjúsági Stratégia\)](#) has a sub-chapter 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.'

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.'

The main conceptual framework of youth work is described in sub-chapter [10.1 General context](#), which shows, that:

- the contents,
- 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**

An earlier important framework for supporting local youth work was to promote the creation of Integrated Community and Service Spaces [[integrált közösségi szolgáltató tér](#) (hereinafter referred to as IKSZT)]. A ministerial Decree made it possible for settlements under 5 000 inhabitants (municipal governments, NGOs and churches could apply) to create community centres with a wide range of compulsory services 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 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, no earmarked fundings can be identified, and thus no budgetary allocations can be estimated.

Public funding frameworks can be found in sub-chapter [5.6 Supporting youth organisations](#).

According to the information provided by the predecessor of the 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 supports youth work and connections of young people in the Carpathian Basin, in line with the national strategic goals 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 ('[Pályázati kiírás](#)') 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 projects are administered by the Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)). One of the most relevant projects under this framework is a project to support the development of local youth strategies. According to the information provided in 2021, the Department for Youth Affairs supported 33 out of the 46 tenders. Cooperation with the supported municipalities and local experts has started in 2021.

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](#).

HRDOP-1.2.12-17-2017-00006, entitled '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

Established ways of cooperation administered by public authorities are mainly related to EYF. Conferences organised by the EYF ([Erzsébet Ifjúsági Alap](#)), and the networking efforts of the Youth Unit of [Tempus Public Foundation](#) 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.

As described in sub-chapter [10.2 Administration and governance of youth work](#), EYF has organised a national conference on fostering sectoral and cross-sectoral cooperations in 2019, 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 system that is specific to 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 relevant indicators ([indikátorok](#)) of the project are the following:

- number of participants younger than 25 years of age (20 000),
- number of local communities served (570).

The second indicator's monitoring includes the reports of mentors.

Besides this, probably the most elaborate quality assurance of youth work (which overlaps 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, it is difficult to obtain data on youth work as the concept is often mixed with volunteering and youth participation. However, the regular large sample youth researches (see sub-chapter [1.6 Evidence-based 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 Elisabeth Youth Fund ([Erzsébet Ifjúsági Alap](#)) 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 authority related to youth policy is currently the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)) and 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 has been developed, where a database of youth experts and a resource map of local youth services is 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 in which youth work can be found as a separate entity in 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](#)). This practically means that the laws only consider youth workers with corresponding education and/or occupation; volunteers are therefore subject to a different legal understanding.

Various laws list a number of professions that can be exercised as youth assistant occupation (['Ifjúságsegítő'](#)). According to the website 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 could be learned as a profession in higher vocational education (between 2012 and 2017 as a vocational education in higher education). 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, EYF organises a number of trainings. The selection is the following (Erzsébet Ifjúsági Alap - ['Képzéseink'](#)):

Distance learning:

- Online coaching to support career guidance for young people (20 hours)
- Basics and practices of NGO project management (20 hours)
- Online preparation for international voluntary service (20 hours)



On-site education:

- Basic skills of youth profession (30 hours)
- Assertive communication (30 hours)
- Preparation of peer support workers (30 hours)
- Training of peer mentors (30 hours)
- Basics of community coordination (30 hours)
- Career guidance support for young people (30 hours)
- NGO project and tender management (30 hours)
- Methods of game and experiential education in youth work (30 hours)
- Anti-discrimination, harassment, equal opportunities for young people – recognition, prevention and treatment (30 hours)

In the area of volunteering:

- Coordination and management of volunteers - Volunteer coordination at basic level (30 hours)
- Volunteer coordination - From basics to specific needs (30 hours)
- Preparing volunteers for international voluntary service (40 hours)
- Basic preparation for international voluntary service (20 hours)
- Preparation for international voluntary service for health purposes (10 hours)
- Preparation of international service travellers for volunteering (10 hours)
- Volunteers in the organisation - Preparation to receive volunteers (30 hours)

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.

There are no other 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**

Apart from the existence of [Youthpass](#), which can be acquired through participation 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 acquired 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 main actor in raising awareness 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 most recent development was the launch of a resource map (['Erőforrástérkép'](#)) listing local youth work actors as well as local strategic documents and community spaces.

The website ([honlap](#)) of the Erasmus+ Youth Unit of [Tempus Public Foundation](#) provides information on E+ Youth trainings and they organise regular events to raise awareness of the opportunities.

### Key initiatives

The Elisabeth Novum Award ([Erzsébet Nóvum Díj](#)) initiative introduced in sub-chapter [2.6 Raising awareness about youth volunteering opportunities](#) relates to youth work too. The Elisabeth Novum Award aims

'to draw attention to the innovative initiatives based on cooperation and volunteering, which are aimed at young people, and involve them in their implementation.

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

The award means a financial support of HUF 1 million (around EUR 2 800) to the winning organisation, for a project which integrates the above-mentioned evaluation aspects. The ALTERNAIV Youth and Cultural Association won the 2021 award with a project related to environment protection (['Az ALTERNAIV Egyesület nyerte az idei Erzsébet Nóvum Díjat'](#)).

## 10.8 Current debates and reforms

### Forthcoming policy developments

According to the Department of Youth Affairs in 2021, the need for young people to have a greater say in the public issues that affect them is a recurring theme in face-to-face conversations with young people, at events and in discussions with youth NGO leaders. In addition, a practical handbook for teachers is currently being produced to support career guidance for young people.

### Ongoing debates

According to the Department of Youth Affairs in 2021, the main topics of policy debates are the following:

- Tackling unpaid apprenticeships of young people.
- Creating community spaces for young people: the project that funded the New Generation Centre community space network has come to an end, but there is still a growing number of municipalities that consider it important to create community spaces for young people. The government encourages local authorities to take advantage of this opportunity, as it can be an important means of retaining young people in their area.
- Involving young people from disadvantaged backgrounds in community and voluntary activities.

- The impact of COVID on youth work/youth mental health issues.
- Promoting the further development and visibility of youth work.

## 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)

**Duális szakmai oktatás** (dual training in vocational education): in 2020, the system of vocational schools changed by the 1168/2019. (III. 28.) Government Decision ([1168/2019. \(III. 28.\) Korm. határozat](#)). An important provision was the introduction of dual training in vocational schools ([duális szakmai oktatás](#)) with the aim to have professional experience in a 'real' work place rather than in a vocational training place. The dual training ensures that the students

- participate in a professional traineeship,
- learn the business culture,
- acquire competitive knowledge and skills.

In addition, students get a salary for this work, with the amount of HUF 100 000 – 170 000 (about EUR 270 - 457). (Chapter 3 and 6)

**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](#) which details the internship agreement) (Employment & Entrepreneurship [3.5 Traineeships and Apprenticeships](#))

**Felzárkózó települések program** (Catching-up Settlements programme): the programme of the Hungarian government ([Felzárkózó települések program](#)), for the social inclusion of disadvantaged settlements and people living there. The aim of this comprehensive programme is to reach the 300 most disadvantaged settlements, with a focus on children and youth. Charities and NGOs are also involved in the implementation of the programme. In 2019, 31 settlements were included in the programme located in the most disadvantaged parts of the country. In 2020 and 2021, 87 new settlements were included in the programme. (Chapter 4)

**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 paediatricist '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 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:

- community building,
- educating young people for active citizenship,
- development of one's personality,
- 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 Statisticsm 2012](#))(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. Since 2020 the Roundtable has not been convened due to the pandemic situation. The main advisory body is currently the Board of the Children and Youth Fund ([Gyermek és Ifjúsági Alapprogram Tanácsa](#)). (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 Statisticsm 2012](#))(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 6 and 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 26 cities in 24 countries, in addition to education and cultural diplomats ([oktatási és kulturális diplomata](#)) who serve at eight Hungarian foreign representations. 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. (Chapter 8)

**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)

## REFERENCES

---

### Legislation and official policy documents

Hungarian Government (Magyarország Kormánya), [Digital Child Protection Strategy \(Magyarország Digitális Gyermekvédelmi Stratégiája\)](#) (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), 2016. [Digital Education Strategy \(Magyarország Digitális Oktatási Stratégiája\)](#) (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), 2017. Digital Welfare Strategy 2.0 ([A Digitális Jólét Program 2.0](#)) (last accessed 30/12/2019)

Hungarian Government (Magyarország Kormánya), [Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#) (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), Public Education Strategy for the European Union 2021-2030 ([Az Európai Unió számára készített köznevelési stratégia 2021 - 2030](#)) (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), 2016. [Fokozatváltás a felsőoktatásban, középtávú szakpolitikai stratégia, 2016.](#) (last accessed 14/02/2021)

Hungarian Government, [Hungary's National Youth Guarantee Implementation Plan](#) (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [Job protection action plan aimed at assisting elderly, young and unskilled people and cutting red tape for Hungarian small enterprises](#) (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), 2013. [Kis- és középvállalkozások stratégiája 2014-2020](#) (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), 2016. [Konceptió a globális felelősségvállalásra nevelésről a formális és nem-formális oktatásban Magyarországon.](#) (last accessed 01/08/2021)

Hungarian Government (Magyarország Kormánya), 2017. [Közgyűteményi Digitalizálási Stratégia](#) (2017-2025) (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), 2008. National Youth Strategy 2008 – 2023. Additional Information ([Nemzeti Ifjúsági Stratégia 2008 – 2023. Háttéranyag](#)) (last accessed 15/12/2019)

Government of Hungary, 2016. [National Reform Programme 2016 of Hungary.](#) (last accessed 15/12/2019)

Government of Hungary, 2017. [National Reform Programme 2017 of Hungary.](#) (last accessed 05/10/2017)

Government of Hungary, 2013. [4. Nemzeti Környezetvédelmi Program 2015-2020.](#) (last accessed 13/02/2021)

Hungarian Government (Magyarország Kormánya), [A végzettség nélküli iskolaelhagyás elleni középtávú stratégia.](#) (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [100/1997. \(VI. 13.\) Korm. rendelet](#) az érettségi vizsga vizsgaszabályzatának kiadásáról (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [277/1997. \(XII. 22.\) Korm. rendelet](#) a pedagógus-továbbképzésről, a pedagógus-szakvizsgáról, valamint a továbbképzésben részt vevők juttatásairól és kedvezményeiről (last accessed 09/02/2021)

Hungarian Government (Magyarország Kormánya), [12/2001. \(I. 31.\) Korm. rendelet](#) a lakáscélú állami támogatásokról. (last accessed 20/09/2017)

Hungarian Government (Magyarország Kormánya), [51/2007. \(III. 26.\) Korm. rendelet](#) a felsőoktatásban részt vevő hallgatók juttatásairól és az általuk fizetendő egyes térítésekről (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [1199/2010. \(IX. 29.\) Korm. határozat](#) a Társadalmi Felzárkózási és Cigányügyi Tárcaközi Bizottság létrehozásáról (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [321/2011. \(XII. 27.\) Korm. rendelet](#) a helyi esélyegyenlőségi programok elkészítésének szabályairól és az esélyegyenlőségi mentorokról (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [1494/2011. \(XII. 27.\) Korm. határozat](#) Az Új Nemzedék Jövőjéért Program, a Kormány ifjúságpolitikai keretprogramjának elfogadásáról. In: Magyar Közlöny 2011/160. (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya) , [Government Decree No 95/2012 \(15.V.\)](#) on the Definition of Powers and Responsibilities of the National Office for Rehabilitation and Social Affairs and of the Policy Administration Services for Rehabilitation

falling under the Professional Authority of the National Office ([95/2012. \(V. 15.\) Korm. rendelet](#) a Nemzeti Rehabilitációs és Szociális Hivatalról, valamint a szakmai irányítása alá tartozó rehabilitációs szakigazgatási szervek feladat- és hatásköréről) (last accessed 15/12/2019)

Hungarian Government (Magyarország Kormánya), [229/2012. \(VIII. 28.\) Korm. rendelet](#) a nemzeti köznevelésről szóló törvény végrehajtásáról. (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [230/2012. \(VIII. 28.\) Korm. rendelet](#) a felsőoktatási szakképzésről és a felsőoktatási képzéshez kapcsolódó szakmai gyakorlat egyes kérdéseiről (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [363/2012. \(XII. 17.\) Korm. rendelet](#) az Óvodai nevelés országos alapprogramjáról. (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [423/2012. \(XII. 29.\) Korm. rendelet](#) a felsőoktatási felvételi eljárásról (last accessed 05/11/2018)

Hungarian Government (Magyarország Kormánya), [National Volunteer Strategy 2012-2020 \[1068/2012. \(III. 20.\) Korm. határozat](#) a Nemzeti Önkéntes Stratégia 2012-2020 elfogadásáról és a végrehajtáshoz szükséges középtávú feladatokról] (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [1292/2012. \(VIII. 13.\) Korm. határozat](#) a Gyermek és Ifjúsági Alapprogram Tanácsáról (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [43/2013. \(X. 18.\) KüM közlemény](#) a Magyarország Kormánya és a Litván Köztársaság Kormánya közötti, a Báthory István Magyar-Litván Együttműködési Alapról szóló megállapodás kihirdetéséről szóló 227/2013. (VI. 24.) Korm. rendelet 2. és 3. §-ának hatálybalépéséről (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [326/2013. \(VIII. 30.\) Korm. rendelet](#) a pedagógusok előmeneteli rendszeréről és a közalkalmazottak jogállásáról szóló [1992. évi XXXIII. törvény](#) köznevelési intézményekben történő végrehajtásáról (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [1744/2013. \(X. 17.\) Korm. határozat](#) a Nemzeti Bűnmegelőzési Stratégiáról 2013-2023 (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [87/2015. \(IV. 9.\) Korm. rendelet](#) a nemzeti felsőoktatásról szóló 2011. évi CCIV. törvény egyes rendelkezéseinek végrehajtásáról. (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [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 (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [16/2016. \(II. 10.\) Korm. rendelet](#) az új lakások építéséhez, vásárlásához kapcsolódó lakáscélú támogatásról. (last accessed 20/09/2017)

Hungarian Government (Magyarország Kormánya), [17/2016. \(II. 10.\) Korm. rendelet](#) a használt lakás vásárlásához, bővítéséhez igényelhető családi otthonteremtési kedvezményről. (last accessed 20/09/2017)

Hungarian Government (Magyarország Kormánya), [253/2016. \(VIII. 24.\) Korm. rendelet](#) egyes kormányrendeleteknek a Türr István Képző és Kutató Intézet megszűnésével összefüggő módosításáról (last accessed 20/09/2017)

Hungarian Government (Magyarország Kormánya), [273/2016. \(IX. 15.\) Korm. rendelet](#) a családi otthonteremtési kedvezményrel összefüggésben egyes kormányrendeletek módosításáról. (last accessed 20/09/2017)



Hungarian Government (Magyarország Kormánya), [322/2016. \(X. 27.\) Korm. rendelet](#) a Szakképzési Hídprogramban részt vevő tanulók ösztöndíjáról, valamint a részt vevő pedagógusok pótlékáról. (last accessed 14/02/2021)

Hungarian Government (Magyarország Kormánya), [354/2016. \(XI. 18.\) Korm. rendelet](#) a nemzeti köznevelésről szóló törvény végrehajtásáról szóló 229/2012. (VIII. 28.) Korm. rendelet módosításáról. (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [1037/2016. \(II. 9.\) Korm. határozat](#) az Emberi Erőforrás Fejlesztési Operatív Program éves fejlesztési keretének megállapításáról. (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [1312/2016. \(VI. 13.\) Korm. határozat](#) a központi hivatalok és a költségvetési szervi formában működő minisztériumi háttérintézmények felülvizsgálatával kapcsolatos intézkedésekről (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [1868/2016. \(XII. 28.\) Korm. határozat](#) a Nemzeti Élsport és Utánpótlás-nevelési Képzési Központok Magyarországon történő létrehozásával kapcsolatos intézkedésekről. (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [1503/2016. \(IX. 21.\) Korm. határozat](#) a Nemzeti Önkéntes Tanácsról (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről (last accessed 15/12/2016)

Hungarian Government (Magyarország Kormánya), [1705/2016. \(XII. 5.\) Korm. határozat](#) az egész életen át tartó tanulásra vonatkozó szakpolitika keretstratégiájának 2014-2020 évekre vonatkozó cselekvési tervéről (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [1405/2017. \(VI. 28.\) Korm. határozat](#) a Roma Koordinációs Tanács (ROK-T) létrehozásáról szóló 1102/2011. (IV. 15.) Korm. határozat módosításáról (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [1882/2017. \(XI. 30.\) Korm. határozat](#) a Roma Szakkollégiumi Tanács létrehozásáról és működéséről (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [94/2018. \(V.22.\) Korm. rendelet](#) a Kormány tagjainak feladat – és hatásköréről (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [1285/2018. \(VI. 22.\) Korm. határozata](#) a duális szakképzés partnerségi megállapodás keretében történő fejlesztéséről és az ezt szolgáló központi pilot programról (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [1722/2018. \(XII. 18.\) Korm. határozat](#) a nemzeti egészségügyi programokról, valamint az azokhoz kapcsolódó, a 2019–2022. évekre vonatkozó szakpolitikai programokról (last accessed 10/02/2021)

Hungarian Government (Magyarország Kormánya), [44/2019. \(III. 12.\) Kormányrendelet](#) a babaváró támogatásról (last accessed 28/09/2019)

Hungarian Government (Magyarország Kormánya), [168/2019. \(III. 28.\) Korm. határozat](#) a „Szakképzés 4.0 - A szakképzés és felnőttképzés megújításának középtávú szakmapolitikai stratégiája, a szakképzési rendszer válasza a negyedik ipari forradalom kihívásaira” című stratégia elfogadásáról és a végrehajtása érdekében szükséges intézkedésekről (last accessed 14/02/2021)

Hungarian Government (Magyarország Kormánya), [5/2020. \(I.31.\) Korm. rendelet](#) a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról szóló 110/2012. (VI. 4.) Korm. rendelet módosításáról (last accessed 13/02/2021)

Hungarian Government (Magyarország Kormánya), [12/2020. \(II. 7.\) Korm. rendelet](#) a szakképzésről szóló törvény végrehajtásáról (last accessed 14/02/2021)

Hungarian Government (Magyarország Kormánya), [204/2020. \(V. 14.\) Korm. rendelet](#) az Arany János Programok megvalósítását szolgáló támogatás és ösztöndíjtámogatás rendjéről és feltételeiről (last accessed 08/01/2021)

Hungarian Government (Magyarország Kormánya), [832/2021. \(XII. 30.\) Korm. rendelet](#) a Miniszterelnökséget vezető miniszter család-, gyermek- és ifjúságpolitikai feladat- és hatáskörébe tartozó jogszabályok meghatározásáról és egyes kormányrendeletek módosításáról (last accessed 04/04/2022)

Hungarian Government (Magyarország Kormánya), [H/11798. számú országgyűlési határozati javaslat](#) a Nemzeti Drogellenes Stratégiáról 2013-2020 (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [T/10377. számú törvényjavaslat](#) Magyarország 2017. évi központi költségvetéséről (last accessed 05/10/2017)

Hungarian Government (Magyarország Kormánya), [Y/4314. számú tájékoztató](#) a Nemzeti Ifjúsági Stratégia célrendszerének 2010–2013. évekre vonatkozó megvalósulásáról p. 7-8 and p. 45-61. (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [1991. évi XX. törvény](#) a helyi önkormányzatok és szerveik, a köztársasági megbízottak, valamint egyes centrális alárendeltségű szervek feladat- és hatásköeiről (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Act LXXIX of 1993](#) on Public Education ([1993. évi LXXIX. törvény](#) a közoktatásról) (last accessed 09/12/2018)

Hungarian Parliament (Országgyűlés), [1995. évi LXIV. törvény](#) a Gyermekek és Ifjúsági Alapról, a Nemzeti Gyermekek és Ifjúsági Közalapítványról, valamint az ifjúsággal összefüggő egyes állami feladatok ellátásának szervezeti rendjéről (last accessed 12/15/2016)

Hungarian Parliament (Országgyűlés), [Act CLIV of 1997](#) on Health ([1997. évi CLIV. törvény](#) az egészségügyről) (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Act CXL of 1997](#) on the protection of Museum Institutions, Public Library Services and Community Culture ([1997. évi CXL. törvény](#) a muzeális intézményekről, a nyilvános könyvtári ellátásról és a közművelődésről) (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [1997. évi CLV. törvény](#) a fogyasztóvédelemről (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [1997. évi XXXI. törvény](#) a gyermekek védelméről és a gyámügyi igazgatásról (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [1999. évi LXXV. törvény](#) a szervezett bűnözés, valamint az azzal összefüggő egyes jelenségek elleni fellépés szabályairól és az ehhez kapcsolódó törvénymódosításokról (last accessed 08/01/2021)

Hungarian Parliament (Országgyűlés), [Act CXXV of 2003](#) on Equal Treatment and the Promotion of Equal Opportunities. ([2003. évi CXXV. törvény](#) az egyenlő bánásmódról és az esélyegyenlőség előmozdításáról) (last accessed 04/04/2022)

Hungarian Parliament (Országgyűlés), [Act LXXXVIII. of 2005](#) on Public Interest Volunteer Activities ([2005. évi LXXXVIII. törvény](#) a közérdekű önkéntes tevékenységről) last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [65/2007. \(VI. 27.\) OGY határozat](#) a Sport XXI. Nemzeti Sportstratégiáról (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Resolution 88/2009. \(X. 29.\)](#), ([88/2009. \(X. 29.\) OGY határozat](#) a Nemzeti Ifjúsági Stratégiáról) National Youth Strategy 2009-2024 ([Nemzeti Ifjúsági Stratégia 2009-2024](#)) (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [106/2009. \(XII. 21.\) OGY határozat](#) a kábítószer-probléma kezelése érdekében készített nemzeti stratégiai programról (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Act CCIV of 2011 On National Higher Education \(2011. évi CCIV. törvény a nemzeti felsőoktatásról\)](#) (last accessed 04/04/2022)

Hungarian Parliament (Országgyűlés), [2011. évi CLXXV. törvény](#) az egyesülési jogról, a közhasznú jogállásról, valamint a civil szervezetek működéséről és támogatásáról (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), Act CLXXXIX of 2011 on self-governments in Hungary ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól) (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [Act CXC of 2011](#) on National Public Education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) (last accessed 10/02/2021)

Hungarian Parliament (Országgyűlés), [Act CXI of 2011](#) on the Commissioner for Fundamental Rights ([2011. évi CXI. törvény](#) – az alapvető jogok biztosáról) (last accessed 12/15/2016)

Hungarian Parliament (Országgyűlés), [Act I of 2012](#) on the Labor Code ([2012. évi I. törvény](#) a munka törvénykönyvéről) (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Act C of 2012](#) on the Criminal Code ([2012. évi C. törvény](#) a Büntető Törvénykönyvről) (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [2012. évi CXXIII. törvény](#) a nemzeti felsőoktatásról szóló 2011. évi CCIV. törvény módosításáról (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [2012. évi CXXXIV. törvény](#) a fiatakorúak dohányzásának visszaszorításáról és a dohánytermékek kiskereskedelméről (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Resolution 18/2013. \(28<sup>th</sup> March\) of the Parliament](#) on the National Framework Strategy on Sustainable Development ([18/2013. \(III. 28.\) OGY határozat](#) a Nemzeti Fenntartható Fejlődés Keretstratégiáról) (last accessed 27/12/2018)

Hungarian Parliament (Országgyűlés), [Parliament Resolution No. 80/2013 \(X. 16.\)](#) on the National Anti-Drug Strategy 2013-2020 (last accessed 05/10/2017)

Hungarian Parliament (Országgyűlés), [Act V of 2013](#) on the Civil Code ([2013. évi V. törvény](#) a Polgári Törvénykönyvről) (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), [2013. évi LXXVII. törvény](#) a felnőttképzésről (last accessed 15/12/2016)

Hungarian Parliament (Országgyűlés), Act CLXVI on the Waclaw Felczak Foundation ([2017. évi CLXVI. törvény a Waclaw Felczak Alapítványról](#)) (last accessed 30/12/2019)

Hungarian Parliament (Országgyűlés), Act CXX of 2018 on Hungary Helps Program ([2018. évi CXX. törvény a Hungary Helps Programról](#)) (last accessed 30/12/2019)

Hungarian Parliament (Országgyűlés), [2019. évi LXXI. törvény](#) Magyarország 2020. évi központi költségvetéséről (last accessed 10/02/2021)

Hungarian Parliament (Országgyűlés), [2019. évi LXXX. törvény](#) a szakképzésről (last accessed 04/04/2022)

Hungarian Parliament (Országgyűlés), [2021. évi XC. törvény](#) Magyarország 2022. évi központi költségvetéséről (last accessed 04/04/2022)

Hungarian Parliament (Országgyűlés), [2021. évi XVI. törvény](#) a Magyar Kultúráért Alapítvány létrehozásáról, valamint a Magyar Kultúráért Alapítvány és a Petőfi Irodalmi Ügynökség Nonprofit Korlátolt Felelősségű Társaság részére történő vagyonszármaztatásról (last accessed 04/04/2022)

Hungarian Parliament (Országgyűlés), [The Fundamental Law of Hungary \(Magyarország Alaptörvénye\)](#) (last accessed 03/02/2021)

Ifjúsági és Sportminisztérium, 2000. [Nemzeti Stratégia a kábítószer-probléma visszaszorítására.](#) (last accessed 04/04/2022)

Külgazdasági és Külügyminisztérium, Nemzetközi Fejlesztési és Humanitárius Főosztály, [Magyarország nemzetközi fejlesztési együttműködésére vonatkozó szakpolitikai stratégiája és nemzetközi humanitárius segítségnyújtására vonatkozó szakpolitikai koncepciója \(2014-2020\) \(International Development Cooperation Strategy and Strategic Concept for International Humanitarian Aid of Hungary 2014-2020\)](#) (last accessed 05/10/2017)

Minister heading the Prime Minister's Office, [14/2018. \(VII. 3.\) MvM utasítás](#) a Miniszterelnökség Szervezeti és Működési Szabályzatáról (last accessed 04/04/2022)

Ministry for Innovation and Technology (Innovációs és Technológiai Minisztérium), 2019. [Szakképzés 4.0.](#) A szakképzés és a felnőttképzés megújításának középtávú szakmapolitikai stratégiája, a szakképzési rendszer válasza a negyedik ipari forradalom kihívásaira. (last accessed 14/02/2021)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról (last accessed 15/12/2016)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [51/2012. \(XII. 21.\) számú EMMI rendelet 2. sz. melléklete](#) (Kerettanterv az általános iskola 5-8. évfolyamára). (last accessed 05/10/2017)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [15/2013. \(II. 26.\) EMMI rendelet](#) a pedagógiai szakszolgálati intézmények működéséről. (last accessed 05/10/2017)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [37/2014. \(IV. 30.\) EMMI rendelet](#) a közétkeztetésre vonatkozó táplálkozás-egészségügyi előírásokról (last accessed 05/10/2017)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [40/2014. \(V. 5.\) EMMI rendelet](#) az Arany János Tehetséggondozó Program, az Arany János Kollégiumi Program és az Arany János Kollégiumi- Szakiskolai Program támogatásáról (last accessed 15/12/2016)

Ministry of Human Capacities (Ember Erőforrások Minisztériuma), Decree 18/2016 of the Ministry of Human Capacities ([18/2016. \(VIII. 5.\) EMMI rendelet](#) a felsőoktatási szakképzések, az alap- és mesterképzések képzési és kimeneti követelményeiről, valamint a tanári felkészítés közös követelményeiről és az egyes tanárszakok képzési és kimeneti követelményeiről szóló 8/2013. (I. 30.) EMMI rendelet módosításáról) (last accessed 30/12/2019)

Ministry of Human Capacities (Ember Erőforrások Minisztériuma), [26/2016. \(IX. 8.\) EMMI rendelet](#) az emberi erőforrások minisztere által adományozható elismerésekről (last accessed 04/04/2022)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 16/2018. (VII.26.) regulation on the Organizational and Operational Policy of the Ministry of Human Capacities ([16/2018. \(VII. 26.\) EMMI utasítás](#) az Emberi Erőforrások Minisztériuma Szervezeti és Működési Szabályzatáról) (last accessed 04/04/2022)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [40/2018. \(XII. 4.\) EMMI rendelet](#) a gyermekek esélynövelő szolgáltatásainak szakmai feladatairól és működésük feltételeiről (last accessed 08/01/2021)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), [27/2020. \(VIII.11.\) EMMI rendelet](#) a 2020/2021. tanév rendjéről (last accessed 13/02/2021)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 2014. ['Egészséges Magyarország 2014-2020'](#). Egészségügyi Ágazati Stratégia. (last accessed 13/02/2021)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 2014. [Köznevelés-fejlesztési stratégia](#). (last accessed 14/02/2021)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 2021. Healthy Hungary 2021-2027 Healthcare Sectoral Strategy ([Egészséges Magyarország 2021-2027](#) Egészségügyi Ágazati Stratégia) (last accessed 04/04/2022)

Ministry for Innovation and Technology and Ministry of Interior (Innovációs és Technológiai Minisztérium és Belügyminisztérium), 2020. National Digitalization Strategy ([Nemzeti Digitalizációs Stratégia 2021-2030](#)) (last accessed 04/04/2022)

Ministry of Rural Development (Vidékfejlesztési Minisztérium), [15/2021. \(III. 31.\) AM rendelet](#) az iskolagyümölcs-program végrehajtásáról. (last accessed 04/04/2022)

Deputy State Secretary for Social Inclusion (Társadalmi Felzárkózásért Felelős Helyettes Államtitkárság), National Social Inclusion Strategy 2030 ([Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030](#)) (last accessed 04/04/2022)

National Cultural Council (Nemzeti Kulturális Tanács), Hungarian Strategy of Popular Music 2020 ([Magyar Könyvzenei Stratégia 2020](#)) (last accessed 04/04/2022)

National Election Office (Nemzeti Választási Iroda), 2018. [Országgyűlési képviselők választása 2018 – az Országgyűlés összetétele](#) (last accessed 30/12/2019)

A nemzeti erőforrás miniszter [21/2011. \(V. 12.\) NEFMI rendelethez](#) a Gyermekek és Ifjúsági Alapprogram és a Regionális Ifjúsági Irodák működéséről szóló 2/1999. (IX. 24.) ISM rendelet módosításáról. Magyar Közlöny 2011/50. (last accessed 15/12/2016)

Prime Minister (Miniszterelnök), [3/2019. \(IV. 18.\) ME utasítás](#) miniszterelnöki biztos kinevezéséről (last accessed 08/01/2021)

State Secretariat for Responsible for Public Administration (Köznevelésért Felelős Államtitkárság), 2016. [Végzettség nélküli iskolaelhagyás elleni küzdelem stratégia. Cselekvési terv 2014-2020.](#) (last accessed 14/02/2021)

Tempus Public Foundation (Tempus Közalapítvány), Organizational and Operational Policy of the Tempus Public Foundation ([A Tempus Közalapítvány Szervezeti és Működési Szabályzata](#)) (last accessed 08/01/2021)

United Nations General Assembly, 2000. [Resolution](#) adopted by the General Assembly [without reference to a Main Committee (A/55/L.2)] 55/2. United Nations Millennium Declaration (last accessed 05/10/2017)

## Data and statistics

Büntetés-végrehajtás Országos Parancsnoksága Stratégiai, Elemzési és Tervezési Főosztály, 2020. [Börtönstatisztikai Szemle](#), 2020. (last accessed 08/01/2021)

Cultural Statistical Data Collection System (Kulturális Statisztikai Adatgyűjtő Rendszer - Kultstat), 2018. [Kulturális statisztika](#). (last accessed 10/02/2021)

Educational Authority (Oktatási Hivatal), [PISA 2018. Összefoglaló Jelentés. 2019.](#) (last accessed 08/01/2021)

Educational Authority (Oktatási Hivatal), 2020. [A lemorzsolódást megelőző szolgáló korai jelző - és pedagógiai támogató rendszer. Kimutatások.](#) (last accessed 14/02/2021)

European Commission, 2014. Annex I, [Erasmus+ Programme Annual Report 2014](#). Statistical Annex. Brussels: European Commission (last accessed 15/12/2016)

European Commission, 2018. Commission staff working document. [2018 European Semester](#): Assessment of progress on structural reforms, prevention and correction of

macroeconomic imbalances, and results of in-depth reviews under Regulation (EU) No 1176/2011 last accessed 09/12/2018)

European Commission, 2016. Commission staff working document. [Country Report Hungary 2016](#) Including an In - Depth Review on the prevention and correction of macroeconomic imbalances. Brussels: European Commission. [\(2016. évi országjelentés – Magyarország](#), amely a makrogazdasági egyensúlyhiányok megelőzésével és kiigazításával kapcsolatos részletes vizsgálatot is tartalmazza. Brüsszel: Európai Bizottság) (last accessed 15/12/2016)

European Commission, [Spring 2021 Economic Forecast: Rolling up sleeves](#) (last accessed 04/04/2022)

European Commission. [Education and Training Monitor 2016 Hungary](#). (last accessed 04/04/2022)

European Commission. [Europe 2020 targets: statistics and indicators for Hungary](#). (last accessed 05/10/2017)

European Commission. [The EU's main investment policy](#). (last accessed 05/10/2017)

European Commission, 2016. [European Semester Thematic Fiche. Youth Employment](#) (last accessed 15/12/2016)

European Commission, 2016. [The Hungarian National Qualification Register](#) (last accessed 05/10/2017)

EUROSTAT, 2018. [Early leavers from education and training](#) (last accessed 14/02/2021)

EUROSTAT, 2017. [Employment and activity by sex and age – annual data](#) (last accessed 05/10/2017)

EUROSTAT, 2015. [Employment rates of recent graduates aged 20-34](#) (last accessed 15/12/2016)

EUROSTAT, 2020. [Employment rates by sex, age and citizenship \(%\)](#) (last accessed 08/01/2021)

EUROSTAT, 2016. [Employment rates by sex, age and educational attainment level \(%\)](#) (last accessed 15/12/2016)

EUROSTAT: [European Health Interview Survey](#) (last accessed 05/10/2017)

EUROSTAT, 2021. [General government expenditure by function \(COFOG\)](#) (last accessed 04/04/2022)

EUROSTAT, 2020. [Persons employed part-time](#) (last accessed 08/01/2021)

EUROSTAT, 2022. [Unemployment by sex and age \(1992-2020\) - annual data](#) (last accessed 04/04/2022)

EUROSTAT, 2017. [Young people neither in employment nor in education and training by sex, age and labour status \(NEET rates\)](#) (last accessed 05/10/2017)

EUROSTAT, 2016. [Eurostat regional yearbook 2016 edition](#). (last accessed 05/11/2016)

Felvi.hu, 2020. [Elmúlt évek statisztikái](#) (last accessed 16/02/2021)

Flash Eurobarometer 319b – The Gallup Organization, 2011. [Youth on the Move, analytical report](#). (last accessed 15/12/2016)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2008. [Metainformation/concepts: Informal learning](#). (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2008. [Metainformation/concepts: Non-formal education](#). (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2011. [A fiatalok munkaerő-piaci helyzete](#). A munkaerő-felmérés alap-illetve a 2010. IV. negyedévi kiegészítő felvétele alapján. (last accessed 15/12/2016)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2012. [Yearbook of Health Statistics](#) (Egészségügyi Statisztikai Évkönyv) Budapest: Központi Statisztikai Hivatal, 2013 (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2015. [A 15-29 éves fiatalok foglalkoztatása \(2004-2019\)](#) (last accessed 15/12/2016)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2015. [A nonprofit szektor legfontosabb jellemzői, 2015](#). In: Statistical Mirror KSH 2016 (Statisztikai Tükör, 2016) (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2016. [A tanulás egyéni, társadalmi eredménye, eredményessége \(2003–2016\)](#). (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2019. [Európai Lakossági Egészségfelmérés - Az adatfelvétel végrehajtása](#). (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2019. [Európai Lakossági Egészségfelmérés - Gyorsjelentés](#). (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2020. [A kiadott könyvek és füzetek jelleg szerint](#) (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2020. Education datas 2019/2020. Preliminary data ([Oktatási adatok, 2019/2020, Előzetes adatok](#)) In: Statistical Mirror KSH 2020 (Statisztikai Tükör, 2020) (last accessed 14/02/2021)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2021. Education datas 2020/2021. Preliminary data ([Oktatási adatok, 2020/2021, Előzetes adatok](#)) In: KSH 2021 (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2016. Microcensus 2016, National data. ([Mikrocensus 2016. Nemzetiségi adatok](#)) Budapest: Központi Statisztikai Hivatal, 2018 (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2021. [A 15–74 évesek munkanélküliségi rátájának alakulása \(2020-2021\)](#) (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2021. [Munkaerőpiaci folyamatok, 2021. I. félév](#) (last accessed 04/04/2022)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2017. [Kulturális ellátottság](#). (last accessed 11/9/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2020. [Lakossági lakáshitelezés, 2020](#). (last accessed 04/04/2022)

OECD, 2014. PISA 2012 Results in Focus. [What 15-year-olds know and what they can do with what they know](#). (last accessed 15/12/2016)

OECD, 2016. [PISA 2015 Results. Excellence and Equity in Education](#) (Volume I.) Paris: OECD Publishing (last accessed 05/10/2017)

OECD, 2016. PISA 2015 [Results in Focus](#). (last accessed 15/12/2016)

OECD, 2018. [PISA 2018 Results](#). Country note. (last accessed 14/02/2021)

Országos Doktori Tanács, 2017. [Overview on the Hungarian Doctoral Council and Hungarian Doctoral Data Base](#). Number of state financed PhD scholarships by institutions, 2017 (last accessed 05/10/2017)

UNICEF, 2014. [Children of the Recession](#). The impact of the economic crisis on child well-being in rich countries. Florence: The UNICEF Office Of Research (last accessed 15/12/2016)

Your first EURES job (YFEJ). [YfEj Facts&Figures](#). (last accessed 05/10/2017)

## Studies, reports and academic publications

Andorka Rudolf, 2006. Bevezetés a szociológiába. Budapest: Osiris Kiadó

Ádám Nagy (szerk.), 2015. [Miből lehetne a cserebogár?](#) Jelentés az ifjúságügyről. 2014-2015. ISZT Alapítvány, Ifjúság szakmai Együttműködési Tanácskozás, Kecskeméti Főiskola- Iuvenis Ifjúság szakmai Műhely (last accessed 15/12/2016)

Állami Számvevőszék (2020). [Jelentés. A szegénységi küszöb alatt élők felemelésére tett intézkedések ellenőrzése](#). (last accessed 08/01/2021)

Állami Számvevőszék (2021). [Felsőoktatás a változások tükrében – verseny, minőség, teljesítmény](#). (last accessed 04/04/2022)

Bács-Kiskun Megyei Kereskedelmi és Iparkamara, 2022. [A legfontosabb szakképzési jogszabályi változások 2022. január 1-jétől](#), Szakképzési hírek (last accessed 04/04/2022)

Batta Zsófia (2013). [Önkéntesség Magyarországon 2013](#) (Voluntarism in Hungary 2013) (last accessed 08/01/2021)

Beke, M., (szerk.), 2017. [Kulturális intézmények társadalmiasított működtetése. Módszertani útmutató](#). (last accessed 10/02/2021)

Bernát, Anikó, 2014. [Leszakadóban: a romák társadalmi helyzete a mai Magyarországon](#). In: Tamás Kolosi and István György Tóth eds. Társadalmi Riport, 2014, Budapest: TÁRKI (last accessed 15/12/2016)

Bodnár, G., 1986. [Scouting in Hungary](#). Budapest: Hungarian Scout Association (last accessed 30/12/2019)

Bodó Márton, 2014. [A közösségi szolgálat 2011-es bevezetése és tanulságai](#). In: Új Pedagógiai Szemle. 2014/3-4. (last accessed 15/12/2016)

Bodó, Márton – Cs. Ferenczi, Szilvia – Mayer, József – Sebestyén, Virág – Szalóki, Mihály – Szegő, Dóra – Szombathelyi, Szilvia: Mesterek és tanítványok – Mestertanítványok. In: Tehetség Könyvek 3. [Innovációk a hazai tehetséggondozásban](#). Nemzeti Tehetség Program (last accessed 20/09/2017)

Boros, T., (ed.) 2016. [The political values of the millennial generation in the central and eastern European region](#). Brussels: Policy Solutions (last accessed 13/02/2021)

Böröcz, Lívia, 2016. Társszakmák, társtárcák ifjúság szakmai tevékenysége. In: Antal Á. (szerk.), Szakma az Ifjúságért Akadémia – Akadémiai összefoglaló. Miskolc: Ifjúsági Szolgáltatók Országos Szövetsége

Cedefop, 2011. [Vocational education and training in Hungary](#). Luxembourg: Publications Office of the European Union, 2011 (last accessed 05/10/2017)

Cedefop, 2016. Country report, Hungary. [2016 update to the European inventory on validation of non-formal and informal learning](#). (last accessed 05/10/2017)

Cedefop, 2017. [Skills anticipation in Hungary](#). Skills Panorama (last accessed 04/04/2022)

Central Statistical Office (Központi Statisztikai Hivatal), 2014. [Munkaerő-piaci helyzetkép, 2014](#). Statisztikai Tükör, 2015/45 (last accessed 15/12/2016)

Commission of the European Communities, 2005. [Communication from the Commission to the Council on European policies concerning youth](#) Addressing the concerns of young people in Europe – implementing the European Youth Pact and promoting active citizenship. (last accessed 20/09/2017)



- Compendium, 2016. [Country Profile: Hungary](#) (last accessed 04/04/2022)
- Compendium, 2021. [Country Profile: Hungary](#) (last accessed 04/04/2022)
- Council of Europe, 2014. [Intergovernmental co-operation in the youth field, 2014](#) (last accessed 15/12/2016)
- Council of Europe. [Study on Volunteering in the European Union, Country Report Hungary](#) (last accessed 15/12/2016)
- Déri, A., Gulyás, B., (2017). [Helyben hogyan? A települési ifjúsági munka gyakorlati kiindulópontjai](#). Hódmezővásárhely: Gyermek-és Ifjúsági Önkormányzati Társaság (last accessed 13/02/2021)
- Diáktájékoztató, 2022. [Online egyeztetett az Országos Diáktanács](#). Diáktájékoztató.hu (last accessed 04/04/2022)
- Dombos, T., Polgári, E., 2014. [Összefoglaló jelentés](#) az Európa Tanács Miniszteri Bizottsága szexuális irányultság, illetve nemi identitás alapján történő diszkrimináció leküzdését célzó intézkedésekről szóló CM/Re c(2010)5. számú ajánlásának magyarországi végrehajtásáról. Budapest: Háttér Társaság (last accessed 15/12/2016)
- Dr. Fűzi, B., 2015. [Didaktika és oktatásszervezés](#). Budapest: Óbudai Egyetem (last accessed 05/10/2017)
- EduLine, 2021. [Változik az érettségi 2024-ben, de az előrehozott vizsga már jövőre is más lesz](#). EduLine.hu (last accessed 04/04/2022)
- Egyszülős Központ, 2021. [Minden, amit az árvaellátásról tudni kell](#). Egyszülős.hu (last accessed 04/04/2022)
- Elek T., (ed.) 2016. [25 év – Jelentés az ifjúságügyről](#). Kecskemét: Iuvenis (last accessed 10/02/2021)
- EMMI (Emberi Erőforrások Minisztériuma), MTI, 2018. [Bővül a Digitális iskola program](#). Szociális ügyekért és Társadalmi felzárkózásért Felelős Államtitkárság, Hírek (last accessed 05/11/2018)
- EMMI (Emberi Erőforrások Minisztériuma), 2019. [Önkéntesek Világnapja - Jó ügyekre hangolódva](#). EMMI, Hírek (last accessed 13/02/2021)
- Erzsébet Ifjúsági Alap, 2020. [Magyar Fiatalok 2020](#). Kérdések és válaszok - fiatalokról, fiataloktól. Erzsébet Ifjúsági Alap (last accessed 04/04/2022)
- ESPAD, European School Survey Project on Alcohol and Other Drugs, 2019. [Results from the European School Survey Project on Alcohol and Other Drugs](#). (last accessed 04/04/2022)
- Eurofound, 2015. [Youth Entrepreneurship in Europe: Values, Attitudes, Policies](#). Luxembourg: Publications Office of the European Union (last accessed 05/10/2017)
- European Commission, 2017. [Citizenship education at school in Europe, 2017](#). Eurydice Report. Luxembourg: Publications Office of the European union. (last accessed 30/12/2019)
- European Commission, 2018. [Country Report Hungary, 2018](#). Brussels: European Commission (last accessed 05/11/2018)
- European Commission, 2020. [Country Report Hungary, 2020](#). Brussels: European Commission (last accessed 14/02/2021)
- European Centre for the Development of Vocational Training, 2015. [Skills forecasts up to 2025](#) (last accessed 15/12/2016)
- European Commission, 2016. [Education and Training Monitor 2016](#), Hungary (last accessed 05/10/2017)

European Commission, 2016. Eurydice Report. [Administration and Governance at Local and/or Institutional Level](#). (last accessed 05/10/2017)

European Commission, 2016. Eurydice Report. [Educational Support and Guidance](#). (last accessed 05/10/2017)

European Commission, 2016. Eurydice Report. [Organisation of the Education System and of its Structure](#). (last accessed 05/10/2017)

European Commission, 2016. Eurydice Report. [Validation of Non-formal and Informal Learning](#). (last accessed 05/10/2017)

European Commission, 2016. [Evaluation of the EU Youth Strategy and the Council Recommendation on the mobility of young volunteers across the EU. Final Report](#). Brussels: European Commission (last accessed 08/01/2021)

European Commission, 2017. European Semester: Assessment of progress on structural reforms, prevention and correction of macroeconomic imbalances, and results of in-depth reviews under [Regulation \(EU\) No 1176/2011. Country Report Hungary 2019](#). Brussels: European Commission (last accessed 05/10/2017)

European Commission, 2018. [Country Report Hungary, 2018](#). Brussels: European Commission (last accessed 05/11/2018)

European Commission, 2014. [Working with young people: the value of youth work in the European Union](#). Brussels: European Commission (last accessed 15/12/2016)

European Commission/Eurydice, 2016. [Entrepreneurship education at school in Europe. Eurydice Report](#). Luxembourg: Publications Office of the European Union (last accessed 05/10/2017)

European Commission, 2017. [Youth policies in Hungary](#). (last accessed 15/12/2019)

European Union Agency for Fundamental Rights, 2016. [European Union Minorities and Discrimination Survey \(EU-MIDIS II\): Roma - Selected findings](#). Luxembourg: Publications Office of the European Union (last accessed 05/10/2017)

Fazekas, K., Csillag, M., Hermann, Z., Scharle, Á., (eds). [The Hungarian Labour Market 2019](#). Budapest: Institute of Economics, Centre for Economic and Regional Studies (last accessed 08/01/2021)

Fehérvári, Anikó, 2014. [Arany János Program](#). Budapest: Oktatókutató és Fejlesztő Intézet. Kézirat Hivatkozik rá: Nemzeti Társadalmi Felzárkózási Stratégia. Nyomonkövetési jelentés. 2015 p. 36. (last accessed 15/12/2016)

Fejes, J. B., Szűcs, N., (szerk.) [A TanodaPlatform jelentése az EFOP-3.3.1-15 tanodapályázat eredményéről](#). (last accessed 05/10/2017)

Felsőoktatásért, Innovációért és Szakképzésért Felelős Államtitkárság, 2020. [Újraalakult a Szakképzési Innovációs Tanács](#). ITM kommunikáció, Hírek (last accessed 04/04/2022)

Felvi, 2007. [Megalakul az Európai Ifjúsági Parlament magyarországi tagozata](#). Felvi.hu (last accessed 15/12/2016)

FIDESZ, 2009. [Minőség a kultúrában. Magyarország kulturális stratégiájának alapjai](#). FIDESZ (last accessed 05/10/2017)

FIDESZ.hu, 2017. [Megújul a kulturális infrastruktúra](#). Fidesz.hu (last accessed 05/10/2017)

Földművelésügyi Minisztérium, 2015. [A Földművelésügyi Minisztérium meghirdeti a 2015. évi Zöld Forrás pályázatot](#). Földművelésügyi Minisztérium, Sajtóiroda (last accessed 13/02/2021)

Furlong, A., (ed.) 2009. Handbook of Youth and Young Adulthood. Routledge (p. 74 and 82 in 2013 edition)

- Furlong, A., Cartmel, F., 2007. Young People And Social Change. McGraw-Hill Education
- Future Can Be Different (Lehet Más a Jövő), 2018. [Az LMP ifjúsági szervezete online petíciót és aláírásgyűjtést indít a felsőoktatás fizetősé tétele ellen](#). LMP, Hírek (last accessed 30/12/2019)
- Gábor, K., 2008. [Education, Qualification and Employment: Hungarian experiences](#). In: Bendit, R. and Hahn-Bleibtreu, M. eds. Youth Transitions: Processes of Social Inclusion and Patterns of Vulnerability in a Globalised World. Leverkusen-Opladen: Barbara Budrich Publishers. pp. 98-114
- Gazsó, D., [The Hungarian diaspora's kin – state](#). Budapest: Research Institute for Hungarian Communities Abroad (last accessed 30/12/2019)
- Géza, Gecse, 2016. [Több, mint ötezer erős kézzorítás a magyar oktatásért](#). In: Felvidék ma (last accessed 15/12/2016)
- Gregor, A., 2019. [A hazai ifjúság demográfiai jellemzői és az azt alakító tényezők](#). In: Nagy Á. (szerk.), Margón Kívül, magyar ifjúságkutatás 2016. Budapest: Excenter Kutatóközpont. (last accessed 15/12/2019)
- Gulyás, B., Déri A., 2017. How it could be done locally? ([Helyben hogyan?](#)) Hódmezővásárhely: Gyermek – és Ifjúsági Önkormányzati Társaság (last accessed 30/12/2019)
- Gyorgyovich, M., (szerk.) 2018. [Önkéntesség Magyarországon 2018](#) (Voluntarism in Hungary 2018) (last accessed 04/04/2022)
- Hajdu-Kis Diána, 2012. [Ifjúsági demokráciaprojektek](#). Budapest: NCSSZI (last accessed 05/10/2017)
- Hárs Ágnes 2016. [Elvándorlás, bevándorlás és a magyar munkaerőpiac. Jelenségek, hatások, lehetőségek](#). In: Kolosi Tamás – Tóth István György (szerk.) 2016: Társadalmi Riport 2016. Budapest: TÁRKI (last accessed 15/12/2016)
- Háttér Support Society For LGBT People – Hungarian LGBT Alliance, 2011. [Registered Partnership – Guide For Gay And Lesbian Couples](#). (last accessed 15/12/2016)
- Heinz, W. R., 2008. [From work trajectories to negotiated careers: the contingent work life course](#). In: J.T. Mortimer and M.J. Shanahan (eds) Handbook of the Life Course, New York: Kluwer/Plenum, pp. 185-204
- Híradó, 2015. [Fiatalok munkanélkülisége: fut a program, ami segíthet](#). Híradó (last accessed 15/2/2016)
- Horvath, M., 2007. [The History of Hungarian Scouting Worldwide](#). Cleveland: Hungarian Scout Association in Exeter (last accessed 30/12/2019)
- Hungarian Scout Association (Magyar Cserkészszövetség), 2014. [Kisközösségi Ifjúságnevelés támogatása. Kis közösség nagy élmény](#). Budapest: Magyar Cserkészszövetség (last accessed 30/12/2019)
- Ifjúsági Garancia, 2017. [Az Ifjúsági Garancia Európai Uniós forrásból megvalósuló programjai Magyarországon](#). (last accessed 05/10/2017)
- Index, 2020. [Felállt a kormány Adományokat Koordináló Akciócsoportja](#). Index, Hírek. (last accessed 08/01/2021)
- Innovatív Képzéstámogató Központ, 2021. [Intézményi modell - A gödi orientációs évfolyam módszertanát összefoglaló kötet jelent meg](#). IKK, Hírek (last accessed 04/04/2022)
- Innovatív Képzéstámogató Központ, 2021. [Rugalmas tanulási utak a szakképzésben](#). IKK, Hírek (last accessed 04/04/2022)

Institute for Educational Research and Development (Oktatáskutató és Fejlesztő Intézet), 2020. [Az Oktatási Hivatalban folytatjuk a munkánkat.](#) Oktatási Hivatal, Hírek (last accessed 14/02/2021)

Klebelsberg Központ, 2021. [Szeptemberben indulhat újra a Lázár Ervin Program.](#) Klebelsberg Központ (last accessed 04/04/2022)

Magyar Diáksport Szövetség (MDSZ), 2019. [Több millió diák sportolt egyszerre - ismét rekordot döntöttünk az Európai Diáksport Napján.](#) Európai Diáksport Napja (last accessed 10/02/2021)

Magyar Közlöny Lap- és Könyvkiadó, 2016. [Hivatalos értesítő.](#) A Magyar Közlöny melléklete. 51. sz. (last accessed 15/12/2016)

Hugyecz Enikő Henriett (szerk.) 2015. [Nemzeti Stratégiák.](#) Budapest: Oktatáskutató és Fejlesztő Intézet (last accessed 15/12/2016)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2016. [Az önkéntes munka jellemzői.](#) (last accessed 05/10/2017)

Hungarian Central Statistical Office (Központi Statisztikai Hivatal), 2011. [Hungarian Standard Classification of Occupations, HSCO-08/FEOR-08.](#) Budapest: Hungarian Central Statistical Office (last accessed 30/12/2019)

Hungarian National Commission for UNESCO, 2013. [Cigánykerék – Roma Értékek hagyományteremtő rendezvény a roma kultúra napján.](#) (last accessed 15/12/2019)

Jancsovszka, P. 2016. Sustainable development goals. ([Fenntartható Fejlesztési Célok](#)). *Tájökológiai Lapok*, 14(2), pp. 171-181. (last accessed 30/12/2019)

Juhász Adószakértő Iroda, 2016. [Tájékoztató a szakképzési hozzájárulás 2016. január 1-jétől hatályos szabályainak változásáról.](#) Juhász Adószakértő Honlap (last accessed 15/12/2016)

Kárpáti, A. (ed.), 2017. [New Landscapes in Science and Art.](#) ELTE Workshop for Arts Education. Budapest: ELTE (last accessed 05/10/2017)

Keen, E., Georgescu, M., 2016. [Böngésző.](#) Emberi jogi neveléssel az online gyűlöletbeszéd ellen. Európa Tanács (last accessed 04/04/2022)

Keen, E., Georgescu, M., 2016. [Bookmarks.](#) A manual for combating hate speech online through human rights education (2014) (last accessed 21/12/2018)

Kopint-Tárki, 2020. [Evaluation of the implementation of the Hungarian National Social Inclusion Strategy \(HNSIS\).](#) Budapest: Kopint-Tárki (last accessed 04/04/2022)

Kovács, A. J., 2017. [A nem formális környezetben szerzett tanulási eredmények validációs gyakorlatának összehasonlítása Hollandia, Románia és Magyarország vonatkozásában.](#) In: Karlovitz János Tibor (szerk.), *Válogatott tanulmányok a pedagógiai elmélet és szakmódszertanok köréből.* pp. 161-167. (last accessed 05/10/2017)

Közigazgatási Vizsga Tananyagok - [Közigazgatási Alapvizsga](#) (2018). Budapest: Dialóg Campus Kiadó (last accessed 23/12/2018)

Magyar Távirati Iroda, 2017. [A kormány elkötelezett a tanodák működtetése mellett.](#) Szociális Ügyekért Felelős Államtitkárság, Hírek (last accessed 14/02/2021)

Magyar Távirati Iroda, 2017. [Cultural diplomacy can help create peace in a troubled period.](#) Ministry of Foreign Affairs and Trade, News (last accessed 05/10/2017)

Magyar Távirati Iroda, 2016. [Diákmunka is lehet szakmai gyakorlat.](#) Piac&Profit (last accessed 15/12/2016)

Magyar Távirati Iroda, 2016. [Elindult az Új nemzedék újrátöltve program.](#) Család-és Ifjúságügyért Felelős Államtitkárság, Hírek (last accessed 15/12/2016)

Magyar Távirati Iroda, 2016. [Kevés a szakmunkás, sok a gimnazista - Parragh](#). Napi.hu (last accessed 15/12/2016)

Magyar Távirati Iroda, 2017. [Kétmilliárdos program indul a roma lányok korai iskolai elhagyásának megelőzésére](#). Szociális Ügyekért Felelős Államtitkárság, Hírek (last accessed 15/12/2019)

Magyar Távirati Iroda, 2015. [Március végéig jelentkezhetnek az iskolák a Kultúrkaland foglalkozásaira](#) Köznevelésért Felelős Államtitkárság, Hírek (last accessed 05/10/2017)

Magyar Távirati Iroda, 2020. [Megjelentek a Határtalanul! program következő tanévének pályázati kiírásai](#). Nemzetpolitikáért Felelős Államtitkárság, Hírek (last accessed 08/01/2021)

Magyar Távirati Iroda, 2017. [Ösztöndíjprogram indul egészségügyi szakmát tanulók részére](#). Egészségügyért Felelős Államtitkárság, Hírek (last accessed 05/10/2017)

Magyar Távirati Iroda, 2021. [Parliament Adopts Law on PIT Exemption for Under-25's](#). About Hungary, News (last accessed 04/04/2022)

Magyar Távirati Iroda, 2014. [Stratégiai cél a kulturális alapellátás fejlesztése](#). Kultúráért Felelős Államtitkárság, Hírek (last accessed 05/10/2017)

Magyar Távirati Iroda, 2017. [Sikerpályán a sport utánpótlás-nevelése](#). Sportért Felelős Államtitkárság, Hírek (last accessed 05/10/2017)

Magyar Távirati Iroda, 2019. [Adófelajánlásokból közel 1,5 milliárd forinthez jutott a Nemzeti Tehetség Program](#). Adó Online, Hírek (last accessed 15/12/2019)

Magyar Távirati Iroda, 2019. [Júliustól vehető igénybe a gyermekvállalási támogatás és a kamattámogatott hitel használt lakásokra](#). Család – és ifjúságügyért Felelős Államtitkárság, Hírek (last accessed 15/12/2019)

Magyar Távirati Iroda, 2019. [Szilikonkarkötőt kapnak az első választók](#). Magyar Nemzet, Hírek (last accessed 09/02/2021)

Magyar Távirati Iroda, 2019. [Több mint 3,3 milliárd forint fordítható idén tehetséggondozásra](#). Család- és ifjúságügyért Felelős Államtitkárság, Hírek (last accessed 08/01/2021)

Magyar Távirati Iroda, 2019. [Új egészségkultúrát szeretnének megvalósítani](#). Emberi Erőforrások Minisztériuma, Hírek (last accessed 10/02/2021)

Main processes of inland migration, 1990–2011 ([A belföldi vándorlás főbb folyamatai, 1990-2011](#)). In: Statistical Mirror KSH 2012/85 (Statisztikai Tükör, 2012/85) (last accessed 15/12/2016)

M., Risak, E., Kovács, 2017. [Active and passive labour market policies in Austria and Hungary](#). A comparative analysis of recent changes and trends. In: European Labour Law Journal 8/2. pp. 168-187. (last accessed 05/10/2017)

Medveczky Attila, Önkéntesség, közösségépítés. [Határon túli magyar civil szervezeteket is segítünk](#). Magyar Fórum (last accessed 15/12/2016)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 2019. [Diákönkormányzati Kisokos 3.0. Típek, Kérdések, Válaszok](#). Budapest: Ministry of Human Capacities (last accessed 30/12/2019)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma), 2017. [Resztoratív sérelemkezelés a köznevelési intézményekben](#). (last accessed 04/04/2022)

National Union of Students (Hallgatói Önkormányzatok Országos Konferenciája - HÖÖK), 2018. [Marosvásárhelyre mentek az ország HÖÖK elnökei, és sürgetik a MOGYE helyzetének megoldását](#). HÖÖK, Közlemény (last accessed 08/02/2021)

National University of Public Service (Nemzeti Közszerológati Egyetem), 2018. [Közszérológati szakvizsga. Önkormányzati igazgatás](#). Budapest: Közszerológati Egyetem. (last accessed 30/12/2019)

National University of Public Service (Nemzeti Közszerológati Egyetem), 2017. [Közszérológati alapvizsga](#). Budapest: Közszerológati Egyetem. (last accessed 30/12/2019)

Nagy, Á., Oross, D., 2018. [The tradition of youth work in Hungary: the onion model](#). In: Williamson H., Basarab T., Coussé F., (eds.), The History of Youth Work in Europe. Strasbourg: Council of Europe (last accessed 30/12/2019)

Nagy, Á., 2016. The three tradition of youth work and approaches in Hungary. ([Az ifjúsági munka három tradíciója és magyarországi értelmezése](#).) In: Elek T., (ed.), 25 év – Jelentés az ifjúságügyről. Kecskemét: Iuvenis (last accessed 30/12/2019)

Nagy, T., Zsilavetz, Cs., 2011. Best Practice in Austrian Talent Support: Model and Practice of the Platon Jugendforum. In: Győri Gordon, J. (ed.), [International Horizons of Talent Support, 1](#). Magyar Tehetségsegítő Szervezetek Szövetsége, pp. 17-50.

Németh, Á., Költő, A., (szerk.), 2014. [Egészség és egészségmegtartás iskoláskorban](#). Az Iskoláskorú gyermekek egészségmagatartása elnevezésű, az Egészségügyi Világszervezettel együttműködésben megvalósuló nemzetközi kutatás 2014. évi felméréséről készült nemzeti jelentés. Nemzeti Egészségfejlesztési Hivatal (last accessed 15/12/2019)

Németh, J. I., 2013. [Az Agora és az Agora Pólus Program](#). In: Szín Közösségi Művelődés, 18/4., pp. 4-5. (last accessed 05/10/2017)

Némethné Pál, K., 2016. [Egyenlőtlenség és esélytelenség](#). In: Athenaeum Konzervatív Szemle, II/4., pp. 36-37. (last accessed 05/10/2017)

Nemzeti Fejlesztési Minisztérium, 2017. [Idén is sokakhoz jutott el az Európai Mobilitási Hét üzenete](#). Nemzeti Fejlesztési Minisztérium Kommunikációs Főosztály (last accessed 13/02/2021)

Nemzeti Művelődési Intézet, 2015. [Agórák és térségük. Módszertani kézikönyv közösségi szolgáltatók működtetéséhez](#). Nemzeti Művelődési Intézet (last accessed 04/04/2022)

Nemzeti Társadalmi Felzárkózási Stratégia. [Nyomonkövetési jelentés, 2016](#) (last accessed 04/04/2022)

Nemzeti Társadalmi Felzárkózási Stratégia. [Nyomonkövetési jelentés, 2017](#) (last accessed 04/04/2022)

Nemzeti Társadalmi Felzárkózási Stratégia. [Nyomonkövetési jelentés, 2020](#). (last accessed 04/04/2022)

Nemes Nagy J., 1998. [Vesztesek, nyertesek, stagnálók](#). Társadalmi Szemle, 8–9., pp. 5–18. (last accessed 15/12/2016)

Obádovics Cs., Bruder E., Kulcsár L., 2011. [A gazdasági és szociális helyzet területi egyenlőtlenségei a vidéki Magyarországon – hasonlóságok és eltérések](#). In: Gazdaság és Társadalom 2011/2. pp. 143-157. (last accessed 05/10/2017)

OECD, 2015. [Education Policy Outlook, Hungary](#). (last accessed 05/10/2017)

Permanent Delegation of Hungary to the OECD and UNESCO, 2016. [Hungarian faces at the OECD Forum 2016: Katalin Novák](#). Permanent Delegation of Hungary to the OECD and UNESCO (last accessed 15/12/2016)

Ponyi, L., 2015. [Kulturális jog – kulturális feladatellátás – kulturális alapellátás Megjegyzések a kulturális alapellátás fogalom- és rendszerbeli megközelítéseihez](#). In: Kulturális Szemle, II/1. pp. 32-42. (last accessed 04/04/2022)

Reisinger Adrienn, (2009). [Részvételi demokrácia és társadalmi részvétel – elméleti megközelítések](#). In: Civil Szemle 2009/4. pp. 5-23. (last accessed 05/10/2017)

- Romagov, 2021. [Ülésezett a "Legyen jobb a gyermekeknek!" nemzeti stratégia értékelő bizottság.](#) Romagov.hu, Hírek (last accessed 04/04/2022)
- Sartori, G., 1999. Demokrácia. Budapest: Osiris Kiadó
- Scarpetta, S., et al. 2010. A tartós munkanélküliség, mint politikai kihívás Magyarországon: gyakorlati tapasztalatok. Munkaügyi Minisztérium. Műhelyvita (Kézirat)a
- Sedgh, G., Finer, L. B., Bankole, A., Eilers, M. A., Singh, S., 2015. Adolescent pregnancy, birth, and abortion rates across countries: levels and recent trends. In: Journal of Adolescent Health, 56(2) pp. 223–230.
- Sólyom-Nagy F., 2016. [Project aiming at widening green kindergarten and ecoschool programmes completed.](#) Hungarian Institute for Educational Research and Development (last accessed 05/10/2017)
- Sz. Makó, H., Péley, B., 2014. A terhesség megszakításával járó döntéshozatali folyamat és a preabortusz időszaka a nők mentális állapotával összefüggésben. In: Orvosi Hetilap, 155(17) pp. 647–652.
- Szabó, A., 2019. [A magyar egyetemisták és főiskolások politikai integrációja 2019.](#) Aktív Fialatok Kutatás. Negyedik hullám. Prague: Heinrich Böll Stiftung (last accessed 30/12/2019)
- Szabó, A., 2015. [Az egyetemisták és főiskolások Magyarországon, 2015.](#) Szeged: Belvedere Meridionale (last accessed 05/10/2017)
- Szabó, A., Oross D., 2014. [Ott és akkor egészen mások vagy mindig mindenütt ugyanazok? Aktív és passzív hallgatók Magyarországon.](#) In: Szabó A. (ed). Racionálisan lázadó hallgatók II. Apátia – radikalizmus – posztmaterializmus a magyar egyetemisták és főiskolások körében. Budapest – Szeged: Belvedere Meridionale – MTA TK PTI (last accessed 05/10/2017)
- Szabó, A., Oross, D., 2012. [A demokratikus részvétel tendenciái a magyar egyetemisták és a főiskolások körében.](#) In: Szabó A. (szerk.), Racionálisan lázadó hallgatók 2012: Apátia – Radikalizmus – Posztmaterializmus a magyar egyetemisták és főiskolások körében I. Szeged: Belvedere Meridionale (last accessed 30/12/2019)
- Szanyi F. E., Lukács Á., Susánszky P., (eds.). [Fialatok közösségben – elméletek, gyakorlatok.](#) (last accessed 05/10/2017)
- Székely, Levente – Szabó, Andrea (ed.), 2017. [Magyar Kutatás 2016 első eredményei.](#) (last accessed 29/09/2017)
- Széli, K., Nagy Á., 2019. [Oktatási helyzetkép: iskolai életutak, tervek és lehetőségek.](#) In: Nagy, Á. (szerk.), Margón Kívül, magyar ifjúságkutatás 2016. Budapest: Excenter Kutatóközpont. (last accessed 15/12/2019)
- Szikra, D., 2014. [Democracy and welfare in hard times: The social policy of the Orbán Government in Hungary between 2010 and 2014.](#) Journal of European Social Policy, Vol. 24(5) pp. 486– 500 (last accessed 15/12/2016)
- Szlamka, E., (ed.) 2015. [Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QF-EHEA.](#) Budapest: EQF National Coordination Point (last accessed 15/12/2016)
- TÁRKI (Társadalomkutatási Intézet), 2014. [Társadalmi folyamatok Magyarországon a Nemzeti Társadalmi Felzárkózási Stratégia elfogadásának időszakában - 2009-2012.](#) Budapest: TÁRKI (last accessed 15/12/2016)
- Társadalmi Felzárkóztatásért Felelős Helyettes Államtitkárság, 2016. [Magyar Nemzeti Társadalmi Felzárkózási Stratégia II. Nyomonkövetési jelentés.](#) (last accessed 05/10/2017)
- Társadalmi Felzárkóztatásért Felelős Helyettes Államtitkárság, 2017. [Magyar Nemzeti Felzárkózási Stratégia – jelentés 2017.](#) (last accessed 05/10/2017)

Tehetség.hu, 2017. [Immár harmadik alkalommal díjazták a tehetségek támogatóit.](#) Tehetség.hu (last accessed 05/10/2017)

Tempus Public Foundation (Tempus Közalapítvány) – 'Éves jelentés a Tempus Közalapítvány 2017. évi tevékenységéről', [annual report on the effectiveness of the foundation's programmes](#) (last accessed 05/11/2018)

Tempus Public Foundation, 2017. [No Hate Speech Mozgalom – Fiatalok az online gyűlöletbeszéd ellen.](#) Tempus Public Foundation, Magazin (last accessed 05/10/2017)

Tempus Public Foundation, 2021. [Egy évvel később indul a Külföldi Nyelvtanulási Program.](#) (last accessed 04/04/2022)

The Orange Files, 2016. [Media Services and Support Trust Fund \(MTVA\).](#) The Orange Files. (last accessed 05/10/2017)

Tolman, J., K. Pittman, B. Cervone, K. Cushman, L. Rowley, S. Kinkade, J. Phillips és S. Duque., 2001. Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results. Community & Youth Development Series, Volume 7. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation

Tóbiás, L., 2019. Career paths in youth work. ([Szakmai életutak az ifjúsági munkában.](#)) *Párbeszéd: Szociális Munka*, 6(1) (last accessed 30/12/2019)

Trencsényi, L., 1993. About child movements (adolescent movements) and their helpers. ([A gyermekmozgalmakról \(serdülőmozgalmakról\) és segítőikről.](#)) *Iskolakultúra*, 3(23), pp. 86-90. (last accessed 30/12/2019)

Turiné Szanyi, K., 2012. Mit kell tudni a hallgatói munkaszerződésről? Heves Megyei Kereskedelmi Iparkamara

UNESCO, 2015. [Education for All 2015 National Review, Hungary.](#) (last accessed 05/10/2017)

Új Nemzedék Újratöltve, 2016. [Magyar Ifjúság Kutatás, 2016.](#) Az Ifjúságkutatás első eredményei. Ezek a mai magyar fiatalok! Új Nemzedék Újratöltve (last accessed 05/10/2017)

Vásárhelyi Judit (ed.), 2010. [Nemzeti Környezeti Nevelési Stratégia. Alapvetés 2010.](#) Magyar Környezeti Nevelési Egyesület. Source 1 (last accessed 05/10/2017)

Vásárhelyi Judit (ed.), 2010. [Nemzeti Környezeti Nevelési Stratégia. Alapvetés 2010.](#) Magyar Környezeti Nevelési Egyesület. Source 2 (last accessed 05/10/2017)

Viktória, Nagy, 2015. ['Két év szinergia két órában'.](#) SZEFIT, Szakszervezetek Együttműködési Fóruma- Ifjúsági Tagozata. (last accessed 15/12/2016)

Volunteer Action Counts, 2012. [Egyesek Youth Association: Inspire, empower and support the youth.](#) Volunteer Action Counts Webpage (last accessed 30/10/2019)

Vörösmarty Mihály Gimnázium, Érd, 2013. [Pedagógiai Program – Környezeti Nevelési program.](#) (last accessed 05/10/2017)

Wootsch P., 2010. [Zigzagging in a labyrinth – Towards „good” Hungarian youth work.](#) In: Coussée F., Verschelden G., Van de Walle T., Mędlińska M., Williamson H., (eds.), The history of youth work in Europe. Relevance for youth policy today. Volume 2. Strasbourg: Council of Europe (last accessed 30/12/2019)

Youth Expert Coordination Forum, 2013. ['Magyar Ifjúság 2020'](#), report of the Youth Expert Coordination Forum, 2013.(last accessed 15/12/2016)

Zsiray-Rummer Zoltán, 2016. [Átalakulóban van a kultúra fogalma.](#) Magyar Hírlap, online (last accessed 05/10/2017)



## Official websites

'72 hours without compromise' (72 óra kompromisszum nélkül), [website of the initiative](#) (last accessed 30/12/2019)

'72 hours without compromise' (72 óra kompromisszum nélkül), [list of the tasks of the voluntary action](#) (last accessed 13/02/2021)

'72 hours without compromise' (72 óra kompromisszum nélkül), [stories on the projects](#) (last accessed 04/04/2022)

'2018-tól az első nyelvvizsgát az állam állja', [official communication](#) (last accessed 03/12/2018)

'About the Office', [The Commissioner for Fundamental Rights and his Office, information about the Commissioner for Fundamental Rights](#) (last accessed 12/15/2016)

'About the State of Hungary', [information about the State of Hungary](#) (last accessed 08/02/2021)

'Academy of Central European Schools', [ACES program](#) (last accessed 05/10/2017)

'Active Communities', [information about the programme](#) (last accessed 04/04/2022)

'Agrárminisztérium', [official website of the Ministry of Agriculture](#) (last accessed 12/02/2021)

'Aims' (Küldetésünk), [aims of the National Volunteer Centre Foundation](#) (last accessed 15/12/2016)

'Alapvető Jogok Biztosának Hivatala', [official website of the Office of the Commissioner for Fundamental Rights](#) (last accessed 15/12/2019)

'Anti-Segregation Roundtable to Continue with New Members and Constructive Dialogue', [information about the roundtable](#). (last accessed 01/10/2017)

'Az Arany János programokról', [information about the programmes](#) (last accessed 04/04/2022)

'Arany János Kollégiumi Program', [website of the Arany János College Program](#) (last accessed 05/10/2017)

'Arany János Tehetséggondozó Program', [official website of the programme](#) (last accessed 05/10/2017)

'Arany János Kollégiumi-Szakiskolai Program', [website of the College-Vocational School Program](#) (last accessed 05/10/2017)

'Ars Erotica Alapítvány', [official website of the Foundation](#) (last accessed 05/10/2017)

'Artemisszió Foundation', [information about the Foundation](#) (last accessed 05/10/2017)

'Association of Hungarian PhD and DLA Candidates' , [official website of the union](#) (last accessed 04/04/2022)

'Association of Hungarian PhD and DLA Candidates', [charter of the association](#), 2012 (last accessed 08/02/2021)

'Association of Hungarian PhD and DLA Candidates', [introduction of the DOSZ](#) (last accessed 08/02/2021)

Association of Hungarian PhD and DLA Candidates, 'Scientific classes', (Doktoranduszok Országos Szövetsége. Tudományos osztályok), [information about the scientific classes](#) (last accessed 04/04/2022)

'Autómentes Nap', [information about the Car Free Day](#) (last accessed 05/10/2017)

'Babaváró támogatás', [information about the Baby waiting support](#) (last accessed 04/04/2022)

'Bemutakozik a "Legyen jobb a gyermekeknek" Nemzeti Stratégia Értékelő Bizottsága', [information about 'Better Chances for Children' National Strategy Evaluation Committee](#) (in Hungarian). (last accessed 01/10/2017)

'Bethlen Gábor Fund' (Bethlen Gábor Alapkezelő Zrt.), [application for supporting youth and scouting communities](#) (last accessed 08/01/2021)

'Bethlen Gábor Fund' (Bethlen Gábor Alapkezelő Zrt.), [official website of the Fund](#) (last accessed 30/12/2019)

'Bethlen Gábor Fund' (Bethlen Gábor Alapkezelő Zrt.), [introduction of the Fund](#) (last accessed 30/12/2019)

'Biztos Kezdet Gyerekház', [information about the Sure Start Children Centres](#) (last accessed 04/04/2022)

'BKK Centre for Budapest Transport', [information about the BKK](#) (last accessed 10/02/2021)

'Board of Social Environment', (NEA-Közösségi környezet kollégium), [information about the board](#) (last accessed 10/02/2021)

'Buda Area Health Programme' (Budakörnyéki Egészségprogram), [agreement of the Health Programme](#) (last accessed 10/02/2021)

'Budakörnyéki Municipal Association' (Budakörnyéki Önkormányzati Társulás), [official website of the Association](#) (last accessed 10/02/2021)

Budapest, III. Kerület, Óbuda-Békásmegyér hivatalos honlapja. [Rendkívüli gyermekvédelmi támogatás](#). (last accessed 15/12/2016)

'Budapest Business School', [information about the Budapest Business School](#) (last accessed 04/04/2022)

'Budapest City Management Centre Ltd.' (Budapesti Városüzemeltetési Holding Zrt.), [official website of the Centre](#) (last accessed 13/02/2021)

'Budapest Enterprise Agency', [information about the agency](#) (last accessed 02/10/2017)

'Budapest Főváros Kormányhivatala - SzakMÁzz!', [official website of the exhibition](#) (last accessed 08/01/2021)

'Budapest University of Technology and Economics', [official website of the University](#) (last accessed 04/04/2022)

'Budapest Volunteer Summit: Önkéntesség – Híd a generációk között', [information about the international conference](#) (last accessed 04/04/2022)

'Bursa Hungarica. A programról', [information about the programme](#) (last accessed 15/12/2016)

Cabinet Office of the Prime Minister, 'Digital Success Programme, Strategies', [information about the Strategies](#) (last accessed 14/02/2021)

'Campus Mundi mobility programme in the field of higher education and internationalisation programme', [information about the application](#) (last accessed 15/12/2016)

'CEDEFOP, Európai Szakképzés-fejlesztési Központ', [official website of the centre](#) (last accessed 15/12/2016)

'Central European Exchange Program for University Studies', [CEEPUS Program](#) (last accessed 05/10/2017)

Central European University, 'Department of Economics and Business', [official website of the Central European University](#) (last accessed 05/10/2017)

Civil Falu, 'Esélyóra', [information about the 'Opportunity Classes'](#) (last accessed 13/02/2021)

'Civil Public Service Centres', (Civil Közösségi Szolgáltatási Központok), [information about the centres](#) (last accessed 08/01/2021)

'Civil Unity Public Foundation' (Civil Összefogás Közhasznú Alapítvány), [information on the Foundation](#) (last accessed 01/08/2021)

'Civil Unity Forum', (Civil Összefogás Fórum), [information about the Forum](#) (last accessed 15/12/2016)

'College for National Cooperation', (NEA-Nemzeti összetartozás kollégium), [information about the college](#) (last accessed 08/01/2021)

'College for Social Responsibility' (NEA-Társadalmi felelősségvállalás kollégium), [information about the college](#) (last accessed 08/01/2021)

'College for the Future of New Generation' (NEA-Új nemzedékek jövőjéért kollégium), [information about the college](#) (last accessed 15/12/2016)

'Community Coordination BA' (Közösségszervezés BA), [information about the programme](#) (last accessed 30/12/2019)

'Community Coordination BA - Cultural Community Coordination specialisation' (Közösségszervezés BA - Kulturális közösségszervezés szakirány ), [information about the programme](#) (last accessed 04/04/2022)

'Competitive Central Hungary Operational Programme', [information about the programme](#) (last accessed 05/10/2017)

'Complex Basic Program' ([Komplex Alaprogram](#)), [information about the Complex Basic Program](#) (last accessed 14/02/2021)

'Complex Basic Program, Results' (Komplex Alaprogram, Eredmények), [information about the results of the Program](#) (last accessed 14/02/2021)

'Comprehensive health and mental development and addiction reducing programmes in schools' (A teljeskörű egészségfejlesztés, a lelki egészség előmozdítását és a függőségek visszaszorítását célzó iskolai programok), [information about the projects](#) (last accessed 04/04/2022)

'Constitutional Court', [the official site of the Constitutional Court](#) (last accessed 04/04/2022)

'Corvinus University of Budapest', [official website of the University](#) (last accessed 04/04/2022)

'Council of Europe' Lanzarote Convention, [information about the convention](#) (last accessed 08/01/2021)

'Create a community!' (Alkoss Te is közösséget!), [information about the project](#), 2016 (last accessed 15/12/2016)

'Creative Europe', [official website of the framework programme](#) (last accessed 05/10/2017)

'Creative Europe Culture-Sub programme (2014-2020): coordination and information', [information about the programme](#) (last accessed 05/10/2017)

Csepp Esélyegyenlőségi Alapítvány – 'Csobánkai Csepp Tanoda', [information about the tanoda](#) (last accessed 04/04/2022)

'CSOK – Családi Otthonteremtési kedvezmény', [information on the CSOK application](#) (last accessed 04/04/2022)

'CSOK 2019 (Családi Otthonteremtési Kedvezmény)' (Family Housing Support Program), [website with information about the changes](#) (last accessed 21/09/2018)

'Democratic Coalition' (Demokratikus Koalíció), [official website of the Coalition](#) (last accessed 30/12/2019)

- 'Design Terminal', [official website of the agency](#) (last accessed 17/02/2021)
- Design Terminal, 'Activities', [programmes of the Design Terminal](#) (last accessed 04/04/2022)
- Design Terminal, 'Who we are', [information about the agency](#) (last accessed 04/04/2022)
- Design Terminal, 'Mentoring program', [information about the programme](#) (last accessed 15/12/2019)
- 'Dél-Alföldi Regionális Társadalomtudományi Kutatási Egyesület', [website of the Association](#) (last accessed 04/04/2022)
- 'Digital Welfare Nonprofit Ltd.' (Digitális Jólét Nonprofit Kft.), [official website of the Nonprofit organization](#) (last accessed 30/12/2019)
- 'Digital Welfare Nonprofit Ltd.' (Digitális Jólét Nonprofit Kft.), Organizational and Operational Policy of the Digital Welfare Nonprofit Ltd. ([A Digitális Jólét Nonprofit Kft. Szervezeti és Működési Szabályzata](#)) (last accessed 30/12/2019)
- 'Digital Success Programme', [information about the programme](#) (last accessed 10/02/2021)
- Digital Success Programme, 'DigComp', [information about the DigComp programme](#) (last accessed 04/04/2022)
- 'Digitális Témahét', [information about the Digital Theme Week](#) (last accessed 05/10/2017)
- 'Digitális Témahét - Tudatos médiahasználat', [project recommendations for the Digital Theme Week - Concius Media Literacy](#) (last accessed 14/02/2021)
- Digitális Pedagógiai Módszertani Központ – 'A központról', [information about the center](#) (last accessed 04/04/2022)
- Digitális Pedagógiai Módszertani Központ – 'Digitális Névjegy Rendszer', [information about the Digital Card System](#) (last accessed 04/04/2022)
- Digitális Pedagógiai Módszertani Központ – 'Digitális Pedagógiai Tudásbázis', [information about the Digital Pedagogical Knowledge Database](#) (last accessed 04/04/2022)
- 'Digitális Útkereső', [information about the Digital Directon Locator](#) (last accessed 04/04/2022)
- 'Directorate-General for Equal Treatment' ([Egyenlő Bánásmódot Felelős Főigazgatóság](#)), [official website of the Directorate](#) (last accessed 04/04/2022)
- 'Directorate-General for Creating Social Opportunities' (Társadalmi Esélyteremtési Főigazgatóság), [official website of the directorate](#) (last accessed 08/01/2021)
- 'Directorate-General for Creating Social Opportunities' (Társadalmi Esélyteremtési Főigazgatóság), 'Tanoda szolgáltatást működtető és befogadott szolgáltatók feltételeinek fejlesztése', [application for the development of the Tanoda programme](#) (last accessed 08/01/2021)
- 'Directorate-General for Social Affairs and Child Protection', [official website of the Directorate](#) (last accessed 15/12/2019)
- 'Discount on school meals' (Gyermekétkeztetés), [information about the social service](#) (last accessed 08/01/2021)
- 'Drama instructor BA programme' (Drámainstruktor BA képzés), [information about the BA training](#) (last accessed 04/04/2022)
- 'Drug Prevention Committee of the Hungarian Defense Forces' (a Magyar Honvédség Drogprevenciós Bizottsága), [information about the Committee](#) (last accessed 04/04/2022)
- 'Dual Training (Duális Diploma)', [information about the dual training](#) (last accessed 05/10/2017)

'Dual Training Council' (Duális Képzési Tanács), [information on the Dual Training Council](#) (last accessed 14/02/2021)

'Eco Portal' (Ökoportál), [blog on environment protection](#) (last accessed 30/12/2019)

'Educational and cultural diplomatists', [information about the educational and cultural diplomatists](#) (last accessed 04/04/2022)

'Education for Democratic Citizenship – EDC', (Demokratikus Állampolgárságra Nevelés Projekt), [information about the project](#), 2009 (last accessed 15/12/2016)

'Egyenlő Bánásmód Hatóság', [official website](#) (last accessed 15/12/2016)

'Egyenlő Bánásmód Hatóság', [publications](#) (last accessed 05/10/2017)

'EFOP-1.2.1 Védőháló a családokért', [application of the Ministry of Human Capacities](#) (last accessed 04/04/2022)

'EFOP -1.2.2-15 - Ifjúsági programok támogatása', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-1.2.4-VEKOP-16 Kríziskezelő szolgáltatások fejlesztése', [application of the Ministry of Human Capacities](#) (last accessed 04/04/2022)

'EFOP-1.3.5-16 – Társadalmi szerepvállalás erősítése a közösségek fejlesztésével', [information on the application](#) (last accessed 15/12/2019)

'EFOP - 1.4.4 - 17 - Bari - Shej - Nagylány - Fata Máré', [application of the Hungarian Government](#) (last accessed 08/01/2021)

'EFOP-1.12.1-17 'Otthonról haza', [applicaton of the Hungarian Government](#) (last accessed 04/04/2022)

'EFOP-1.12.1-17 Tematikus együttműködés erősítése az ifjúságügy, egészségügy, közösségfejlesztés és társadalmi felzárkózás terén a Kárpát-medence szomszédos országaival', [application of the Hungarian Government](#) (last accessed 05/10/2017)

'EFOP-3.1.5-16-2016-00001: A tanulói lemorzsolódással veszélyeztetett intézmények támogatása', [application of the European Union](#) (last accessed 05/10/2017)

'EFOP-3.1.7-16-2016-00001: Esélyteremtés a köznevelésben', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.2.4-16-2016 Digitális kompetencia fejlesztése', [application of the Ministry of Human Capacities](#) (last accessed 14/02/2021)

'EFOP-3.2.9 - Óvodai és iskolai szociális segítő tevékenység fejlesztése', [application of the Prime Ministership](#), 2016 (last accessed 15/12/2016)

'EFOP-3.2.15-VEKOP-17 A köznevelés keretrendszeréhez kapcsolódó mérési-értékelési és digitális fejlesztések, innovatív oktatásszervezési eljárások kialakítása, megújítása', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.3.1-15 - Tanoda programok támogatása', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.3.2-16 - Kulturális intézmények a köznevelés eredményességéért' [application of the Hungarian Government](#) (last accessed 05/10/2017)

'EFOP -3.3.4-17 A népmese anyanyelvi kompetenciafejlesztő szerepének erősítése az informális és non-formális tanulásban', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.3.5-19 Csodaszarvas Iskolai Közösségi Program', [application of the Government of Hungary](#) (last accessed 09/02/2021)

'EFOP-3.3.7-17 Informális és nem formális tanulási lehetőségek kialakítása a köznevelési intézményekben', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.4.3-16 Felsőoktatási intézményi fejlesztések a felsőfokú oktatás minőségének és hozzáférhetőségének együttes javítása érdekében', [applicaton of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-3.4.4-16 A felsőoktatásba való bekerülést elősegítő készségfejlesztő és kommunikációs programok megvalósítása, valamint az MTMI szakok népszerűsítése a felsőoktatásban', [application of the Ministry of Human Capacities](#) (last accessed 05/10/2017)

'EFOP-4.1.2-17 'Iskola 2020' Köznevelési intézmények infrastrukturális fejlesztése a hátránykompenzáció elősegítése és a minőségi oktatás megteremtése érdekében', [application of the Ministry of Human Capacities](#) (last accessed 04/04/2022)

'Egészségügyért Felelős Államtitkárság', [official website of the secretariat](#) (last accessed 05/10/2017)

'Eight candidates of incubator houses to apply for funds to develop startup ecosystem', [information about the programme](#) (last accessed 05/10/2017)

'Election vocabulary', [definitions of the hungarian electoral system](#) (last accessed 05/10/2017)

'Elisabeth Novum Award' (Erzsébet Nóvum Díj), [information about the application of the Award](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Az ALTERNATIV Egyesület nyerte az idei Erzsébet Nóvum Díjat', [information about the winner of the Elisabeth Novum Award](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Digilét', [news about digital issues](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Ifjúsági munka az online térben - Szabadegyetem', [information about the online open university](#) (last accessed 08/01/2021)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Jövő vitái fórum', [information about the Future Debates Forum](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Képzéseink', [information about the trainings](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Öko Napló', [information about the Eco Dairy application](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Szakmai erőforrástérkép', [information about the resource map](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), 'Települési ifjúsági munkatársak országos találkozója 2021', [information about the national meeting of youth officers](#) (last accessed 04/04/2022)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), [organisational information about the Fund](#) (last accessed 08/01/2021)

'Elisabeth Youth Fund' (Erzsébet Ifjúsági Alap), Organizational and Operational Policy of the Elisabeth Youth Fund ([Az Erzsébet Ifjúsági Alap Szervezeti és Működési Szabályzata](#)) (last accessed 04/04/2022)

'Elizabeth Foundation' (Erzsébet Alapítvány), Foundation Document of the Elizabeth Foundation ([Az Erzsébet Alapítvány Alapító Okirata](#)) (last accessed 08/01/2021)

'Elizabeth Foundation' (Erzsébet Alapítvány), [information about the Foundation](#) (last accessed 30/12/2019)

Elizabeth Foundation, 'Feladatról, tevékenységről szóló tájékoztató magyarul', [information about the Foundation tasks and their programmes' types](#) (last accessed 08/01/2021)

Emberi Erőforrás Támogatáskezelő: 'Roma lányok korai iskolaelhagyásának megelőzése', [information about the programme](#) (last accessed 08/01/2021)

Az Emberi Erőforrások Minisztériuma Ügyfélszolgálati Portálja. [Aktualitások. Szociális területet érintő jogszabályi változások 2016.](#) (last accessed 15/12/2016)

Az Emberi Erőforrások Minisztériuma Ügyfélszolgálati Portálja. [Család és ifjúságügy. Gyermekek után járó ellátások.](#) (last accessed 15/12/2016)

Az Emberi Erőforrások Minisztériuma Ügyfélszolgálati Portálja. [Család és ifjúságügy. Nyugdíjellátások.](#) (last accessed 15/12/2016)

'EP-választás – Emlékkártyát kapnak az első választók', [information about the electoral present for young people](#) (last accessed 05/10/2017)

Elizabeth Youth Foundation, 'Jó gyakorlatok', [list of the best practices](#) (last accessed 04/04/2022)

'Elizabeth Youth Foundation' (Erzsébet Ifjúsági Alap), [official website of the Foundation](#) (last accessed 30/12/2019)

'Elizabeth Youth Foundation (Erzsébet Ifjúsági Alap), Önkéntes Portál', [official website of The Volunteer Portal](#) (last accessed 15/12/2019)

'Erasmus+ - Általános tudnivalók a beszámoló elkészítéséhez', [general information on the usage of the Mobility Tool+ programme](#) (last accessed 05/11/2018)

'Erasmus+', [official international website of the programme](#) (last accessed 05/10/2017)

'Erasmus+', [hungarian website of the programme](#) (last accessed 05/10/2017)

Erasmus+ - 'Beszámolás folyamata (Mobility Tool+)', [information about the web-based report tool](#) (last accessed 05/10/2017)

Erasmus+ - 'Pályázati kategóriák', [information about the categories of the Erasmus+](#) (last accessed 05/10/2017)

'Erasmus+, The European Union Programme for Education, Training, Youth and Sport (2014/2020)', [information about the programme](#) (last accessed 05/10/2017)

Erzsébet Ifjúsági Alap, 'Önkéntes PiacTér', [website of the Volunteer Marketplace](#) (last accessed 04/04/2022)

'Élő bolygónk', [website of the Our Living Planet initiative](#) (last accessed 05/10/2017)

'Eszterházy Károly University' ([Eszterházy Károly Egyetem](#)), [website of the university](#) (last accessed 03/11/2017)

'EU Aid Volunteers', (HVSF Magyar Önkéntesküldő Alapítvány), [information about the programme](#)^([információ a programról](#)) (last accessed 15/12/2016)

'EU Charter of Fundamental Rights', [information about the charter](#) (last accessed 15/12/2016)

'Euroguidance Hungary', [information about Euroguidance](#) (last accessed 04/04/2022)

'Europass', [information about Europass](#) (last accessed 13/02/2021)

'Europe for Citizens Programme', [details of the programme](#) (last accessed 04/04/2022)

'European Commission. EU Aid Volunteers', [official website of the organisation](#) (last accessed 15/12/2019)

European Commission – 'Fiatalok Lendületben Program', [guide of the programme](#) (last accessed 05/10/2017)

- European Commission – ‘School Fruit and Vegetables Scheme’, [information about the scheme](#) (last accessed 05/10/2017)
- ‘European Economic and Social Committee Civil Society Prize’, [winners of the Prize](#) (last accessed 05/10/2017)
- ‘European Mobility Week’, [information about the Mobility Week](#) (last accessed 05/10/2017)
- ‘European Mobility Week’ (Európai Mobilitási Hét), [information about the Mobility Week in Hungary](#) (last accessed 13/02/2021)
- ‘European Money Week’, [information about the initial](#) (last accessed 15/12/2016)
- ‘European Parliament’, [official website of the parliament](#) (last accessed 15/12/2016)
- ‘European School Sport Day’, [information about the Sport Day](#) (last accessed 10/02/2021)
- ‘European Youth Centre Budapest’, [the official website of the Centre](#) (last accessed 15/12/2016)
- ‘European Youth Parliament’, [information about the mission of the parliament](#) (last accessed 15/12/2016)
- ‘European Youth Portal’, [official website of the initiative](#) (last accessed 04/04/2022)
- European Youth Portal, ‘EU Youth Dialogue’, [information about the EU Youth Dialogue](#) (last accessed 04/04/2022)
- ‘European Youth Week’, (Európai Ifjúsági Hét), [information about the programme](#), 2015 (last accessed 15/12/2016)
- ‘The European Week for Waste Reduction’ (Európai Hulladékcsökkentési Hét), [official website of the initiative](#) (last accessed 13/02/2021)
- ‘European Week of Sport’ (Európai Sporthét), [official website of the Sports Week](#) (last accessed 05/10/2017)
- ‘Europe Goes Local’, [official website of the programme](#) (last accessed 30/12/2019)
- ‘Európai Szakképzési Hét’, [information about the European VET Week](#) (last accessed 05/10/2017)
- EUROSTAT, [European Health Interview Survey](#) (last accessed 04/04/2022)
- ‘Family and Child Welfare Centers’ (Család és Gyermejkölési Központok), [information about the centers](#) (last access 08/01/2021)
- Federation of Children’s and Youth Municipal Councils, ‘Projektek’, [information about the Council’s projects](#) (last accessed 30/12/2019)
- Federation of Children’s and Youth Municipal Councils (Gyermekek- és Ifjúsági Önkormányzati Társaság – GYIÖT), [official website of the Council](#) (last accessed 30/12/2019)
- ‘Felsőoktatásért Felelős Államtitkárság, Duális Képzési Tanács, tagok’, [list of the members of the Dual Training Council](#) (last accessed 26/10/2019)
- ‘Felsőoktatási Dolgozók Szakszervezete’, [The Trade Union of Employees in Higher Education](#) (last accessed 05/10/2017)
- ‘Felsőoktatási Kerekasztal’, [information about the organization](#) (last accessed 08/02/2021)
- ‘Felsőoktatásért Felelős Államtitkárság’, [official website of the secretariat](#) (last accessed 08/01/2021)
- ‘Felzárkózó települések program’, [website of the Catching-up Settlements programme](#) (last accessed 04/04/2022)



- 'Fenntarthatósági Témahét', [competitions](#) (last accessed 04/04/2022)
- 'Fenntarthatósági Témahét', [report on the activities in 2021](#) (last accessed 04/04/2022)
- 'Fenntarthatósági Témahét', [selective waste collection competition](#) (last accessed 05/10/2017)
- 'Fenntarthatósági Témahét', [thematic schedules and modelprojects](#) (last accessed 05/10/2017)
- 'Fenntarthatósági Témahét', [website of the Week of Sustainability Issues](#) (last accessed 05/10/2017)
- 'Fiatalok Lendületben Program', [website of the program](#) (last accessed 05/10/2017)
- 'Fiatalok Napja - Ifjúsági világnap', [information about the World Day of Youth](#) (last accessed 04/04/2022)
- Fidelitas – Közösség és Közélet, 'Who we are?', [official website of the Fidelitas](#) (last accessed 23/12/2018)
- 'FIDESZ', [official website of the Fidesz party](#) (last accessed 05/10/2017)
- 'First meeting of the Inter-ministerial Committee for Social Inclusion and Roma Affairs this year', [information about the committee](#). (last accessed 08/01/2021)
- 'Forestry Kindergarten and Forestry Schools programs' (Erdei Óvoda és Erdei Iskola Programok), [information about the programs](#) (last accessed 30/12/2019)
- 'Foundation for Democratic Youth', [official website of the organization](#) (last accessed 08/02/2021)
- 'Future Can Be Different' (Lehet Más a Jövő – LMP), [official website of the Future can be different youth organisation](#) (last accessed 30/12/2019)
- 'GENE Roundtables', [information about the Roundtables](#) (last accessed 04/04/2022)
- 'Genius Loci Award' (Genius Loci Díj), [information about the Award](#) (last accessed 04/04/2022)
- 'GINOP 5.2.5-16 – Gyakornoki program – támogató szolgáltatások', [information about the application](#) (last accessed 04/04/2022)
- 'GINOP-5.2.7-18 Fiatalok Vállalkozóvá válásának támogatása és a GINOP-5.1.10-18 Álláskeresők vállalkozóvá válásának támogatása pályázati konstrukciók összefoglalása', [information about the applications](#) (last accessed 04/04/2022)
- 'GINOP-6.2.2-VEKOP/15 - A szakképzést végzettség nélkül elhagyók számának csökkentése' [application of the Hungarian Government](#) (last accessed 05/11/2018)
- 'Globe, A Worldwide Science and Education Program', [website of the program](#) (last accessed 05/10/2017)
- 'Good Practices in Public Education for New Media and Motion Picture Education pedagogical professional training ([A köznevelésben hasznosítható jó gyakorlatok az újmédia és a mozgókép oktatásához pedagógus továbbképzés](#))', information about the professional training (last accessed 14/02/2021)
- 'Green Front Youth Movement' (Zöld Front), [site of the Movement](#) (last accessed 04/04/2022)
- 'Guidance System in Hungary', [information about the guidance system](#) (last accessed 05/10/2017)
- 'Gyermek és Ifjúsági Alapprogram', [information about the programme](#) (last accessed 08/02/2021)
- Gyermek és Ifjúsági Alapprogram (GYIA), 'A fenntartható jövőért pályázati felhívás', [application of the Ministry of Human Capacities](#) (last accessed 13/02/2021)

Gyermek és Ifjúsági Alapprogram (GYIA), 'A fenntartható jövőért pályázati felhívás', [information on the application on the 'Sustainable Future'](#) (last accessed 13/02/2021)

'Gyermek és Ifjúsági Alapprogram Tanácsa', [information about the Board of the Children and Youth Fund](#) (last accessed 04/04/2022)

'A Gyermek- és Ifjúsági Osztály feladatai', [the list of the tasks of the Child and Youth Department of the Ministry of Human Capacities](#) (last accessed 15/12/2016)

'Gyermekvédelmi Internet-kerekasztal', [information about the Internet Roundtable for Child Protection](#) (last accessed 15/12/2019)

'Győri Szakképzési Centrum', official website of the [Győri Szakképzési Centrum](#) (last accessed 04/04/2022)

'Hajdú-Bihar Megyei Vállalkozásfejlesztési Alapítvány', [website of the Foundation](#) (last accessed 04/04/2022)

'Hangfoglaló', [official website of the Sound Conqueror programme](#) (last accessed 15/12/2019)

'A Hátrányos Helyzetű Tanulók Arany János Tehetséggondozó Programja', [tehetséggondozó program, 2000](#) (last accessed 15/12/2016)

'Health Behaviour in School-Aged Children (HBSC)', [website of the cross-national survey](#) (last accessed 01/10/2017)

'Health Promotion Offices' (Egészségfejlesztési Irodák), [information on the Offices](#) (last accessed 04/04/2022)

'Healthcare System in Hungary', [Angloinfo](#). (last accessed 01/07/2017)

'Hintalovon Gyermekjogi Alapítvány', [official website of the Hintalovon Children's Rights Foundation](#) (last accessed 04/04/2022)

Hintalovon Gyermekjogi Alapítvány - 'Yelon programme', [information about the Yelon programme](#) (last accessed 04/04/2022)

'Hiventures', [official website of the organization](#) (last accessed 08/01/2021)

Hiventures – 'About us', [information about the organization](#) (last accessed 04/04/2022)

Hiventures – 'Seed investment', [application of the program](#) (last accessed 08/01/2021)

HRDOP-1.2.11-16: Opportunity at home, [information about the application](#) (last accessed 03/12/2018)

HRDOP-1.2.2-15: Supporting youth programmes, [information about the application](#) (last accessed 03/12/2018)

HRDOP-3.2.14-17: Success through language learning, [information about the application](#) (last accessed 03/12/2018)

HRDOP-3.2.1-15: Talents' Hungary, [information about the application](#) (last accessed 03/12/2018)

HRDOP-3.3.6-17: Development of experiential education programmes and experience centres in the field of natural, [information about the application](#) (last accessed 03/12/2018) sciences

Human Capacities Grant Management Office (Emberi Erőforrás Támogatáskezelő), [the main page of the Management Office](#) (last accessed 13/02/2021)

'Human Rights Working Group and Human Rights Roundtable', [information about the Group and Roundtable](#) (last accessed 04/04/2022)

'Human Resource Development Operational Programme', [information about the programme](#) last accessed 05/10/2017)

- 'Hungary Academy of Arts', [information about the Academy](#) (last accessed 05/10/2017)
- 'Hungarian Academy of Sciences', [official website of the Academy](#) (last accessed 05/10/2017)
- 'Hungarian Accreditation Committee' (Magyar Akkreditációs Bizottság), [official website of the Committee](#) (last accessed 15/12/2019)
- 'Hungarian Association on Addictions' (Magyar Addiktológiai Társaság), [official website of the Association](#) (last accessed 04/04/2022)
- 'Hungarian Association for Counselling in Higher Education', [official website of the Association](#) (last accessed 04/04/2022)
- 'Hungarian Banking Association' ([Magyar Bankszövetség](#)), [information about the Banking Association](#) (last accessed 05/10/2017)
- 'Hungarian Catholic Church' (Magyar Katolikus Egyház), [official website of Church](#) (last accessed 15/12/2019)
- 'Hungarian Chamber of Agriculture (HCA)', [official website of the Chamber](#) (last accessed 04/04/2022)
- 'Hungarian Chamber of Commerce and Industry', [official website of the organisation](#) (last accessed 04/04/2022)
- 'Hungarian Charity Service of the Order of Malta', [official website of the Charity Service](#) (last accessed 04/04/2022)
- 'Hungarian Central Statistical Office', [official website of the office](#) (last accessed 15/12/2016)
- Hungarian Central Statistical Office, 'Ifjúságsegítő', [official concept of the Youth Worker](#) (last accessed 30/12/2019)
- Hungarian Design Council, 'Start Up Guide – Üzleti tanácsok induló kreatívipari vállalkozók számára 2017.' [open access guide of the Council](#) (last accessed 05/10/2017)
- 'Hungarian Enterprise Development Foundation', [short description of the Foundation's functions](#) (last accessed 05/10/2017)
- 'Hungarian Farmers' Association' (Fiatal Gazdák Magyarországi Szövetsége – AGRYA), [information about the Association](#) last (accessed 30/12/2019)
- 'Hungarian foreign representations' (Külföldi magyar intézetek), [information about the representations](#) (last accessed 04/04/2022)
- 'Hungarian Focal Point for Tobacco Control' (Dohányzás Fókuszpont), [official website of the organization](#) (last accessed 04/04/2022)
- 'Hungarian Focal Point for Tobacco Control - Tobacco Control in Hungary' (Dohányzás Fókuszpont - Dohányzás Visszaszorítása Magyarországon), [information about the programme](#) (last accessed 04/04/2022)
- Hungarian Government (Magyarország Kormánya), [1048/2013. \(II. 12.\) Korm. határozat a Cigányügyi Egyeztető Tanács létrehozásáról](#) (last accessed 01/10/2017)
- 'Hungarian judicial system', [information about the Hungarian judicial system](#) (last accessed 04/04/2022)
- 'Hungarian League of Volunteers Association (MÖL)', [information about the League](#) (last accessed 04/04/2022)
- 'Hungarian Leisure Sports Alliance' (Magyar Szabadidősport Szövetség), [information about the alliance](#) (last accessed 05/10/2017)
- 'The Hungarian National Assembly', [official website of the Assembly](#) (last accessed 03/02/2021)

- 'Hungarian National Trading House', [official website of the organisation](#) (last accessed 15/12/2016)
- 'Hungarian Parliament', [information about the Parliament](#) (last accessed 01/11/2016)
- 'Hungarian Parliament' (Országgyűlés), [information about the Democracy Game](#) (last accessed 30/12/2019)
- 'Hungarian Parliament' (Országgyűlés), [information about the Parliamentary tutorial](#) (last accessed 30/12/2019)
- 'Hungarian Parliament' (Országgyűlés), [information about the 'Like-a-Parliament' tutorial](#) (last accessed 30/12/2019)
- 'Hungarian Qualifications Framework' (Magyar Képesítései Keretrendszer), [information about the framework](#) (last accessed 15/12/2016)
- 'Hungarian Rectors' Conference', [official website of the Conference](#) (last accessed 05/10/2017)
- Hungarian Rectors' Conference – 'About us', [information about the rectors' conference](#) (last accessed 05/10/2017)
- 'Hungarian Scouting Association', (Magyar Cserkész Szövetség), [official website of the association](#) (last accessed 30/10/2019)
- Hungarian Society for Environmental Education ([Magyar Környezeti Nevelési Egyesület](#)), [information about the Society](#) (last accessed 04/04/2022)
- 'Hungarian Startups in London and Berlin', [information about the startups](#) (last accessed 05/10/2017)
- 'Hungarian State Opera', [official website of the Opera](#) (last accessed 05/10/2017)
- 'Hungarian UN Youth Delegate' (Magyar ENSZ Ifjúsági Küldött), [official website of the Hungarian UN Youth Delegate](#) (last accessed 15/12/2016)
- 'The Hungarian University of Fine Arts', [official website of the university](#) (last accessed 05/10/2017)
- 'Hungarian Youth Conference. Documents', [information about the Committee sessions](#) (last accessed 04/04/2022)
- 'Hungarian Youth Conference. Projects', [information about the projects](#) (last accessed 04/04/2022)
- 'Hungarian Youth Conference. Regions', [information about the regions](#) (last accessed 04/04/2022)
- 'The Hungary Helps Agency', [information about the Agency](#) (last accessed 04/04/2022)
- 'Hungary Helps Program', [official website of the Program](#) (last accessed 04/04/2022)
- 'Ifjúsági Garancia', [official website of the Youth Guarantee](#) (last accessed 05/10/2017)
- 'Ifjúsági Kereszténydemokrata Szövetség', [information about the associaton \(Ifjúsági Kereszténydemokrata Szövetség\)](#) (last accessed 05/10/2017)
- 'Ifjúságügy', [official website of the organisation](#) (last accessed 15/12/2016)
- Igazgyöngy Alapítvány – 'Mit csinálunk?', [information about the foundation](#) (last accessed 05/10/2017)
- 'Information about the ministry registration' (Információk a minisztériumi bejelentkezésről), [information about the registration of organisations hosting public volunteers](#) (last accessed 15/12/2016)
- 'Innovatív Képzéstámogató Központ', [official website of the Center](#) (last accessed 04/04/2022)

Innovatív Képzéstámogató Központ, 'Programtantervek', [information about the programme curriculums](#) (last accessed 04/04/2022)

'Inspectorate of Cultural Goods' (Műtárgyfelügyeleti Hatósági Főosztály), [information about the tasks of the Inspectorate](#) (last accessed 10/02/2021)

'Institute of Economics, Centre for Economic and Regional Studies of the Hungarian Academy of Sciences', [official website of the institute](#) (last accessed 15/12/2019)

'Integrált Közösségi és Szolgáltató Tér (IKSZT)', [information about the organisation](#) (last accessed 05/10/2017)

Internet Roundtable for Child Protection', [information about the Roundtable](#) (last accessed 15/12/2019)

'Integrált Közösségi és Szolgáltató Terek (IKSZT)', [information about the institution's operation](#) (last accessed 05/10/2017)

'International Business School (IBS)', [official website of the school](#) (last accessed 05/10/2017)

'ISZOSZ – Hungarian Association of Youth Service providers' (Ifjúsági Szolgáltatók Országos Szövetsége), [information about the Association](#) (last accessed 30/12/2019)

'ISZOSZ – Hungarian Association of Youth Service Providers. ISZOSZ trainings', [information about the association's trainings](#) (last accessed 15/12/2016)

'Jobbik – Ifjúsági Tagozat', [official website of the Jobbik Youth Department \(Jobbik – Ifjúsági Tagozat\)](#) (last accessed 05/10/2017)

'Jobbik – Movement for a better Hungary', [official website of the Jobbik party](#) (last accessed 03/02/2021)

'Jó gyakorlatok gyűjteménye a kultúrák közötti párbeszéd témakörben', [information about the good examples](#), 2009 (last accessed 15/12/2016)

'Junior Achievement Magyarország', [Hungarian website of the Foundation](#) (last accessed 04/04/2022)

'Kaán Károly – Országos Természet és Környezetismereti Versenyért Alapítvány', [website of the foundation](#) (last accessed 05/10/2017)

Kecskemét-Széchenyivárosi Közösségépítő Egyesület – 'Családi Életre Nevelés Program (CSÉN)', [information about the program](#) (last accessed 13/02/2021)

'Kék Bolygó Klímavédelmi Alapítvány', [official website of the Foundation](#) (last accessed 04/04/2022)

Kék Bolygó Klímavédelmi Alapítvány - 'Gyakornoki Program Stockholmban és Pozsonyban', [information about the scholarship programme to Stockholm and Bratislava](#) (last accessed 04/04/2022)

Kék Bolygó Klímavédelmi Alapítvány - 'Fontus vízügyi és környezetvédelmi hallgatói ösztöndíj', [information about the Fontus scholarship](#) (last accessed 04/04/2022)

Kék Bolygó Klímavédelmi Alapítvány - 'Mathias Corvinus Collegium – Klímapolitikai Intézet Ösztöndíjprogram', [information about the scholarship programme](#) (last accessed 04/04/2022)

Kék Bolygó Klímavédelmi Alapítvány - 'Ösztöndíjak és gyakornoki programok', [information about the scholarships](#) (last accessed 04/04/2022)

Kék Bolygó Klímavédelmi Alapítvány - 'PhD ösztöndíjprogram Chilében', [information about the scholarship programme for PhD students](#) (last accessed 04/04/2022)

'Kék Pont Drogkonzultációs Központ és Drogambulencia Alapítvány', [information about the foundation](#) (last accessed 05/10/2017)

'Kereskedők és Vendéglátók Országos Érdekképviselői Szövetsége', [website of the Association](#) (last accessed 04/04/2022)

'Kereszténydemokrata Néppárt (KDNP)', [official website of the KDNP party](#) (last accessed 05/10/2017)

'Kisalföldi Vállalkozásfejlesztési Alapítvány', [website of the Foundation](#) (last accessed 04/04/2022)

'Kitaibel Pál Középiskolai Biológiai és Környezetvédelmi Tanulmányi Verseny', [website of the Kitaibel Pál competition](#) (last accessed 05/10/2017)

'Klebelsberg Központ', [official website of the center](#) (last accessed 05/10/2017)

Klebelsberg Központ – 'Tankerületi Központok', [list of the Educational district centers](#) (last accessed 05/10/2017)

'Kodály Institute of the Liszt Ferenc Academy of Music', [website of the academy](#) (last accessed 05/10/2017)

'Kompánia Tanoda', [information about the tanoda](#) (last accessed 05/10/2017)

'Kopint-Tárki Institute for Economic Research', [official website of the Research Institute](#) (last accessed 04/04/2022)

'Kopp Mária Intézet a Népesedésért és a Családokért (KINCS)', [official website of the institute](#) (last accessed 06/10/2019)

'Kölcsey Ferenc Gimnázium, Zalaegerszeg, 2013. [Környezeti Nevelési Program](#) (last accessed 05/10/2017)

'Könyvtárellátó Nonprofit Kft.', [official website of the organization](#) (last accessed 04/04/2022)

'Környezetvédelmi és Vízügyi Minisztérium', [Erdei Iskola és Óvoda](#) (last accessed 05/10/2017)

'Közgazdasági Politechnikum Alternatív Gimnázium és Szakközépiskola', [information about the school](#) (last accessed 05/10/2017)

Közigazgatási és Elektronikus Közszolgáltatások Központi Hivatala – 'Nemzeti Egységes Kártyarendszer', [information about the National Unified Card System](#) (last accessed 05/10/2017)

'Köztersasági Elnöki Hivatal', [the speech of Áder János](#) (last accessed 05/10/2017)

'Köztersasági Elnöki Hivatal', [Curriculum Vitae of János Áder](#) (last accessed 05/10/2017)

Köztersasági Elnöki Hivatal, '[Áder János köztersasági elnök levelet küldött a világ tíz legjelentősebb széndioxid-kibocsátó országa vezetőjének](#)' (last accessed 05/10/2017)

'Kultivál - Kárpát-medencei Kulturális Ifjúsági Fesztivál', [information about the Youth Cultural Festival](#) (last accessed 04/04/2022)

'Kulturális Örökség Napjai', [official website of the European Heritage Days](#) (last accessed 10/02/2021)

'Lakitelek Népfőiskola', [official website of the Folk High School](#) (last accessed 05/10/2017)

'Language Learning Scholarship Programme for Hungarian Students' ([Külföldi Nyelvtanulási Program](#)), [official website of the Scholarship Programme](#) (last accessed 14/02/2021)

'Lezsák Sándor', [website of the MP of Fidesz](#) (last accessed 05/10/2017)

'Lépj a piacra program', [information on the Enter to the market programme](#) (last accessed 09/28/2019)

'Liberális Fiatalok Társasága (LIFT)', [official Facebook site of the Association](#) (last accessed 05/10/2017)

'Liberális Fiatalok Társasága (LIFT)', [official site of the Association](#) (last accessed 05/10/2017)

'Library of the Hungarian Parliament' (Országgyűlési Könyvtár), [official website of the Library](#) (last accessed 30/12/2019)

'Long term effects of Erasmus+: Youth In Action on Participation And Active Citizenship', [information about the research](#) (last accessed 08/01/2021)

'Lépj a piacra program', [information on the Enter to the market programme](#) (last accessed 09/28/2019)

'Magic Valley – Media Literacy Education Centre', [official website of the centre](#) (last accessed 05/10/2017)

Magic Valley – Media Literacy Education Centre – 'What is Magic Valley?', [information about the centre](#) (last accessed 04/04/2022)

'Magyar Kereszténydemokrata Szövetség', [official website of the party](#) (last accessed 04/04/2022)

'Magyar Diáksport Szövetség' (MDSZ), [official website of the Hungarian School Sport Federation](#) (last accessed 15/12/2019)

'Magyar Ifjúsági Konferencia alapító nyilatkozata', [text of the foundation's memorandum](#), 1999 (last accessed 15/12/2016)

Magyar Kereskedelmi és Iparkamara - 'Pályaválasztás, pályorientáció', [information about the training tasks of the Hungarian Chamber of Commerce and Industry](#) (last accessed 04/04/2022)

'Magyar Könnyűzenei Stratégia forrásigénye', [budget for the Hungarian Strategy of Popular Music](#) (last accessed 04/04/2022)

'Magyar Közlöny Lap – és Könyvkiadó', [official website of the publisher](#) (last accessed 02/08/2021)

Magyar Olimpiai Bizottság – 'Héraklész Program', [official website of the program](#) (last accessed 05/10/2017)

Magyar Olimpiai Bizottság – 'A Héraklész program története', [information about the Héraklész program](#) (last accessed 05/10/2017)

'Magyar Sportcsillagok Ösztöndíj', [information about the scholarship](#) (last accessed 04/04/2022)

Magyar Szabadidősport Szövetség - 'Kihívás Napja', [information about the programme](#) (last accessed 05/10/2017)

'Magyar Szocialista Párt (MSZP) – Ifjúsági Tagozat', [official website of the Youth Department of the MSZP party](#) (last accessed 05/10/2017)

Magyar Tudomány Akadémia – 'Kutatások intézetünkben', [information about the researches](#) (last accessed 05/10/2017)

'Magyar Vállalkozásfejlesztési Alapítvány', [mission of the Foundation](#) (last accessed 15/12/2019)

'Magyarország Ifjúsági Garancia Akcióterve', [plan of the government for the employment](#) (last accessed 15/12/2016)

[Maria Kopp Institute](#) for Demography and Families [Kopp Mária Intézet a Népesedésért és Családokért (KINCS)] (last accessed 03/12/2018)

'MÁV Zrt.', [the mission and future revision of the MÁV](#) (last accessed 05/10/2017)

- 'The Media Council' (Médiatanács), [information about the Council](#) (last accessed 15/12/2019)
- 'Médiatudatosság fejlesztése az iskolában', [information about the training session for educators](#) (last accessed 14/02/2021)
- 'Megjelentek a CSOK újdonságai', [Portfolio, Your Financial News](#). (last accessed 20/09/2017)
- 'Members of the Government', [information about the members of the Government](#) (last accessed 15/12/2016)
- 'Mental Hygiene Basic Training for Teachers' (Mentálhigiénés Alapképzés Pedagógusoknak), [information about the training](#) (last accessed 04/04/2022)
- 'Mikro-, kis- és középvállalkozások termelési kapacitásának bővítése', [application of the Ministry for National Economy](#), 2015 (last accessed 15/12/2016)
- 'Mikro-, kis- és középvállalkozások termelési kapacitásának bővítése', [information about the application](#) (last accessed 15/12/2016)
- 'Minister heading the Prime Minister's Office' (Miniszterelnökséget vezető miniszter), [information about the Minister](#) (last accessed 04/04/2022)
- 'Ministry for Innovation and Technology - Deputy State Secretaries' (Innovációs és Technológiai Minisztérium - Helyettes államtitkárok), [list of the Deputy State Secretaries](#) (last accessed 14/02/2021)
- 'Mintamenza', [information about the Canteen Program](#) (last accessed 05/10/2017)
- 'Mint-a-parlament', [information about the competition](#) (last accessed 15/12/2016)
- Ministry of Environment, 'Környezetvédelmi és Vízügyi Minisztérium', [information about the Ministry](#) (last accessed 30/12/2019)
- Ministry of Finance, 'Pénzügyminisztérium', [website of the Ministry](#) (last accessed 04/04/2022)
- Mobilitás Szakmai Portál, 'Ifjúsági referensek', [information about the Youth Assistance](#) (last accessed 30/12/2019)
- Mobilitás Szakmai Portál, 'Települési Ifjúsági Munka', [information about the youth work in the settlements](#) (last accessed 30/12/2019)
- 'Mobility Window', (mobilitási ablak), [information about the 'Mobility Window'](#) (last accessed 14/02/2021)
- 'Moholy-Nagy University of Art and Design', [official website of the university](#) (last accessed 05/10/2017)
- 'Movement for Alternative, Student Centered Education (Alternatív Diákközpontú Oktatásért Mozgalom)', [official website of the Movement](#) (last accessed 09/02/2021)
- Múzeumi Oktatási és Módszertani Központ, 'Operakaland – Kultúrkaland', [information about the Cultural Adventure program](#) (last accessed 05/10/2017)
- 'MVM Edison Light up!', [official website of the application](#) (last accessed 15/12/2016)
- 'My Fertility Matters (MFM-Projekt)', [official website of the project](#) (last accessed 05/10/2017)
- My Fertility Matters (MFM-Projekt) – 'Ciklus-show', [information about the program](#) (last accessed 05/10/2017)
- Nagy Sportágválasztó, 'Olimpikonokkal várja idén a látogatókat a Nagy Sportágválasztó', [information about the program, 2021](#) (last accessed 04/04/2022)
- 'The National Association of Large Families', [official website of the Association](#) (last accessed 04/04/2022)



'National Association of Young Entrepreneurs (FIVOSZ)', [information about the FIVOSZ](#) (last accessed 04/04/2022)

National Authority for Data Protection and Freedom of Information, 'Freedom of Information in Hungary', [information of the Authority about freedom of information](#) (last accessed 15/12/2019)

'National Career Guidance Portal', [official website](#) (last accessed 15/12/2016)

National Career Guidance Portal, 'A TÁMOP–2.2.2-12/01 kiemelt projekt eredményeinek rövid bemutatása', [information about the results of the project](#) (last accessed 15/12/2016)

'National Cooperation Found' (Nemzeti Együttműködési Alap), [official website of the found](#) (last accessed 08/02/2021)

'National Cooperation Found' (Nemzeti Együttműködési Alap), [information about the found](#) (last accessed 08/02/2021)

'National Cultural Fund of Hungary' (Nemzeti Kulturális Alap), [information about the fund](#) (last accessed 04/04/2022)

'National Cyber Safety Coordination Council', [information about the Council](#) (last accessed 15/12/2019)

'National Educational Infrastructural Development Programme', (Nemzeti Köznevelési Infrastruktúra Fejlesztési Program), [information about the programme](#) (last accessed 05/11/2018)

'National Employment Service', [information about the organization](#) (last accessed 04/04/2022)

'National Film Institute', [information about the Institute](#) (last accessed 10/02/2021)

'National Institute for Family, Youth and Population Policy', [information about the institute](#) (last accessed 15/12/2016)

National Institute of Pharmacy and Nutrition, 'About us', [information about the Institute](#) (last accessed 15/12/2019)

'National Koranyi Institute of TB and Pulmonology', [official website of the Institute](#) (last accessed 15/12/2019)

'National Media and Infocommunications Authority (NMHH)', [official website of the authority](#) (last accessed 05/10/2017)

'National Office of Vocational Education and Training and Adult Learning', [official website of the office](#) (last accessed 15/12/2016)

'National Office of Vocational Education and Training', [information on the National Agency](#) (last accessed 15/12/2019)

'National Public Educational Portal' (Nemzeti Köznevelési Portál), [Educational Portal of the Educational Authority](#) (last accessed 14/02/2021)

'National Strategic Reference Framework', [information about the Framework](#) (last accessed 05/10/2017)

'National Student Council' (Országos Diáktanács), [information about the Student Council](#) (last accessed 04/04/2022)

'National Student Council' (Országos Diáktanács), [recommendations of the Student Council in 2020](#) (last accessed 08/02/2021)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK), [information about the Union's educational policy](#) (last accessed 08/02/2021)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK), [information about the Union's EP round table program](#) (last accessed 08/02/2021)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK), [information about the Union's Sport and health campaign](#) (last accessed 08/02/2021)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK)' [information about the Union's Student organisation abroad](#) (last accessed 08/02/2021)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK), [official website of HÖÖK](#) (last accessed 23/12/2018)

'National Union of Students' (Hallgatói Önkormányzatok Országos Konferenciája – HÖÖK), [information about the HÖÖK](#) (last accessed 15/12/2016)

'National University of Public Service', [official website of National University of Public Service](#) (last accessed 05/10/2017)

'National Youth Parliament' (Országos Diákparlament), [information about the National Youth Parliament](#) (last accessed 09/02/2021)

'National Youth Parliament' (Országos Diákparlament), [recommendations of the National Youth Parliament](#), 2020 (last accessed 04/04/2022)

NDHSZ, 'Nemzeti Diák-, Hallgatói és Szabadidősport Szövetség', [information about the National School, University and Leisure Sport Federation](#) (last accessed 15/12/2019)

'Nemzeti Adatvédelmi és Információszabadság Hatóság', [official website of the National Authority for Data Protection and Freedom of Information](#) (last accessed 15/12/2019)

'Nemzeti Együttműködés Alap. Pályázati kiírás és pályázati útmutató', [application of the National Cooperation Found](#) (Nemzeti Együttműködési Alap) (last accessed 05/10/2017)

Nemzeti Foglalkoztatási Szolgálat, 'Álláskereső Klub', [information about the service](#) (last accessed 04/04/2022)

Nemzeti Foglalkoztatási Szolgálat, 'Vállalkozások munkaerő támogatása', [information about the supports to enterprises](#) (last accessed 04/04/2022)

'College for the Future of the New Generation' (Új Nemzedék Jövőjéért Kollégium), [information about the college](#) (last accessed 08/01/2021)

'Nemzeti Együttműködési Alap. Új Nemzedék Jövőjéért Kollégium', [application of the New Generation College](#), 2016 (last accessed 15/12/2016)

'Nemzeti Foglalkoztatási Szolgálat', [official website of the service](#) (last accessed 15/12/2016)

'Nemzeti Ifjúsági Tanács', [official website of the National Youth Council](#) (last accessed 04/04/2022)

'Nemzeti Ifjúsági Tanács - Hírek', [news of the National Youth Council](#) (last accessed 05/10/2017)

Nemzeti Ifjúsági Tanács, 'A projektekről 2017', [information about the council's projects](#) (last accessed 05/10/2017)

'Nemzeti Ifjúsági Tanács' (Nemzeti Ifjúsági Tanács), [information about the National Youth Council](#) (last accessed 30/12/2019)

Nemzeti Ifjúsági Tanács, 'Ifjúsági Munka Konferencia', [information about the youth work conference](#) (last accessed 04/04/2022)

Nemzeti Ifjúsági Tanács, 'Országos Ifjúsági Fórum', [information about the National Youth Forum](#) (last accessed 04/04/2022)

Nemzeti Ifjúsági Tanács, 'Szabadegyetem', [information about the open university](#) (last accessed 04/04/2022)

Nemzeti Ifjúsági Tanács, 'Lépj fel!' program, Ifjúsági Napok", [information about the Youth Days](#) (last accessed 04/04/2022)

Nemzeti Ifjúsági Tanács, "Lépj fel!" program - Zárókiadvány", [closing document of the 'Step up!' programme](#) (last accessed 04/04/2022)

'Nemzeti Kiberbiztonsági Koordinációs Tanács', [information about the Council](#) (last accessed 15/12/2019)

'Nemzeti Kincsünk a tehetség.' Nemzeti Tehetség Program. [information about the programme](#) (last accessed 15/12/2016)

Nemzeti Kulturális Alap – 'Cseh Tamás Program', [information about the Cseh Tamás Programme](#) (last accessed 05/10/2017)

'Nemzeti Népegészségügyi Központ', [official website of the National Centre for Public Health](#) (last accessed 15/12/2019)

'Nemzeti Önkéntes Tanács (NÖT)', [information about the National Volunteer Council](#) (last accessed 04/04/2022)

'Nemzeti Pedagógus Kar', [official website of the National Pedagogical Faculty](#) (last accessed 04/04/2022)

'Nemzeti Szakképzési és Felnőttképzési Hivatal', [official website of the National Agency](#) (last accessed 05/10/2017)

Nemzeti Szakképzési és Felnőttképzési Hivatal – 'Szakképzési centrumok', [information about the Training Centurms](#) (last accessed 05/10/2017)

'Nemzeti Színház, 371 csillag, Bátorság és Roma Ifjúság Napja', [information about the event](#) (last accessed 08/01/2021)

'Nemzeti Tehetség Program. A programról.', [information about the programme](#) (last accessed 08/01/2021)

'Nemzeti Tehetség Program. Nemzeti Tehetségügyi Koordinációs Fórum.', [information about the forum](#) (last accessed 08/01/2021)

'Nemzeti Választási Iroda', [official website of the National Election Office](#) (last accessed 05/10/2017)

'Nemzetpolitikáért, egyházügyekért és nemzetiségekért felelős miniszterelnök-helyettes', [information about the Deputy Prime Minister](#) (last accessed 13/02/2021)

'Network of Catholic Roma Colleges [Keresztény Roma Szakkollégiumi Hálózat (KRSZH)]', [the official homepage of the network in Hungarian](#). (last accessed 01/10/2017)

'Network of Family, Equal Opportunity and Volunteer Houses (Család, Esélyteremtési és Önkéntes Házak)', [információ a hálózatról](#) (last accessed 08/01/2021)

'New Generation Award' (Új Nemzedék Díj), [information about the award](#) (last accessed 04/04/2022)

'New Generation Centre' (Új Nemzedék Központ), [official website of the organization](#) (last accessed 15/12/2016)

'New Generation Centre, Partners', [information about the partners of the New Generation Centre](#) (last accessed 15/12/2016)

'New Széchenyi Plan', [information about the New Széchenyi Plan](#) (last accessed 05/10/2017)

'NMI Művelődési Intézet', [official website of the institute](#) (last accessed 04/04/2022)

'No Hate Speech Movement' ([No Hate Speech Mozgalom](#)), [information about the No Hate Speech Movement](#) (last accessed 05/10/2017)

'No Hate Speech Mozgalom', [the campaign](#) (last accessed 21/12/2018)

NSULF, 'National School, University and Leisure Sport Federation', [official website of the Federation](#) (last accessed 15/12/2019)

- 'OFA, OFA Nonprofit Kft.', [official website of the company](#) (last accessed 15/12/2016)
- 'Office of the Commissioner for Educational Rights', [official website of the Office](#) (last accessed 15/12/2019)
- 'Office of the Commissioner for Fundamental Rights', [official website the Office of the Commissioner for Fundamental Rights](#) (last accessed 15/12/2016)
- OGYÉI, 'Országos Gyógyszerészeti és Élelmezés-egészségügyi Intézet', [official website of the National Institute of Pharmacy and Nutrition](#) (last accessed 15/12/2019)
- OGYÉI, Országos Gyógyszerészeti és Élelmezés-egészségügyi Intézet - 'MENZA körkép', [information about the school catering](#) (last accessed 04/04/2022)
- HSSF, 'Hungarian School Sport Federation', [official website of the Federation](#) (last accessed 15/12/2019)
- 'Oktatási Hivatal', [official website of the Educational Authority](#) (last accessed 04/04/2022)
- Oktatási Hivatal, 'Pedagógiai Oktatási Központok', [list of Pedagogical Educational Centres](#) (last accessed 05/11/2018)
- Oktatási Hivatal, 2016. [Lemorzsolódás](#). (last accessed 15/12/2016)
- Oktatási Hivatal, 'A Szakmai Gyakorlatok és Duális Képzések Osztályának elérhetőségei' [contact information of the Dual Training Department](#) of the Educational Authority (last accessed 04/04/2022)
- Oktatási Hivatal, 'Az iskolai közösségi szolgálat (IKSZ) fogalmai és alapelvei', [the definitions of the school community service](#) (last accessed 04/04/2022)
- Oktatási Hivatal, 'Jogsabályi háttér az Iskolai Közösségi Szolgálathoz', [the legal background of the school community service](#) (last accessed 04/04/2022)
- Oktatási Hivatal, 'Ökoiskolai nevelési-oktatási program', [Eco schools in Hungary](#) (last accessed 04/04/2022)
- Oktatási Hivatal, 'Ökoiskolák adatbázisa', [database of the winners of the 'Eco-School Program'](#) (last accessed 04/04/2022)
- Oktatási Hivatal, 'Etikus vállalkozói ismeretek, 11-12. évfolyam', [description of the subject 'ethical entrepreneurship'](#) (last accessed 04/04/2022)
- 'Oktatási Jogok Biztosának Hivatala', [official website of the Office of the Commissioner for Educational Rights](#) (last accessed 15/12/2019)
- 'Orientation Classes', (Orientációs Évfolyam), [information about the Orientation Classes](#) (last accessed 04/04/2022)
- 'Az Országgyűlés szervezete', [information about the parliament](#). (last accessed 01/11/2016)
- 'Országos Korányi Pulmonológiai Intézet', [official website of the Koranyi Institute](#) (last accessed 15/12/2019)
- 'Országos Kríziskezelő és Információs Telefonszolgálat', [website of the Service](#) (last accessed 05/10/2017)
- 'Otthon Melege Program 2022', [information about the Warmth of the Home Program](#) (last accessed 04/04/2022)
- Önkéntes Központ Alapítvány (National Volunteer Centre Foundation), [official website of the Foundation](#) (last accessed 30/10/2019)
- 'Önkéntesség Magyarországi Éve 2021', [website of the Year of Volunteering in Hungary](#) (last accessed 04/04/2022)
- Önkéntesség Magyarországi Éve 2021, 'A hét önkéntese', [information about the 'Volunteers of the Week' programme](#) (last accessed 04/04/2022)

Önkéntesség Magyarországi Éve 2021, 'Önkéntesség hetei', [programme schedule of the Year of Volunteering in Hungary](#) (last accessed 04/04/2022)

Önkéntesség Magyarországi Éve 2021, 'Tudományos Konferencia', [invitation to the online academic volunteering conference](#) (last accessed 04/04/2022)

'Az önkormányzati rendszer és a tisztségviselők', [information about the governments](#). (last accessed 15/12/2016)

'Pályaorientációs Portál', [the National Career Guidance Portal](#) (last accessed 04/04/2022)

'Pannon Unifest', [information about the culture festival](#) (last accessed 05/10/2017)

'Paris Climate Change Conference – November 2015', [details of the conference](#) (last accessed 05/10/2017)

'Parliament Youth Days' (Parlamenti Ifjúsági Napok), [information about the Parliament Youth Days](#) (last accessed 08/02/2021)

Parlamenti Államtitkárság - 'Rétvári Bence, államtitkár', [CV of the Parliamentary State Secretary](#) (last accessed 05/10/2017)

'Párbeszéd', [official website of the Dialogue for Hungary organization](#) (last accessed 09/02/2021)

'Pedagogical professional examination' (Pedagógus szakvizsga), [information about the professional examination](#) (last accessed 09/02/2021)

'Pedagogical professional training in the Parliament' (Pedagógus továbbképzés a Parlamentben), [information about the professional training in the Parliament](#) (last accessed 09/02/2021)

'Pedagogical professional training in civic education' (Állampolgári ismeretek pedagógus-szakvizsgára felkészítő szakirányú továbbképzés), [information about the professional training](#) (last accessed 09/02/2021)

'Pedagógus-továbbképzés Akkreditációs Rendszer', [official website of the Accreditation Department](#) (last accessed 05/10/2017)

'Pedagógusok Demokratikus Szakszervezete', [official website of the Democratic Trade Union of Teachers](#) (last accessed 05/10/2017)

'Pedagógusok Szakszervezete', [official website of the Trade Union of Teachers](#) (last accessed 05/10/2017)

'A Petőfi Sándor Program', [official website of the programme](#) (last accessed 15/12/2016)

'A Petőfi Sándor Program Eredményei', [reports of the participants](#) (last accessed 03/12/2018)

'Petőfi Sándor program, Ösztöndíjasaink', [list of those who took part in the programme](#) (last accessed 06/10/2019)

'Pénziránytű', [official website of the foundation](#) (last accessed 15/12/2016)

'Pénz7, Pénzügyi és Vállalkozói Témahét', [website of the Financial and Entrepreneurial Thematic Week](#) (last accessed 13/02/2021)

'Pillar Alapítvány', [official website of the Foundation](#) (last accessed 04/04/2022)

'Planet Budapest 2021', [official website of the programme](#) (last accessed 04/04/2022)

Planet Budapest 2021, 'Sustainability Expo and World Summit', [information about the Expo](#) (last accessed 04/04/2022)

POLI, 'Budapesti Politechnikum Alapítvány', [information about the Foundation](#) (last accessed 04/04/2022)

- 'Politics Can Be Different' (Lehet Más a Politika – LMP), [official website of the Politics can be different organisation](#) (last accessed 09/02/2021)
- 'Postgraduation training on art therapy' (Művészetterápia szakirányú továbbképzés), [information about the training](#) (last accessed 10/02/2021)
- 'Prime Minister's Office' (Miniszterelnökség), [official website of the Office](#) (last accessed 09/02/2021)
- 'A private lesson in Parliament' programme, [information about the programme](#) (last accessed 08/02/2021)
- 'Projects', [list of EFOP projects](#) (last accessed 15/12/2016)
- 'Pro Voluntaris Award' (Pro Voluntaris díj), [information about the Pro Voluntaris Award](#) (last accessed 15/12/2019)
- 'Public Work Scheme (PWS)', [information about the PWS](#) (last accessed 04/04/2022)
- 'RAY – TCA youth research 2019' (RAY – TCA ifjúságkutatás 2019), [short brief about the research](#) (last accessed 30/12/2019)
- 'Research – Based Analysis of Erasmus+: Youth in Action', [information about the analysis](#) (last accessed 08/01/2021)
- Rendőrség – 'Drogprevenció', [information about drug prevention programs](#) (last accessed 05/10/2017)
- 'Rendezvények', [the official website of MÖÜ](#) (last accessed 23/12/2018)
- 'Research based analysis of youth in action', [official website of the RAY](#) (last accessed 05/10/2017)
- 'RészreVétel', [schedule of the project](#) (last accessed 05/10/2017)
- 'RészreVétel – Legyen fontos másnak is!', [information about the project](#) (last accessed 05/10/2017)
- 'RÉV - Szenvedélybeteg-segítő Szolgálat', [information about the Addicts Assistant Service](#) (last accessed 05/10/2017)
- 'Road to Diplome Program' (Út a diplomához program), [information about the application](#) (last accessed 04/04/2022)
- 'Rubeus Foundation' (Rubeus Egyesület), [information about the Foundation](#) (last accessed 30/12/2019)
- 'Sector Skills Councils' (Ágazati Készségtanácsok), [information about the Councils](#) (last accessed 14/02/2021)
- 'SOCIETAS – Baloldali Ifjúsági Mozgalom', [official website of the youth movement](#) (last accessed 05/10/2017)
- Sportágválasztó Sportmagazin – 'Budapesti Nagy Sportágválasztó', [official website of the program](#) (last accessed 05/10/2017)
- 'Springboard Program' (Dobbantó - program), [information about the application](#) (last accessed 04/04/2022)
- 'Startup Campus', [official website of the program](#) (last accessed 05/10/2017)
- Startup Campus – 'Program', [information about the program](#) (last accessed 05/10/2017)
- 'Start Up Guide – Üzleti tanácsok induló kreatívipari vállalkozók számára 2018', [open access guide](#) (last accessed 04/04/2022)
- 'Startup Leadership&Management', [official website of the meet-up sequent](#) (last accessed 15/12/2016)
- 'State Audit Office of Hungary', [official website of the office](#) (last accessed 08/01/2021)

- 'Stipendium Hungaricum', [application of Hungarian Government](#) last accessed 05/10/2017)
- 'Szakképzési előszerződés', [information about the student pre-contracts](#) (last accessed 04/04/2022)
- 'Szakmák Éjszakája 2017', [official website of 'The Night of Professions'](#) (last accessed 05/10/2017)
- 'Széchenyi 2020', [official website of the Széchenyi 2020 programme](#) (last accessed 04/04/2022)
- 'Széchenyi Funds', [official website of the Funds](#) (last accessed 04/04/2022)
- 'Széchenyi Programiroda', [official website of the Széchenyi Programme Office](#) (last accessed 05/10/2017)
- 'Szociális ügyekért és Társadalmi felzárkózásért Felelős Államtitkárság', [official website of the Secretariat](#) (last accessed 05/10/2017)
- 'Szólj bele!', [official website of the programme](#) (last accessed 15/12/2016)
- 'TanodaPlatform', [official website of the Tanoda program](#) (last accessed 05/10/2017)
- 'Tanoda programme', [information about the programme](#) (last accessed 08/01/2021)
- 'Tanodatörténetek', [stories about the schools](#) (last accessed 05/10/2017)
- 'Tasks and functions of the Educational Authority', [list of tasks of the Educational Authority](#) (last accessed 05/10/2017)
- 'Tasks of the National Health Insurance Fund of Hungary', [National Health Insurance Fund of Hungary](#). (last accessed 20/09/2017)
- 'Tájékoztató felnőttoktatásra jelentkezők számára', [guidance for applicants for adult training](#) (last accessed 05/10/2017)
- 'TÁMOP-Projekt', [information about the 'Overall quality development in public education' project](#) (last accessed 09/02/2021)
- 'TÁMOP-Projekt', [information about the 'Future Conscious Media Consumers' project](#) (last accessed 14/02/2021)
- 'TÁRKI', (Társadalomkutató Intézet), [official website of the organisation](#) (last accessed 15/12/2019)
- Társadalmi Esélyteremtési Főigazgatóság, 'Helyi Esélyegyenlőségi Programok', [official website of the Equal Opportunity Programmes](#) (last accessed 04/04/2022)
- Társadalmi és Örökségvédelmi Ügyekért, valamint Kiemelt Kulturális Beruházásokért Felelős Helyettes Államtitkárság', [official website of the Secretariat](#) (last accessed 05/10/2017)
- 'Televele Médiapedagógiai Műhely Egyesület', [official website of the association](#) (last accessed 26/10/2019)
- 'Televele Médiapedagógiai Műhely Egyesület, Médiapakk', [information on the mediapedagogical curriculum](#) (last accessed 26/10/2019)
- 'Tempus Public Foundation', [official website of the foundation](#) (last accessed 15/12/2016)
- 'Tempus Public Foundation' (Tempus Közalapítvány), [information about the Foundation](#) (last accessed 30/12/2019)
- Tempus Public Foundation (Tempus Közalapítvány) – 'Éves jelentések', [list of the annual reports](#) (last accessed 05/10/2017)
- Tempus Közalapítvány, (Tempus Közalapítvány) - 'Szakmai gyakorlat elismerése', [application of Tempus](#) (last accessed 15/12/2016)

- 'Teszedd!, Önkéntesen a tiszta Magyarországért', [information about the volunteering movement](#) (last accessed 13/02/2021)
- 'Teszedd!, Önkéntesen a tiszta Magyarországért', [information about the results of the programme](#) (last accessed 04/04/2022)
- 'The Camp Connects – Elizabeth Camps' (Efop – 1.2.12 – 17-2017-00006 – A Tábor összeköt – Erzsébet Táborok), [information about the Elizabeth Camps](#) (last accessed 30/12/2019)
- 'The democracy game', [information about the democracy game](#) (last accessed 09/02/2021)
- 'The Hungarian Banking Association', [official website of the association](#) (last accessed 15/12/2016)
- 'The Hungarian National Assembly', [information about the assembly](#) (last accessed 15/12/2016)
- 'The National Research, Development and Innovation Office', [official website of the office](#) (last accessed 04/04/2022)
- 'The National Research, Development and Innovation Office', [information about the Office](#) (last accessed 04/04/2022)
- 'The structure of HÖÖK' (A HÖÖK szervezeti felépítése), [information about the structure of HÖÖK](#) (last accessed 15/12/2016)
- 'The system of courts', [information about the courts](#) (last accessed 01/11/2016)
- 'Timóteus Társaság', [official website of the society](#) (last accessed 05/10/2017)
- 'TIOP 1.2.1 - AGÓRA - multifunkcionális közösségi központok és területi közművelődési tanácsadó szolgálat infrastrukturális feltételeinek kialakítása', [application of the Social Infrastructure Operational Programme](#) (last accessed 05/10/2017)
- 'Toldi Tanoda – A tanoda', [information about the Toldi Tanoda](#) (last accessed 04/04/2022)
- 'Tudástár' Hungarian Government (Magyarország Kormánya), [Pénzügyi és gazdasági ismeretek megjelenése a köznevelésben a Nemzeti alaptanterv tükrében](#) (last accessed 05/10/2017)
- 'Új központok segítik a hazai startup csapatokat', [information about the Startup Campuses](#) (last accessed 05/10/2017)
- 'Új Nemzedék Újratöltve', [official website of the project](#) (last accessed 04/04/2022)
- 'Új Nemzedék Jövőjéért Program. A Kormány ifjúságpolitikai keretprogramja', [information about the programme](#), 2012 (last accessed 15/12/2016)
- 'A unique initiative on the Hungarian capital market', [information about the Széchenyi Venture Capital Fund](#) (last accessed 05/10/2017)
- 'University of Debrecen', [official website of the university](#) (last accessed 04/04/2022)
- 'University of Pannonia', [official website of the university](#) (last accessed 10/02/2021)
- 'University of Pécs', [official website of the university](#) (last accessed 05/10/2017)
- University of Pécs – 'Department of Romology and Sociology of Education', [information about the department](#) (last accessed 05/10/2017)
- 'University of Sopron', [official website of the university](#) (last accessed 04/04/2022)fg
- 'University of Theatre and Film Arts', [official website of the university](#) (last accessed 05/10/2017)
- 'Útravaló' Scholarship Programme, 'Útravaló Ösztöndíjprogram', [information about the scholarchip programme](#) (last accessed 08/01/2021)



- 'Útravaló' Scholarship Programme, 'Útravaló Ösztöndíjprogram' 2020, [application of the scholarship programme for 2020](#) (last accessed 08/01/2021)
- 'Vállalkozzunk! kerettanterv 7-10. évfolyam számára', [information about the curricula related to entrepreneurship](#) (last accessed 04/04/2022)
- 'VEKOP-7.3.4-17 Kulturális intézmények a köznevelés eredményességéért', [application of the Ministry of National Economy](#) (last accessed 05/10/2017)
- 'Victim Support Centres', (Áldozatsegítő Központ), [information about the Victim Support Centres](#) (last accessed 05/11/2018)
- 'Village "CSOK" (Falusi CSOK), [information about the social service](#) (last accessed 08/01/2021)
- 'Visegrad Fund. Budget', [the budget of the programme in the previous years](#) (last accessed 15/12/2016)
- 'Visegrad Fund. Homepage', [information about the programme](#) (last accessed 10/12/2018)
- 'Visegrad Fund', [information about the programme](#) (last accessed 03/12/2018)
- 'Visegrad Fund, Results', [budget of the Visegrad Fund projects](#) (last accessed, 06/10/2019)
- 'Vocational training system from 2016', [information about the changes of the vocational training system](#) (last accessed 15/12/2016)
- 'Wacław Felczak Foundation' (Wacław Felczak Alapítvány), [information about the Foundation](#) (last accessed 04/04/2022)
- 'WAMP', [website of the organisation](#) (last accessed 05/10/2017)
- 'Welcome to the pages of the Hungarian Design Council', [information about the Hungarian Design Council](#) (last accessed 05/10/2017)
- 'What is National Youth Council?', [information about the council](#) (last accessed 15/12/2016)
- 'Without Borders! About the programme' (Határtalanul! a programról), [information about the programme](#) (last accessed 08/01/2021)
- 'Without Borders! Transcarpathia action plan - 2019', (Határtalanul! Kárpátaljai akcióprogram), [application for the programme](#) (last accessed 08/01/2021)
- 'Wonder Deer School Community Program' (Csodaszarvas Iskolai Közösségi Program), [official website of the Program](#) (last accessed 14/02/2021)
- World Health Organization – 'European Health Information Initiative', [information about the initiative](#) (last accessed 05/10/2017)
- 'You Will Be More If You Act!' (Több leszel, ha teszel!), [application for the programme](#) (last accessed 08/01/2021)
- 'Youth at the Threshold of Life' (Fiatalok az Élet Küszöbén), [official website of the program](#) (last accessed 05/10/2017)
- 'Youth Democrats' (Ifjú Demokraták), [blog of the youth organisation of the Democratic Coalition](#) (last accessed 30/12/2019)
- 'Youth Guarantee', [information about the programme](#) (last accessed 15/12/2016)
- Youth Guarantee Programme, 'GINOP-5.2.4-16. Gyakornoki program pályakezdők támogatására', [information about the programme](#) (last accessed 15/12/2016)
- 'The Youth Guarantee country by country – Hungary', [information about the report of the year 2017 on the programme](#) (last accessed 05/10/2017)

'YouthPass – Recognition tool for non-formal&informal learning in youth projects', [official website of the YouthPass](#) (last accessed 30/12/2019)

'YouthPol eAnalysis – Information System on Youth Employment', [questions and answers about the youth employment](#) (last accessed 05/10/2017)

'Youth Policy Review in Hungary', [information about Youth Policy Review](#) (last accessed 15/12/2016)

'Zöld Forrás 2018', [application of the Ministry of Agriculture](#) (last accessed 04/04/2022)

'Zöld Forrás 2019', [application of the Ministry of Agriculture](#) (last accessed 04/04/2022)

'Zöld Forrás 2020', [application of the Ministry of Agriculture](#) (last accessed 04/04/2022)

'Zöld Forrás 2021', [application of the Ministry of Agriculture](#) (last accessed 04/04/2022)

'Zöld Forrás 2022', [application of the Ministry of Agriculture](#) (last accessed 04/04/2022)

## ARCHIVE

---

Information from previous years can be accessed and freely downloaded through the PDF files below.

### 2020

[Hungary 2020/pdf](#)

### 2019

[Hungary 2019.pdf](#)

### 2018

[Hungary 2018](#)

### 2017

[Hungary 2017](#)