



Youth Wiki national description

Youth policies in Hungary

2017

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Hungary

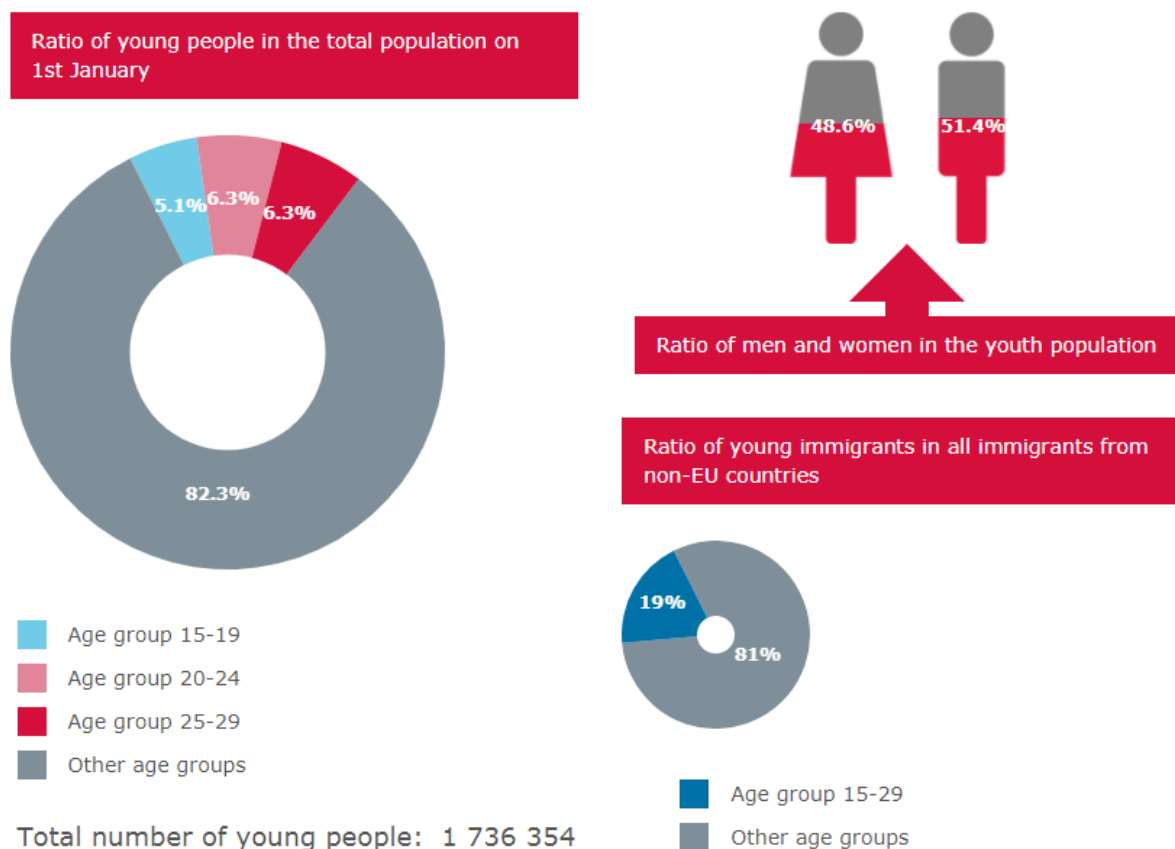
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Overview

Young People in Hungary



References:

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

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

Since the lack of a youth law in Hungary, there is not a set in stone definition for youth, it differs across legislations of different policy fields. The definitions of the key youth policy documents can be found in sub-chapter [1.1 Target population of Youth Policy](#). The strategical framework of Hungarian youth policy consists of two main documents,

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

The Strategy, as a core document determines the main directions of improvement through the implementation of specific action plans, which take into account the constant revision of the conditions. The Strategy's revision is currently ongoing. 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 administered in the Ministry of Human Capacities, in the State Secretariat for Family, Youth and International Affairs, whereas the Ministry for National Economy coordinates the Youth Guarantee Scheme. The most important advisory body on youth policy is the National Youth Expert Forum. It 'was set up in 2013 to support coordinated policy-making in the field of youth and to monitor the implementation of the National Youth Strategy. (For more information see sub-chapter [1.4 Youth Policy decision-making](#).)

1.1 Target population of youth policy

There is not a set in stone definition for youth. In most cases the group is referred to with the terms young people or youth. The definition of youth differs in the legislations of

different policy fields. Adulthood, upper age limit of compulsory education, right to vote, and other topics more or less coincide with the European median. In most fields the age of 18 represents the boundary between childhood and (young) adulthood, however, the school-leaving age was reduced from 18 to 16 in 2011 ([OECD 2015](#)).

Hungarian Fundamental Law

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

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

National Youth Strategy and Children and Youth Fund

The strategy that was adopted by the Parliament in 2009 describes young people in the following way:

'The target group of the strategy – in its connotative meaning – extends from the appearance of the peer group to responsibility taken for one another. [...] This time horizon classifies people aged between approx. 8-12 years and approx. 25-30 years as youth (the international and national practice of law defines childhood as the age group between 0-18 years).' ([National Youth Strategy](#))

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

The National Youth Strategy does not define exact age groups but emphasizes the role of lifecycles. However, it should be noted that the large-scale qualitative youth researches carried out every four years, which are also required by the NYS and are necessary for monitoring the implementation of the strategy, examine the age group of 15-29 year-olds, in accordance with the traditions of the international and national youth researches. The law on Children and Youth Fund ([Gyermek és Ifjúsági Alap](#)) also refers to this age group as youth.

Programme for the Future of the New Generation

According to the text of the Programme for the Future of the New Generation in 2012,

'youth can be regarded as a relatively separate lifecycle, in which specific social lifestyles, cultural forms, and political-social orientation patterns evolve. We can say that it is an era of changes in youth; where the youth lifecycle is prolonged as young people spend more and more time in school.' (Programme for the Future of the New Generation, 2012 p. 11-12.)

According to the definition of the programme, we should regard

'youth more as a status, a state of life rather than a group that can be defined solely by age group. Taking these into consideration, our concept of youth should be recreated: that is why the Programme for the Future of the New Generation suggests that the government should take into account the stage of life between the age of 14 and 35,

when it takes decisions that affect young people. Meanwhile, the government should take more into consideration different circumstances, current life situations, and the related problems and challenges.' (Programme for the Future of the New Generation, 2012 p. 11-12.)

New Generation Reloaded Project

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

Child Protection Act

Other important laws and legislations refer to young people as well: the Child Protection Act ([Gyermekevédelmi törvény](#), Act XXXI of 1997) determines the age of youth in the following way:

'b) juvenile is a person who:

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

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

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

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

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

Labour and Civil Code

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

Criminal Code

The [Criminal Code](#) reduced the age limit for being liable from the age of 14 to 12 in case of juvenile delinquents (the referred part from the Child Protection Act implies the same, as well). The crimes where the age limit is to be applied include robbery and pilferage, too. Nonetheless, this measure has not transformed significantly the legal practice due to the low number of juvenile detainees; in the first quarter of 2016 only 8 young people were detained. (Börtönstatisztikai Szemle 2016/1)

1.2 National youth law

Existence of a National Youth Law

Currently there is no law on youth, but its necessity arose in each governance cycle in the past 10-15 years. On the whole, there were serious professional and political debates, arguments and counter-arguments over whether Hungary needs a law that summarises and regulates in a unified structure the roles and responsibilities of governmental and the municipal actors in the field of youth. In the current governmental cycle there are no ongoing debates about the topic and no signs point to the will to create a national youth law in short or medium term. (Youth Policy Review, 2016)

Scope and contents

Currently there is no national law on youth.

Revisions/updates

Currently there is no national law on youth.

1.3 National youth strategy

Existence of a National Youth Strategy

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

The [National Youth Strategy 2009-2024](#) ([Nemzeti Ifjúsági Stratégia 2009-2024](#), hereinafter referred to as: NYS) was adopted by the Parliament with Decision No. 88/2009 [[88/2009. \(X. 29.\) OGY határozat](#) a Nemzeti Ifjúsági Stratégiáról] and it is based on a broad consensus of parties, experts, and civil society organisations. The strategy 'drafts the optimal directions of development for youth'. 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 NYS as a framework provides an opportunity for planning with the aims and directions that overarch government cycles.

The strategy as a core document determines the main directions of improvement through the implementation of specific action plans, which take into account the constant revision of the conditions. The action plans determine concrete tasks for the ministers concerned. Furthermore, the strategy proposes a motion to review and revise the legislative environment that determines the living conditions of young people.

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

Besides the sustainable frameworks of NYS, the Government also launched its framework programme called Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)) (hereinafter referred to as: PFNG), which came into force as a Government Decision. The programme is based on project-finance principle and implemented within the framework of New Generation Plus followed by the New Generation Reloaded Programme ([Új Nemzedék Újratöltve](#)).

Scope and contents

The National Youth Strategy

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

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

The aim of the whole strategy is

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

Besides, the strategy proposed suggestions for transforming the legislative environment that influences the lives of young people.

In accordance with the Hungarian [Fundamental Law](#) and the documents of the Council of Europe and European Union, the introduction of the strategy, the motto of which is: '...so they can make it better!', lists the following factors as its reasons of creation:

- youth 'as a resource with continuous, innovative and up-to-date knowledge';
- as a base of the renewable society;
- the recognition of the necessity of social integration;
- social responsibility;
- strengthen active participation.

Action plans, NYS as framework, main principles

According to the strategy the action plans are to be implemented in accordance with the strategy's main aims, taking into account the financial realities. The government should take the aims of the strategy and the results of the large-scale qualitative youth researches into consideration during the allocation of budget.

The NYS as a framework enabled to plan the aims and directions of youth policy that spans governmental cycles, and allowed the civil society sector - besides the actors of the government, municipalities and the financial sector - to play an active role in the implementation. The strategy aims to be neutral in terms of values and ideologies, and does not wish to represent the views of any of the political parties on social issues. Despite these aims, the strategy is not completely neutral in terms of values, as certain issues (family, prevention, security) occupy a central role in the document.

The NYS is based on the following principles:

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

'Integration and participation: The members, communities and organizations of youth groups represent a cohesive power at local, regional and national level, and they participate in and influence decisions affecting them on equal terms as others.

Solidarity and responsibility: In a viable society self-reliance is of crucial importance, however, the members of society are not only responsible for themselves, but also for their fellow citizens with fewer opportunities.

Success and value creation: Youth carry and create new values, they are a significant social resource, and their success is a basis for the renewal of social values.

Subsidiarity and transparency: In youth policy, decisions must be transparent and public, and they must be made closest to the ones affected by it.

Independence and development: With respect to the tertiary socialization environment and in resocialization situations, members of the environment have a common responsibility to provide resources that reach the "critical mass" to be able to cope with such situations.' ([National Youth Strategy](#))

Responsibility of the state, horizontal objectives

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

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

The horizontal objectives of the strategy are the following:

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

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

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

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

Specific objectives

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

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

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

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

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

Empowering youth groups and their communities:

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

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

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

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

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

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

Civil society – to create conditions that enable the participation of youth organisations in providing services, to make use of the experience of youth organisations and members of the age group and to represent youth-specific criteria in governmental decision-making. Resources and conditions – to establish and operate a transparent resource allocation system supporting youth initiatives and the youth profession. Youth policy, the youth profession, youth work – to strengthen youth policy and the enforcement of child and youth rights, to elaborate the training portfolio and life path model of youth assistance and youth profession. ([National Youth Strategy](#))

The adoption of the strategy

The adoption of the strategy was preceded by a large-scale consultation in which non-governmental organisations, 'the youth profession' and youth organisations of political

parties took part. The consultation went on for about half a year, which is why it was adopted with a consensus in the Parliament.

Programme for the Future of the New Generation (PFNG)

The programme identified four areas for intervention:

1. Citizenship,
2. Housing and starting a family,
3. Career and self-sufficiency,
4. Leisure time – sport, entertainment and consumption of culture.

The programme was assigned to the former [Ministry of Public Administration and Justice](#) and implemented through the services of the New Generation Centre ([Új Nemzedék Központ](#)), which resulted in the [Deputy Prime Minister](#) and the New Generation Contact Points ([Új Nemzedék Kontaktpont-irodahálózat](#)) receiving a significant role in the development and implementation of youth policy. The New Generation Contact Points overtook the tasks of Mobilitas Regional Youth Service offices but at the same time, the former system of normative financing has changed to a project-based system. In the government cycle beginning in 2014 the administration of youth policy was reassigned to the [Ministry of Human Capacities](#).

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

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

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

Budapest: reducing the differences between the capital and the countryside and the exploitation of opportunities in Budapest to create an internationally recognized hub for innovative young people.

Countryside: improving the conditions of young people living in villages and small towns and young people working in agriculture, while also increasing the attractiveness of these professions.

Women's status: improving young women's employability with special focus on those with children, reducing the salary gap between genders

Culture: reducing the significant polarisation in access to high quality cultural services, providing more equal opportunities.

Talent development: improving the talent development system, minimising the loss of young talents.

Career-planning: improving services and infrastructures that support young people in a conscious access to the labour market, practice oriented education.

Sport: increasing the popularity of active lifestyle, improvement of physical education and the system of sports schools.

Entertainment: providing useful and meaningful programmes and creating spaces for young people, improving the conditions of young people in villages and small towns.

Starting a family: eliminating of the obstacles to having children (financial problems, lack of day-care centres and nursery schools, discrimination in workplaces, finding the appropriate partner, unstable relationships, unequal distribution of housework between men and women, low fertility rates, negative influence of the media, bad experiences in hospitals, lack of supporting communities).

Active citizenship: encouraging formal and informal ties to organisations, community and political activities.

Responsible authority for the implementation of the Youth Strategy

The Children and Youth Department ([Gyermek- és Ifjúsági Osztály](#)) of the Ministry of Human Capacities is primarily responsible body for the implementation of the strategy (and for the coordination of the intergovernmental elements). Besides others, the Department

'within the framework of the National Youth Strategy and its action plans, draws up the professional directions, implementation concepts and programmes related to child and youth policy, services for young people, youth tourism, extracurricular activities and the management of children's and youth policy tasks of municipalities, and harmonises the implementation of these tasks.' [Tasks of the Children and Youth Department ([Gyermek- és Ifjúsági Osztály](#))]

The monitoring processes of the youth strategy include large sample youth research projects carried out every four years on a representative sample of 8 000 15-29 year-olds. The findings of the survey are often referred to in youth policy planning. Besides these surveys, the action plans of the youth strategy also have indicators and monitoring processes. The latest bigger scale and public evaluation of the strategy is called [Magyar Ifjúság 2020](#) (Hungarian Youth 2020), which was published in 2013 and evaluates the second action plan of the strategy. The main conclusions of the document strengthened the role of the large-scale youth research projects and called for a strong cross-sectoral cooperation.

Revisions/updates

The National Youth Strategy is implemented in two-year-long action plans. Government Decision 1535/2016 of 13 October [[1535/2016. \(X. 13.\) Korm. határozat](#)] contains the action plan of the National Youth Strategy for the years 2016 and 2017.

In 2017 it has been announced ([Egyre több fiatal](#) tartja Magyarországot a legjobb helynek, ahol élni akar) that the NYS will be updated and renamed to 'Strategy for youth' (Stratégia a fiatalokért, STRAFI), and preparations have been made in cooperation with the National Youth Expert Forum.

1.4 Youth policy decision-making

Structure of Decision-making

In 2010 the Government integrated into one top institution the former separately existing ministries, as a result of which, youth policy was integrated into the largest administrative body, into the [Ministry of Human Capacities](#) (until 2012: Ministry of Human Resources).

Youth policy (along with sports and drug issues) was under the supervision of the State Secretariat for Youth and Sport between 2010 and 2014, after 2014 it was assigned to the State Secretariat for Family, Youth and International Affairs where youth policy is on the level of the State Secretary. As noted above, in the structure before 2014 (from 2011) the Ministry of Public Administration and Justice also had a role in youth affairs, however, after 2014 the tasks were reassigned to the Ministry of Human Capacities.

The current structure (a [jelenlegi struktúra](#)) is the following:

1. State Secretary for Family and Youth Policy:

- 1.0.1. State Secretariat Cabinet for Family and Youth Policy
 - 1.0.1.1. State Secretariat Secretary for Family and Youth Policy
 - 1.0.1.2. Division of Programme Organisation Division
- 1.0.2. Department of Family and Youth Policy Strategy and Coordination
 - 1.0.2.1. Division of Family and Youth Policy Strategy
 - 1.0.2.2. Division of Family and Youth Policy Coordination
 - 1.0.2.3. Division of Family and Youth Policy Analysis
- 1.1. Deputy Secretary of State for Family and Population Policy
 - 1.1.1. Deputy State Secretariat for Family and Population Policy
 - 1.1.2. Department of Family and Women's Policy
 - 1.1.2.1. Division of Family Support
 - 1.1.2.2. Division of Women's Policy
 - 1.1.2.3. Division of Family Policy Organisation and Coordination
 - 1.1.3. Department of Population and Children's Policy
 - 1.1.3.1. Division of Children's Policy
 - 1.1.3.2. Division of Population Policy
 - 1.1.4. Department of Senior Citizens' Policy and Pensions
 - 1.1.4.1. Division of Senior Citizens' Policy
 - 1.1.4.2. Division of Pensions
- 1.2 Deputy Secretary of State for Youth Policy and Equal Opportunities
 - 1.2.1. Deputy State Secretariat for Youth Policy and Equal Opportunities
 - 1.2.2. Department of Youth Policy
 - 1.2.2.1. Division of Youth Policy Organisation
 - 1.2.2.2. Division of Youth Work
 - 1.2.3. Department of Equal Opportunities
 - 1.2.3.1. Division of Volunteering and Talent Policy
 - 1.2.3.2. Division of Programmes for Equal Opportunities

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

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

- governmental actors from all relevant fields,
- members of the bigger churches and
- certain selected (mainly youth-) NGO-s.

Main Themes

The rules for organisation and operation [[33/2014. \(IX. 16.\) EMMI utasítás](#) az Emberi Erőforrások Minisztériuma Szervezeti és Működési Szabályzatáról] of the ministry from 2014 listed the following tasks, which relate specifically to youth policy, as controlled by the State Secretariat:

1. children's and youth policy,
2. tasks related to the framework Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)),
3. encouraging the cooperation among generations,
4. government policy related to volunteering,

5. in the field of family and youth policy – cooperation with the Secretary of State for international affairs – professional tasks in connection with the international bilateral and multilateral connections and EU membership,
6. tasks related to the National Talent Programme ([Nemzeti Tehetség Program](#)).

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

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

The Deputy Secretary of State is responsible for the operation of

1. the Council of the Children and Youth Fund,
2. the Hungarian Youth Conference.

The specific target groups of youth policy are listed in the mentioned strategic documents. However, it should be noted that the launch of the Youth Guarantee programme made NEET young people a significant target group. Also, in the priorities of support structures, contact with young people living outside the borders appears as an important element.

What informs the choice of themes

According to the National Youth Strategy large-scale qualitative youth researches are to be carried out every four years, the findings of which are to be used in strategic planning, as well.

Specific target groups

Young people who moved abroad to find work appeared as a specific target group in a programme called 'Come home youth' ('[Gyere haza, fiatal!](#)'), which was discontinued in 2016, most probably because in spite of the HUF 100 million (about EUR 325 000) budget allocated, only more than 100 young people came back to Hungary.

Apart from this, connections with Hungarians living outside the borders appear in several youth political programmes, like the Petőfi Sándor Programme ([Petőfi Sándor Program](#)) in which 50 youngsters can travel into the countries of the former Austrian-Hungarian Monarchy every year with the purpose of supporting and strengthening the scattered Hungarian communities.

Also, coordinated by the Research Institute for National Strategy, there are pilot scholarship programmes for scattered Hungarian communities and Hungarian diaspora ([pilot ösztöndíj program](#) diaszpóra- és szórvány magyaroknak), in the framework of which trips to Hungary and Hungarian-populated parts of the neighbouring countries are organised for 650 people from the so called Western diaspora, and 1 850 students from the Hungarian scattered settlements of the Carpathian Basin in 2016.

The National Agency for Youth

The Mobilitas National Youth Service, which was founded in 1995, existed until 2012 when New Generation Centre ([Új Nemzedék Központ](#)) and its Contact Point network ([Új Nemzedék Kontaktpont-irodahálózat](#)) took over its roles. The contact points have now been developed into Community Spaces, which are central spots of youth work. The EU-financed project ([HRDOP-1.2.3-CCHOP-15-2015-00001: Complex Youth Developments – New Generation Reloaded](#)) aims to provide methodological support as well and become the successor of Mobilitas for the duration of the project.

Policy monitoring and evaluation

As mentioned before, the main tool for monitoring is the large-scale youth research carried out every four years. Besides that, the role of the National Youth Expert Forum [Ifjúsági Szakmai Egyeztető Fórum (referred hereinafter to as: ISZEF)] must be mentioned, where the stakeholders of the field provide feedback on youth policy implementation. (For more information about the National Youth Expert Forum see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#).)

Monitoring of the National Inclusion Strategy

The Hungarian government intended to measure the effects of the implementation and realization of the goals of [National Social Inclusion Strategy](#) (referred hereafter as: NSIS) and the tasks described in the action plan. Therefore administrative frameworks were created so that reports could be made on the situation and on the measurable changes. The structure was formed based on the National Roma Self-Government and the Türr István Training and Research Institute which worked out the toolkit system of inclusion policy. (NSIS, 2014 p. 119-135.)

Before 2010 the information sources of NSIS were mainly ad hoc researches for the governmental provisions and strategies. According to the plans regular reports have to be made on the advancement of the implementation of the strategy but only part of these documents are publicly available. The indicator system for the reporting was created by [TÁRKI](#) Social Research Institute. Even less data is available focusing on young people. (NSIS p. 137.)

A comprehensive overview of youth is available in the Hungarian youth research. The large sample record repeated in every 4th year examines the situation of young people between the age of 15 and 29, their present and the changes affecting young people. The next research is due in 2016; the primary analyses are expected to be available in 2017. (The NSIS lists a number of regular researches which are suitable for monitoring but the youth research is not among them.)(NSIS, 2014 p. 138.)

2015 Follow up report on the National Social Inclusion Strategy (regarding 2014)

The report (a [riport](#)) reflects that

- the number of people exposed to the risk of poverty and social exclusion decreased, it refers to
- the success of the programmes aiming to support the inclusion of children and their families, it shows a
- small decrease in the number of early school leavers, establishing new colleges, and
- since 2015 the compulsory attendance in kindergarten from the age of 3.
- Additionally it includes detailed information on the actions supporting social inclusion.

2013 Follow up report on the National Social Inclusion Strategy (regarding 2012/13)

According to the report (a [riport](#)) almost 60 governmental provisions were realized regarding social inclusion since the launch of NSIS (since its first version was published in 2011). The most important points of the report are

- the successful support of the disadvantaged children and their families,
- the creation of new places in kindergarten,
- a scholarship programme called 'Útravaló',
- the success of the Arany János Scholarship Programme,
- the effectiveness of public employment and
- the provisions to improve housing conditions.

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

Based on the order of the Minister of State for Social Inclusion TÁRKI monitored ([monitoring](#)) the social processes from 2009 to 2012 related to the NSIS so that the effects of the strategy could be compared in the future. The institute used the data of the Household Monitor and a so called monitoring database. The analyses were made in 2014 for which the indicators were defined in 2012. According to the plan the indicators defined would follow the implementation of the NSIS.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

The National Youth Expert Forum [[Ifjúsági Szakmai Egyeztető Fórum](#) (referred hereinafter to as: ISZEF)], which is the main agent of the cross-sectorial cooperation, was established in 2013. 'The aim of the interdepartmental body is to harmonise the different the activities related to youth policy in the different departments.' (Magyar Ifjúság 2020, 2013 p. 9.)

Youth Policy is a horizontal policy, which is why - according to the priorities of the Government -, the measures of the different departments related to young people should be harmonized and youth should be presented in a uniform way in decision making. Besides that, the activities of different institutions and organisations should be harmonised, as well. The professional preparatory work is done in eight thematic working groups, where governmental and non-governmental actors (civil society organisations, experts) also take part. In 2013 (then with six working groups) the Forum consisted of 124 participants who represented 46 governmental and non-governmental organisations. The working groups in 2016 were the following:

1. key strategy,
2. youth participation,
3. system of youth services,
4. studying and career,
5. healthy lifestyle, prevention,
6. allocation of resources,
7. national policy,
8. employment.

The structure of the Forum has changed in 2017 for the preparations of the youth strategy revision. The changes are to be finalized in line with the strategy revision.

1.6 Evidence-based youth policy

Political commitment to evidence-based youth policy

As noted above, the [National Youth Strategy](#) (hereinafter referred to as: NYS) requires that large-scale qualitative youth researches are carried out every four years. This priority is reinforced in the youth policy document Hungarian Youth 2020 ([Magyar Ifjúság 2020](#)), which was published in 2013. The youth research related to 15-29 year-olds was carried out on a sample of 8 000 target persons in 2000, 2004, 2008, 2012, and 2016.

Cooperation between policy-making and research

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](#). Besides youth researches taking place every four years there is not any regular research, only ad hoc cooperations 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 NYS for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#)] there is not any reference to data. Nevertheless, the implementation of the youth research is mentioned as a task.

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

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

National statistics and available data sources

The [Hungarian Central Statistical Office](#) (hereinafter referred to as: HCSO) collects statistics about youth. Besides the basic demographic data lines, the detailed data lines in connection with education, and the main data (income, culture, info-communication) that are available according to age, the HCSO also publishes regular data on the situation of youth in the labour market ([A fiatalok munkaerő-piaci helyzete, 2011](#)), most recently about the year 2010. The HCSO published the latest detailed data about 2014 ([Munakerő-piaci helyzetkép, 2014](#)) in August 2015 as part of the general labour market overview.

Budgetary allocations supporting research in the youth field

There is not a separate, allocated budget line for youth research, the large-scale research was financed through the budget allocated to the New Generation Centre ([Új Nemzedék Központ](#)) in 2016 [which was HUF 300 million (about EUR 964 000) in 2016, and the following years too].

1.7 Funding youth policy

How youth policy is funded

Youth organisations have three main sources:

1. the Children and Youth Fund [[Gyermek és Ifjúsági Alapprogram](#)] (referred hereinafter to as: GYIA)],
2. the National Cooperation Fund [[Nemzeti Együttműködési Alap](#)] (referred hereinafter to as: NEA)], and
3. the EU youth programmes.

What is funded?

The budgetary allocations for the next year:

2018:

1. Child and youth profession development objectives HUF 541.9 million (about EUR 1.74 million).
2. Stephen Báthory Fund for cooperation of Hungarian and Lithuanian youth: HUF 3.0 million (about EUR 9 600).
3. Support of Children and Youth Fund (Gyermek és Ifjúsági Alapprogram): HUF 80.0 million (about EUR 257 000).
4. Support of New Generation Centre: HUF 300 million (about EUR 964 000).
5. Support of young people's first language exam: HUF 2 788 million (about EUR 8.95 million).
6. Support of young people's first driving licence: HUF 1 700 million (about EUR 5.46 million).

7. Support of family and youth policy developments, services and programmes: HUF 35.3 million (about EUR 113 000).
8. Support of equal opportunity and volunteering programmes and tasks: HUF 85 million (about EUR 273 000).
9. Project grants for young researchers: HUF 1 017.4 million (about EUR 3.3 million).
10. National Talent Programme: HUF 3 084.9 million (about EUR 9.9 million).
11. Support of Elisabeth Programme (Erzsébet program): HUF 4 405.8 million (about EUR 14.15 million).
12. National Cooperation Fund (Nemzeti Együttműködési Alap): HUF 5 255,6 million (about EUR 16.9 million).([Nemzeti Együttműködési Alap](#))

The budgetary allocations were the following in the last three years:

2017:

1. Child and youth profession development objectives HUF 28.7 million (about EUR 92 000).
2. Stephen Báthory Fund for cooperation of Hungarian and Lithuanian youth: HUF 3.0 million (about EUR 9 600).
3. Support of Children and Youth Fund (Gyermek és Ifjúsági Alapprogram): HUF 65.0 million (about EUR 208 700).
4. Support of New Generation Centre: HUF 300 million (about EUR 964 000)
5. Support of family and youth policy developments, services and programmes: HUF 35.3 million (about EUR 113 000).
6. Support of equal opportunity and volunteering programmes and tasks: HUF 85 million (about EUR 273 000).
7. Project grants for young researchers: HUF 898.3 million (about EUR 2.9 million)
8. National Talent Programme: HUF 2 752.7 million (about EUR 8.84 million).
9. Support of Elisabeth Programme (Erzsébet program): HUF 5 280.8 million (about EUR 17 million).
10. National Cooperation Fund (Nemzeti Együttműködési Alap): HUF 5 267.1 million (about EUR 16.9 million) – including the Board for the Future of the New Generation: HUF 278 164 440 (about EUR 893 000).([Nemzeti Együttműködési Ala, 2017](#))

2016:

1. Child and youth profession development objectives HUF 28.7 million (about EUR 92 000).
2. Stephen Báthory Fund for cooperation of Hungarian and Lithuanian youth: HUF 3.0 million (about EUR 9 600).
3. Support of Children and Youth Fund (Gyermek és Ifjúsági Alapprogram): HUF 65.0 million (about EUR 208 700).
4. Support of New Generation Centre: HUF 300 million (about EUR 964 000).
5. Support of family and youth policy developments, services and programmes: HUF 35.3 million (about EUR 113 000).
6. Support of equal opportunity and volunteering programmes and tasks: HUF 85 million (about EUR 273 000).
7. Project grants for young researchers: HUF 898.3 million (about EUR 2.9 million)
8. National Talent Programme: HUF 2 752.7 million (about EUR 8.84 million).
9. Support of Elisabeth Programme (Erzsébet program): HUF 4 405.8 million (about EUR 14.15 million).
10. National Cooperation Fund (Nemzeti Együttműködési Alap): HUF 4 896.4 million (about EUR 15.7 million) – including the Board for the Future of the New Generation: HUF 258 156 960 (about EUR 829 000). ([Nemzeti Együttműködési Alap, 2016](#))

2015:

1. Child and youth profession development objectives: HUF 28.7 million (about EUR 92 000).

2. Stephen Báthory Fund for cooperation of Hungarian and Lithuanian youth: HUF 3.0 million (about EUR 9 600).
3. Children and Youth Fund (Gyermek és Ifjúsági Alapprogram): HUF 65.0 million (about EUR 208 700).
4. Support of New Generation Centre: HUF 170.4 million (about EUR 547 000)
5. Support of family and youth policy developments, services and programmes: HUF 35.3 million (about EUR 113 000).
6. Support of family, equal opportunity and voluntary houses, and other equal opportunity initiatives: HUF 165.6 million (about EUR 532 000).
7. Project grants for young researchers: HUF 898.3 million (about EUR 2.9 million)
8. National Talent Programme: HUF 2 816.2 million (about EUR 9 million).
9. Support of Elisabeth Programme (Erzsébet program): HUF 4 500.0 million (about EUR 14.45 million).
10. National Cooperation Fund (Nemzeti Együttműködési Alap): HUF 5 406.0 million (about EUR 14.7 million) – including the Board for the Future of the New Generation: HUF 286 898 400 (about EUR 921 000).([Nemzeti Együttműködési Alap](#))

National Cooperation Fund

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

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

1. support for participation of Hungarian civil society organisations in international civil networking and national / international events and festivalssupport for international members' fees, support for programmes that promote European integration;
2. support for scientific research, monitoring activities, and registration tasks related to the civil society;
3. support for activities and institutions related to service provision, consultation, education, development and support in connection with the civil society
4. support for the production of publications, electronic and printed professional media that deal with the civil society
5. project co-financing support for civil society organisations;
6. grant to donation distributor organisations in line with the decision of the Council of National Cooperation Fund and the decisions of boards about ensuring automatic funding based on uniform assessment criteria;
7. supporting civil interest representation activities.

Children and Youth Fund

The other main source of funding, with an allocation of HUF 60 million (about EUR 190 000), is the Children and Youth Fund (GYIA), the call of which is entitled 'Create a community!' in 2016. The project aims to support

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

Financial accountability

In National Cooperation Fund (NEA) projects, the beneficiaries submit a financial and a content report and there are on-the-spot checks as well. The monitoring of Children and Youth Fund (GYIA) is carried out by the Council of the Fund, which 'contributes to the

monitoring and evaluation tasks' in line with Regulation 2/1999 of 24 September [[2/1999. \(IX. 24.\) ISM rendelet módosítása](#)].

Use of EU Funds

Although there is detailed information available about EU grants, it is almost impossible to filter out and summarise grants that were specifically dedicated to youth policy. Between 2007 and 2013 several projects dealt with

- formal and non-formal education,
- employment,
- social policy and youth policy.

According to the estimations of the experts of [Youth Policy Review Hungary](#), the scale of EU grants between 2007 and 2013 is HUF 150 billion (about EUR 483 million) in the field of youth. From this 10 billion (about EUR 32 million) was dedicated to employment policy, 66 billion (about EUR 212.5 million) to every sector of education and 61 billion (about EUR 196.5 million) to social policy. Please refer to the specific sub-chapters for more recent data on spending.

The most important EU funded project of the 2014-2020 budgetary cycle is the 'Complex development in the field of youth – New Generation Reloaded'. The project is funded through the Human Resource Development Operational Programme (EFOP, HRDOP) in the convergence regions (HUF 3.5 billion, about EUR 11.24 million) and the Competitive Central Hungary Operation Programme (VEKOP, CCHOP) in Central Hungary (HUF 1.5 billion, about EUR 4.8 million).

1.8 Cross-border cooperation

Cooperation with European countries

As already noted, in accordance with the national policy, the support of cooperation with Hungarians living outside the border appears in youth policy, as well. Besides that, the youth exchange programmes of the [Visegrad Fund](#) should also be mentioned, where one of the categories to apply in is youth exchanges 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).

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 establishes 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. Besides this, Hungary takes part in the [intergovernmental cooperation](#) in the field of youth of the Council of Europe. In 2016 Hungary joined the [youth delegate programme](#) to the [United Nations](#) with the approval of the [Ministry of Foreign Affairs and Trade](#).

1.9 Current debates and reforms

In 2016 a new Secretary of State has been introduced, and a revision of the National Youth Strategy has been started.

2. Voluntary Activities

'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. [...]. 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 p. 1-2.).

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, the National Volunteer Strategy does not define explicit goals to achieve in connection with young people, yet they are mentioned several times among the target groups (see sub-chapter [2.3 National strategy on Youth Volunteering](#)).

The government in power since 2010 considers youth volunteering as a priority, which attitude is exemplified by the introduction of School Community Service: 50 hours of community work is required for secondary school students to graduate (see sub-chapters [2.1 General context](#) and [2.5 Youth Volunteering at national level](#)). In higher education, the legislation opens up the possibility to include voluntary activities in one's studies (see sub-chapter [2.8 Skills recognition](#)).

2.1 General context

Historical developments

The [long history](#) of foundations and voluntary organizations dates back to the 14th-15th century in Hungary. At the time, the early form of volunteer work took place in secular hospitals and shelters, which accepted private donations.

First law

'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.

During the second half of the nineteenth century, a public-private funding model of social services emerged. There were e.g. "foundation places" in public schools and "foundation beds" in hospitals. While the foundations contributed to the provision of social services and worked well together with the state during the 19th century, voluntary associations were less welcomed by the government as they became advocates for political rights and thus a threat towards those in power.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

At the beginning of the 20th century scouting meant the primary field of youth work. The Hungarian Scouting Association ([Magyar Cserkészszövetség](#)) was founded in 1912, whose main task was not only to promote leisure time activities, but to promote a religious approach as well. Hungary organized 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 of the voluntary associations were banned and what remained was nationalized and brought under state control. At this time "social organisations" financed by State budgets and working closely with the Communist Party were created. The later years of communism, particularly following the 1956 revolution, meant a gradual relaxation of the control on civil society. The emerging voluntary organisations were not banned, however they were heavily regulated and persecuted. The rehabilitation of civil society started slowly before the final collapse of the communist system. For example, foundations reappeared in the Civil Code in 1987.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

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

Regime change

'In the running up to the regime change, the voluntary organisations in Hungary again became an important political vehicle; for example, one of the major charities became the Liberal Party. As the Parliament passed the [Law on Association in 1989](#), guaranteeing the freedom of association, organisational life in Hungary took off. The number of organisations tripled during the 1990s, and from nearly non-existent, a foundational sector of almost 20 000 organisations was born.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

International Year of Volunteers 2001

'After this initial surge, the development of the sector has been slow. Volunteering activity still bears the negative connotations due to the compulsory work called volunteering during communism. 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.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1.)

National Volunteer Centre Foundation

'Recently, the role of the National Volunteer Centre Foundation ([Önkéntes Központ Alapítvány](#)) has faded, it is the network of Civil Information Centres ([Civil Információs Centrum](#)) which provides primary information on civil activities. These centres support the professional work of NGOs and monitor the use of the state funds. Furthermore, the Civil Unity Forum ([Civil Összefogás Fórum](#)) and its partner, the [Civil Union Public Benefit Foundation](#) ([Civil Összefogás Közhasznú Alapítvány](#)) are also significant actors worth mentioning in the Hungarian civil society.

The head of the Civil Unity Public Foundation is Mr. László Csizmadia, who, as the president of the National Cooperation Fund ([Nemzeti Együttműködési Alap](#)), is responsible for distributing the state funds to NGOs. One of the main governmental policies, which contributes to the promotion of volunteering is formally not within the framework of volunteering.

Since 2016, in order to receive a high school diploma, students are required to do a 50-hour long community service which 'means social and environmental protection activity, as well as its educational processing, carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests.' [[Act on Public Education](#) ([Köznevelési törvény](#))]

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. [...] The Statistical Office is focusing on non-profit organisations, working with three types:

1. classical non-profit organisations (foundations and associations),
2. advocacy organisations (trade unions and employers' organisations) and
3. other non-profit organisations (public interest organisations).

The statistics only include formal types of volunteering and volunteers involved in non-profit organisations. Institutions such as health care and museums that are usually managed by local government and purely funded by the state are not defined as non-profit organisations. Therefore, the statistics omit volunteers active within these, as well as all informal volunteering.' ([Study on Volunteering](#) in the European Union Country Report Hungary p. 1-2.)

Volunteer Activities - Act of 2005

The most important official document on volunteering is the [Act LXXXVIII. of 2005](#) on Public Interest Volunteer Activities, which defines volunteering as 'activities based on solidarity among members of society that express volunteer action of citizens and are pursued by individuals and communities without remuneration and for the benefit of others.'

Volunteer Activities - National Volunteer Strategy

The other key document is the [National Volunteer Strategy 2012-2020](#) [Government Decision no. 1068/2012 (III. 20.)(hereinafter referred to as NVS)], which gives 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 distinguished it from paid work.

Volunteering is a good and valuable thing in itself, which can make members of society capable of taking an active role, whether in a broader geographic sense or in more confined interest groups, and which is simultaneously beneficial to those receiving support and to the volunteers themselves who are doing the work.

Volunteerism is a tool for improving equal opportunities, makes a contribution to the reduction of poverty and exclusion and to an increase in employment, and can help the unemployed find a way back to the labour market, although it is not a replacement for paid labour. [...] volunteering is one of the fundamental values for developing the community spirit and social solidarity, and in the form of charity work is a means for improving humanity.'

School community service

Although the school community service is closely related to volunteering, it is a separate notion which, as mentioned above, entails 'social and environmental protection activity, as well as its educational processing, carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests'. [School Community Service ([Közösségi Szolgálat Portál](#))]

Community service vs. volunteering

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

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

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

The concepts of community service and voluntary work, however, do have certain things in common, in that they are both generally intended to serve the public good, they both bring benefits and greater value to the people carrying them out and to their

environment - as by doing these activities, everybody acquires values which can reinforce an awareness of community commitment and a sense of responsibility - and additionally they can both bring advantages in later life or when looking for employment.' (NVS, 2012 p. 3.)

Statistical data on volunteering

As it was previously mentioned, it is the [Hungarian Central Statistical Office](#) which collects data in connection with volunteer activities. In addition to the information on volunteering, it collected additional data regarding the Workforce research and in line with the requirements of the volunteer strategy. The young volunteers were not highlighted though in the public report. [The characteristics of volunteer work ([Az önkéntes munka jellemzői](#))]. 'Volunteer work', the notion the Statistical Office uses differs from the strategy terminology.

According to the Statistical Office, volunteers are

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

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

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

However, the National Volunteer Strategy calls for research on volunteering, it is not foreseen to happen in the near future.

2.2 Administration and governance of youth volunteering

Governance

The governmental activities in connection with youth volunteering belong to the State Secretary for Family and Youth Affairs within the [Ministry of Human Capacities](#). It is also important to mention the role of the Head of Department for Equal Opportunities as this department is responsible for registering organizations hosting public volunteers ([Információk a minisztériumi bejelentkezésről](#)).

Furthermore, the position of the Deputy State Secretary for Churches, National Minorities and Civil Relations has to be highlighted as well, as this position entails, among others,

- coordinating those financial plans that support the civil sector,
- monitoring the processes in connection with the state funding of civil organizations, and
- coordinating the relations between the government and civil organizations. [\[33/2014. \(IX. 16.\) EMMI utasítás\]](#)

Its organizational and operational regulation, however, does not mention any specific tasks or examples regarding youth volunteering.

The government in power since 2010 considers youth volunteering as a priority, which attitude is exemplified by the introduction of community service as well. The financial supports target more the community projects and less the ones with civil aspects. One of the main goals of School Community Service [*iskolai közösségi szolgálat* (hereinafter referred to as: IKSZ)] is to strengthen local communities, but its pedagogical goals also include developing active citizenship. (For more information about IKSZ see sub-chapter [2.5 Youth Volunteering at national level](#) & [2.1 General context](#).)

Main actors

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

According to the regulation

'the president of the council is the State Secretary for Family and Youth Affairs ([Család- és Ifjúságügyért Felelős Államtitkárság](#)), its vice-president is the Deputy State Secretary of Youth and Equal Opportunity. According to the State Secretary, its members can be nominated, among others, by the National Council for Disabilities, the Charity Council, the Council of Seniors, the National Council for Environment Protection, the Hungarian Catholic Church, the [Hungarian Reformed Church](#), the [Evangelical Lutheran Church in Hungary](#), the Association of the Hungarian Jewish Community and the Hungarian Trade and Industry Chamber. The Council have at least 3 meetings a year, its members participate without any remuneration.' [[the Evangelical Lutheran Church in Hungary](#) (Magyarországi Evangélikus Egyház) - [A Nemzeti Önkéntes Tanács segít terjeszteni az önkéntességet](#)]

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

Financial support for civil society

The National Cooperation Fund ([Nemzeti Együttműködési Alap](#)) coordinates the financial support of the civil sector. The allocation is done by the different thematic colleges. In the 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](#)): it decides about the support of NGOs active in protecting human and civil rights.

College for Social Responsibility ([Társadalmi felelősségvállalás kollégium](#)): non-profit organizations, services for umbrella organizations, 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](#)): 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.

Network of Family, Equal Opportunity and Volunteer Houses

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

Non-public actors

There are several non-governmental organizations, which rely on voluntary activities in their operations. There is only one network (network of organisations) which is responsible for coordinating the information activities regarding youth volunteering. The state supported network of Civil Information Centres [[Civil Információs Centrumok](#); hereinafter referred to as: CICs] is operated and controlled by the minister responsible for social and civil relations. The NGOs which operate these centres has offices in every county and in the capital as well.

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

The main services provided by the Civil Information Centres are:

- to support civil organizations so that they meet the administrative requirements;
- to inform these organizations about the available funds, and applications;
- to provide practical help and individualized consultation for NGOs (regarding law, issues on public benefit; finance, accounting, taxation; methods and practices in applying for funds, using ICT technology);
- to support and encourage communication and cooperation within the sector and with other sectors as well.' [Civil Information Centres ([Civil Információs Centrumok](#))]

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

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

There are several smaller youth organizations where volunteering and its promotion play an important role in the daily activities. Such an organisation is [Egyesek Youth Association](#), which aims

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

their activities are

'focused on the non-formal personal development of youth and young adults, in Hungarian and international context. [They] organise

- youth exchanges,
- voluntary service programs,
- trainings for youth leaders and peer educators,
- summer camps and thematic weekends, as well as
- support volunteering which serves learning and personal development.'

Cross-sectoral cooperation

Voluntary activities at policy level exclusively belong to the Ministry of Human Capacities. The mechanisms of cooperation were mostly present in the operation of the National Youth Expert Forum, but the foundation of the National Volunteer Council opens up a new space for intersectoral cooperation and involvement of NGO-s. As it was previously mentioned, the council is chaired by the state secreter of the Ministry of Human Capacities responsible for family and youth policy and the ministry is represented by the deputy state secreter responsible for youth policy as vice-chair. However, many other relevant policy fields represent themselves in the form of invited members with the right of consultation.

The invited members are the following:

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

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

2.3 National strategy on Youth Volunteering

Existence of a National Strategy

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

Scope and contents

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

Responsible authority

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

Revisions/ Updates

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

2.4 Laws and regulations on youth volunteering

Stand-alone law

Volunteer Act (Önkéntes törvény)

There is no stand-alone law on youth volunteering.

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

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

'Article 5

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

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

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

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

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

b) 6 hours per week during school time and

ba) 2 hours per day on school days

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

Other official documents containing guidelines on youth volunteering

Not applicable. (See 2.4 Laws and regulations on Youth Volunteering [Stand-alone law](#).)

Regulations on standards of quality

Not applicable. (See 2.4 Laws and regulations on Youth Volunteering [Stand-alone law](#).)

Target groups

As it was [previously](#) mentioned, the National Volunteer Strategy 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 Youth Volunteering at national level

National Programme for Youth Volunteering

There is no 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.)

Funding

Information about the relevant financial state support is in the first chapter of the state budget.

Characteristics of youth volunteering

Research report of the Hungarian Central Statistic Office

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

'In the age groups under the age of 35, the participation ratio in voluntary activities is lower than the average; it is 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 doesn't 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 the participation in voluntary activities.

In spite of 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 [2.1 National Volunteer Centre Foundation](#)), on the other hand, the acceptance of the National Volunteer Strategy, "which put the importance of volunteering into the spotlight". (The characteristics of volunteer work, [Az önkéntes munka jellemzői](#)) might have had contributed to such an increase.

School community service

The 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 on Public Education \(Köznevelési törvény\)](#)]

The connection between the school community service and volunteering ([iskolai közösségi szolgálat és önkéntesség](#)) is, on the one hand that both are part of the public social responsibility, on the other hand that the goals and values are the same in these two fields: for example

- enhancing tolerance,
- promoting social sensitivity,
- plus, the pedagogical goals.

The **pedagogical goals** can be various:

1. community building,
2. educating young people for active citizenship,
3. development of one's personality,
4. career orientation.

The mandatory community service, as well as, volunteering means carrying out supporting activities but not in the context of jobmarket. This means, that the students cannot do jobs which would be the tasks of the employees at a certain institution, they cannot do jobs for which they would get paid. In this sense, community service has a narrower meaning than volunteering. (Bodó, 2014)

The formal framework of the school community service was defined by a regulation [[20/2012. \(VIII. 31.\) EMMI rendelet](#)] of the [Ministry of Human Capacities](#), which states that the 50-hour community service means providing support without remuneration for individuals, communities, in a group or individually. The 50 hours include 5 hours of preparation (awareness-raising), 40 hours work, and an additional 5 hours of reflection.

The activities can be the following:

1. activities with children,
2. provide support to the elderly,
3. provide support to the mentally disabled,
4. disaster management activities,
5. cultural tasks,
6. environment protection. [EMMI regulation no. 20/2012. (VIII. 31.)][[20/2012. \(VIII. 31.\) EMMI rendelet](#)]

Support to young volunteers

Youth volunteering is managed mainly through the New Generation Reloaded ([Új Nemzedék Újratöltve](#)) programme and the centres operated within the programme, furthermore through the [Network of Family, Equal Opportunities and Volunteer Houses](#). The flagship initiative of the former one is the New Generation Award ([Új Nemzedék Díj](#)).

'The general aim of the award is to draw attention to the innovative initiatives based on cooperation and volunteering, addressing young people and involving youth in the implementation.'

Quality assurance

We do not have information on quality assurance regarding youth volunteering.

2.6 Cross-border mobility programmes

EU programmes

Hungary participates in the Erasmus+ Programme which funds the implementation of the most significant youth voluntary programme, the [European Voluntary Service](#) (hereinafter referred to as: EVS). In 2014, Hungary sent 139 EVS volunteers abroad, and the total budget was EUR 1 345 790.

It is also possible for Hungarians to take part in the programme called [EU Aid Volunteers](#). The accreditation as a EU Aid sending organization of the [Hungarian Volunteer Sending Foundation](#) ([Magyar Önkéntesküldő Alapítvány](#)) is still in progress.

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

Other Programmes

As mentioned in the previous chapters, the programmes of the Hungarian government put a strong emphasis on building relationships and strengthening the community of those Hungarians who live outside the border. This is also reflected in the workings of the civil sector. According to an interview with the Deputy State Secretary responsible for civil relations the idea behind the civil activities outside the border is that – 'the Civil Information Centres of the counties situated close to the borders should find a partner organization outside the border, and try to give them support in order to strengthen the civil society culture locally.' ([Magyar Fórum](#))

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

Legal framework applying to foreign volunteers

Foreign young volunteers do not appear as a specific target group in Hungarian laws. The same regulations apply to them as to Hungarian citizens.

2.7 Raising awareness about Youth Volunteering opportunities

Information providers

In general, the most important information service provider is the network of Civil Information Centres ([Civil Információs Centrumok](#)), yet, the role of the New Generation Centres ([Új Nemzedék Központ Kontaktpont-irodahálózat](#)) regarding youth volunteering is also notable. Within the framework of the New Generation Reloaded ([Új Nemzedék Újratöltve](#)) programme, 20 New Generation community spaces ([közösségi terek](#)) are to be opened all over the country – in Budapest and in the county seats, which 'provide opportunity for taking part in voluntary activities as well as provide information on volunteering'.

Key initiatives

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

'The general aim of the award [[a díj alapvető célja](#)] is to draw attention to the fact that there are such innovative initiatives based on cooperation and volunteering which address young people, and realized with their involvement. With 50 members, the action group called "[Sakkozzuk ki](#)" won the New Generation Award. They volunteered and worked together to restore a community space in Salgótarján. The participants painted benches, made flower stands and created a community garden among other activities.

Altogether 120 applications were submitted to the contest to win the award. A professional jury chose the 10 best projects, then the ultimate winner was chosen through a public vote on the Internet. Only those informal groups or organizations could win the award which did something altruistic for the environment or the community; or contributed to the solution of a social problem. The prize itself was a financial support of HUF 1 million (about EUR 3 198) to be used by the organization to promote its aims in a form of a transparent, light transmitting glass concrete cube made of Litracon.

A project of an organization or an informal group is evaluated according to the relevance of the following 3 main topics:

- innovation,
- cooperation and
- volunteering.'

2.8 Skills recognition

Policy Framework

There is no coherent framework in Hungary on the recognition of voluntary activities, the only recognition tool is Youthpass, which can be used to prove the participation in Erasmus+ voluntary activities. The [Act CCIV of 2011](#) On National Higher Education, however, opens up the possibility to include voluntary activities in one's studies:

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

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

Existing arrangements

Plans about better recognition of non-formal learning were mentioned in informal dialogues.

2.9 Current debates and reforms

The changes are ongoing concerning the foundation of the National Volunteer Council ([Nemzeti Önkéntes Tanács](#)). (For more information about the National Volunteer Council see [2.1 General context](#).)

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

3. Employment & Entrepreneurship

The youth employment measures of the government are mainly related to the Youth Guarantee Scheme (see sub-chapter [3.6 Integration of Young People in the Labour Market](#)) and thus the government body responsible for policy making is the Ministry for National Economy (see sub-chapter [3.2 Administration and Governance](#)). The policy directions also show an increasing emphasis on vocational training, in line with the directions found desirable by the Hungarian Chamber of Commerce and Industry (see sub-chapter [3.3 Skills Forecasting](#)). NEET young people are a special target group of the YG Scheme, but in general instead of focusing on low-skilled and long-term unemployed youth, support depends on individual needs (see sub-chapter [3.6 Integration of Young People in the Labour Market](#)).

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

3.1 General context

Labour market situation in the country

Changes caused by the political transition

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

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

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

Trends of youth employability and unemployment

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

Trends of youth employability and unemployment do not differ significantly from the [regional trends](#): until the crisis in 2008 youth unemployment rate was below the EU

average, then it increased slightly until 2012. From 2012 onwards 'it improved at a rapid pace, approached the pre-crisis level and in 2014 it fell below the EU average (20.4% compared to the 22.2% of the EU average) dropping to 16.7% in the third quarter of 2015. The average proportion of NEET youth below 25 was reduced to 11% in 2016, which, is below the pre-crisis level and the EU average (11.5%).' [Data available for 2016](#) show that the unemployment rate of young people under the age of 25 dropped to 12.9% (compared to the 18.7% EU average).

The employment rate of young people

The employment rate of young people in Hungary has been historically very low compared to the EU figures; the employment rate of the 15-29 year-olds [[A 15-29 éves fiatalok foglalkoztatása](#) (2003-2016)] rose above 40% in 2014 (increasing further to 45.2% in 2016), 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 28.1% compared to the 33.8% EU average in 2016. 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 2016 5.5% of 15-29 year-olds were employed part-time, which shows a reduction compared to the peak of 7.1% in 2012.

The employment possibilities of young people

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

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

Young people with different qualification levels were influenced differently by these tendencies, naturally. The employment of young people with lower qualifications is well below the [EU average](#) (10% of those 15-24 year-olds in 2016 who belong to ISCED 0-2 group in comparison with the EU28 average of 18.3%), while there is no significant difference between those who have a higher level of education.

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

- bad education conditions,
- living in hardly reachable or deprived areas and
- often belonging to minority groups. (Furlong, 2013 p. 82.; Scarpetta et al., 2010 p. 19.)

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

NEET rate

The rate of the 15-24 year-old young people, who are not in education, employment or training (NEET), [has been decreasing](#) since peaking in 2013 at 15.5%.. The NEET rate was 11.5% in 2015, which coincided approximately with the EU average, while in 2016 it was lower than the EU average (11% compared to the 11.5% EU-rate)

Relatively low activity of students

It is also worth mentioning that the labour market is characterised by the relatively low activity of students, although the most recent official data ([A fiatalok munkaerő-piaci helyzete](#)) about it date back to 2010. Based on the data of that labour market research,

only 5% of the 15-29-year-old day students were employed and only 20% of them worked in the previous year.

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

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

Youth entrepreneurship

In 2013 [the rate of self-employed young people](#) was only 4% within 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 point out that for most young people being employed (especially in international companies) means the generally accepted positive vision for the future in the labour market.

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

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

Main concepts

The term 'youth' may refer to various age groups, depending on the context and the data examined. The [National Youth Strategy](#) (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](#) in its recent publications refers to both the 15-24 year-olds and the 25-29 year-olds as young while presenting employment, although the office [examines](#) these two age groups separately.

A very obvious tendency recently is the special attention to the age group of 15-24 year-olds because of the spreading of the [Youth Guarantee Programme](#), which made the NEET acronym well known, too. It should be mentioned that – due to the nature of entrepreneurship, that requires more experience – the target group of the biggest non-state organisation, FIVOSZ – [Young Entrepreneurs Association Hungary](#) 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](#) (NYS) indicators related to employment (and independent existence) of youth are the following:

1. activity rate of 15–34 year-olds,
2. number of registered unemployed career starters,
3. ratio of employees within the group of youth who are not students or pensioners,
4. time period between the date of school-leaving and the first day of employment in youth groups with different qualifications,

5. ratio of youth aged 15-29 living in households independent of their parents to those who aspire to live independently
6. 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 for National Economy](#).

As set out in [Hungary's Youth Guarantee Implementation Plan](#), labour market and social integration of youth is one of the main goals of the Government, requiring the broad cooperation of ministries responsible for education and youth policy ([Ministry of Human Capacities](#)), and employment, training, vocational and adult education policy ([Ministry for National Economy](#)), as well as their background institutions.

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

The role of the National Youth Expert Forum

The National Youth Expert Forum (referred hereinafter to as: ISZEF) was set up in March 2013 as a co-ministerial body with the aim of coordinating youth-related policies. The Forum is chaired by the [Ministry of Human Capacities](#) and comprises a number of experts outside the public field as well. (For more information see sub-chapter [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](#) was founded in 2012 as an umbrella organization, with the main task to represent the interests of smaller youth organizations and influence and shape youth policy.

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

Youth Guarantee (Ifjúsági Garancia)

Introduced in January 2015, the [Youth Guarantee](#) [[Ifjúsági Garancia](#) (hereinafter referred to as: YG)] has become the most significant framework of youth employment. The Youth Guarantee is a complex system aimed at reducing youth unemployment and improving the situation in life of young people 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 main 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 marketworthy knowledge.

Within the [Ministry for National Economy](#), the State Secretariat for Employment and Vocational Education is the executive of the YG – as professional supervisor of PES –, while within the [Ministry of Human Capacities](#), the State Secretary for Family and Youth Affairs also takes part in the implementation.

The Contact Point Offices ([Új Nemzedék Kontaktpont-irodahálózat](#)), which were created within the framework of the Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#)), and the New Generation Centre ([Új Nemzedék Központ](#)) also take part in the implementation, providing outreach activities in the form of a promotional campaign.

Cross-sectorial cooperation

The two most relevant governmental bodies dealing with youth employment are the Ministry for National Economy and the Ministry of Human Capacities. The latter coordinates responsibilities addressed in the National Youth Strategy and its action plans (partly through the New Generation Centre Non-profit Ltd. where the Ministry exercises ownership rights), 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 for National Economy coordinates the YG system and its main programmes, whereas the New Generation Centre carries out supporting actions, such as outreach activities in the form of a promotional campaign. Furthermore, the YG's official website ([hivatalos honlap](#)) was set up by the New Generation Centre and is operated by the Ministry for National Economy.

3.3 Skills Forecasting

Forecasting system(s)

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

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

The role of the [Hungarian Chamber of Commerce and Industry](#) (Magyar Kereskedelmi és Iparkamara) is worth emphasizing; this institution regularly checks the different international reports and the national developments ([2016. tavaszi gazdasági előrejelzés](#)) and its Institute for Economic and Enterprise Research conducts research about short term labour market prognosis every year commissioned by the ministry. The Chamber has good governmental connections, and often takes a position ('[Kevés a szakmunkás, sok a gimnazista](#)') on the links between education and the labour market, and the desirable directions. It must be noted that in the forecasting reports of the Ministry for the National Economy, references to young workers are very rare.

The Development and Training Committees

'Coordination of activities is more apparent at the county level where the Development and Training Committees are the main organisations responsible for bringing together stakeholders to discuss issues relating to the demand for, and supply of, skills. They bring together employer representatives (via the CCIs) and regional policymakers. The Committees are coordinated by the Ministry for the National Economy. As noted above, the influence of Development and Training Committees has been reduced since 2015 with the Ministry for National Economy 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 focus is still more on creating a coherent framework and recognition instead of detailed 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 the 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](#))

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

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

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

The new vocational secondary school has a structure of 3+2 years. Vocation-specific content was increased, while the teaching hours of general education content were drastically reduced. This restricts the possibility of transition between various IVET programmes, and may ultimately increase the risk of early school leaving [...]. In the optional additional two years, learners can automatically continue their studies in the same school as part of a general education programme leading to the secondary school

leaving exam (matura), the entry requirement for higher education. However, with the strong reduction in the basic skills content of the three-year curriculum, students are unlikely to acquire the level of key competences needed to master subjects for the matura.

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

The dual education was introduced in 2015 in higher education

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

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

Career orientation in the framework curriculum for vocational secondary grammar schools

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

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

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

Information campaigns on VET programmes

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

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

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

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

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

3.4 Career Guidance and Counselling

Career guidance and counselling services

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

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

Legal background

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

Pedagogical professional services

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

The 2011/187 Act on Vocational Education (2011. évi CLXXXVII. törvény a szakképzésről)

The 2011/187 Act on Vocational Education ([2011. évi CLXXXVII. törvény](#) a szakképzésről) stipulates that as of September 2013 the chambers of commerce are also involved in vocational guidance activities. The guidance related tasks of the chambers of commerce include the following: vocational guidance and orientation for primary school students focusing on occupational skills shortages, events related to vocational guidance and orientation, organising field visits to factories and companies. The pedagogical professional services often cooperate with chambers of commerce and government offices at county level to support schools in vocational guidance and orientation.

The 2011 CCIV Act on National Higher Education (2011. évi CCIV. törvény a nemzeti felsőoktatásról)

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

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

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

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

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

New Generation Centre (Új Nemzedék Központ)

From the point of view of young job-seekers, the role of ([Megnyitott az Új Nemzedék Egri Községi Tér](#)) the New Generation Centre ([Új Nemzedék Központ](#)) needs to be mentioned. The New Generation Centre provides support in career choices with several activities, although the New Generation Reloaded Project ([Új Nemzedék Újratöltve](#)) focuses more on organising communities instead of the former strong focus of career guidance.

Local municipalities and government agencies

The local municipalities and government agencies also have crucial roles in career guidance activities; in 2016 one of the most significant activities was a 'career guidance exhibition' ('[pályaválasztási kiállítás](#)') organised by the government agency of the capital, but it should be noted that higher education institutions often organise such job fair events, as well.

Youth Guarantee (Ifjúsági Garancia)

Career guidance appears in Youth Guarantee [[Ifjúsági Garancia](#) (hereinafter referred to as: IG)] programme, as well, and the programme is represented in the most significant career guidance exhibitions. (Vince-Bodnár Andrea)

Euroguidance Hungary

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

Career guidance required of teachers

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

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

Funding

The Human Resource Development Operational Programme ([HRDOP](#)) 1.2.3 project entitled Complex Youth Developments – New Generation Reloaded, contains the sources that can be allocated to career planning. The project has several aims and a budget of HUF 5 billion (most of the resources of the youth field in Hungary for the duration of the implementation of the project are channeled here).

The Youth Guarantee Programme has a budget (Ifjúsági Szakmai Egyeztető Fórum [Foglalkoztatás munkacsoport ülése](#)) 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).

Quality assurance

There is no available public information about quality assurance.

3.5 Traineeships and Apprenticeships

Official guidelines on traineeships and apprenticeships

General information

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

Internships in the system of vocational education

The regulation [[230/2012. \(VIII. 28.\) Korm. rendelet](#)] regarding internships in vocational education states that if the students are employed on the basis of [internship agreement](#) (for more information see the [glossary](#)), 'the host company has to pay a wage, the amount of which must reach 19.5% of the minimum wage. The wages are to be paid after each started working week, thus, the weekly amount is one quarter of the monthly salary. In case of absence, the wage can be decreased in proportion with the working days skipped.

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

As for social security, employment on the basis of internship agreement does not automatically result in social security coverage (though it must be noted that full-time students are covered by default). Thus the company does not have a notification obligation and the wage does not have to be reduced by contributions. However, if the

employer company provides a higher than required wage, the wage surplus is subject to 27% healthcare contribution. Social contribution tax does not have to be paid in either case.' (ado.hu, 2015)

Internships within higher education

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

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

Government Regulation 230/2012 (VIII. 28.)

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

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

During the employment, where a student is employed by student employment contract

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

Promoting traineeships and apprenticeships

Within the framework of the Youth Guarantee Programme [[Ifjúsági Garancia](#) (IG)] a traineeship programme has been launched for career starters ([EDIOP 5.2.4](#)), which facilitates the employment of trainees. The aim of the programme is to encourage companies to create traineeship places to enable young people to gain real work experience, through which their employability and long-term labour market opportunities may be improved. Within the framework of the traineeship programme, those micro, small and medium-sized enterprises are eligible for support which undertake to employ young people with vocational qualifications, aged under 25.

The enterprises employ the trainees for 9 months, in full time, with wage subsidy and then continue to employ them for additional 4-and-a-half months at their own cost. This programme will enhance the participation of youths in training, will help enhancing their professional practical knowledge and work experience and thereby improve their labour market outlook and employability.

The SMEs can use the granted support to fund the wages of the trainees and to finance the additional costs of employment and training of the trainees (remuneration of mentors, equipment required for the trainee position). The SMEs can submit applications in the first round of the programme from 1 August 2016 to 31 July 2018, assisting at least 4 500 young people in obtaining work experience. However, the available funding is likely to be increased significantly in 2017.

Traineeship programme – support services (EDIOP 5.2.5)

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

Student jobs are acceptable for vocational training

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

Vocational training scholarships

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

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

Recognition of learning outcomes

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

In Hungary the legal framework of vocational education and adult learning is determined by Act LXXVII/2013 on Adult Education ([2013. évi LXXVII. törvény a felnőttképzésről](#)) and Act CLXXXVII/2011 on Vocation Training ([2011. évi CLXXXVII. törvény a szakképzésről](#)). The Acts and the corresponding Government and Ministry Regulations set out the licensing rules of training institutions and authorization rules of trainings, the vocational framework curricula, the outcome requirements of the state accredited qualifications, and the system of complex vocational exams.

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

'11. § (1) During operation [...] the adult education institutions shall meet the following requirements:

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

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

'The Hungarian legislative framework and its international environment provide a space for and in many cases make it compulsory to recognise previously gained knowledge in vocational education. For instance, paragraph 7 (1) of the Act on vocation training ([2011.](#)

[évi CLXXXVII. törvény](#) a szakképzésről) stipulates that for vocational trainings listed in OKJ, professional and exam requirements should be created, which should include the creation and implementation of the related monitoring, measurement and evaluation systems. The compulsory content elements of professional end exam requirements are the following:[...]

j) recognition of competences gained in school education, vocational education, during non-formal and informal education, and at work; the time of vocational training, the vocational preparatory exams, or the vocational school leaving exam stipulated in paragraph 27 (2). In spite of this, references to recognition can only be found in the case of a few professions.'

Funding

The budget allocation ([EDIOP 5.2.4](#)) of the internship programme running within the Youth Guarantee Programme is HUF 30 billion (about EUR 10 million).

The general legal framework stipulate that

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

Quality assurance

[Monitoring processes](#) regarding EDIOP 5.2.4-16 are the following: Performance evaluation of the trainee by the development diary of each and every trainee submitted to the competent vocational training center or the funder.

Indicators:

1. Number of participants gaining work experience – target value: 4 500
2. Number of participants in traineeship programmes and programmes supporting entrepreneurship – target value: 120 000.

3.6 Integration of Young People in the Labour Market

Youth employment measures

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

Measures related to the Youth Guarantee Programme

Youth Guarantee Active Labour Market Programme

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

Project of supporting young people to become entrepreneurs

The purpose of the project of supporting young people to become entrepreneurs (EDIOP 5.2.2 and 5.2.3, EDIOP 5.1.9 and 5.2.7, CCHOP 8.3.1. and 'Start a Business at Home, Youngster!', financed from Hungarian funds) 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

The organisations implementing the programme are [Széchenyi Programme Office](#), [FIVOSZ](#) (Young Entrepreneurs Association Hungary), the [Hungarian Enterprise Development Foundation](#), [Budapest Polytechnics Foundation](#) and [OFA NKft.](#) Within the programme, the organisations provide young people with a training, where they can obtain the required competencies and knowledge on how to become an entrepreneur, on the operation of a business. They can also receive assistance in preparing a business plan, advice and mentoring (EDIOP 5.2.2, 5.1.9 and 'Start a Business at Home, Youngster!').

Applying for a non-repayable support

Young people who successfully completed the training and have an approved business plan may submit an application for a 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 operation, with 10% own funds. (In the case of the programme EDIOP 5.2.7 own funds are not required.) Support is provided for the establishment of approximately 6 600 new enterprises within the framework of the programme until 2021.

Enabling young people to gain real work experience

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

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

Apprenticeship programme – support services

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

Direct job-creation schemes

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

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

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

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

Special target groups

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

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

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

Flexicurity measures focusing on young people

National Youth Strategy

Measures aiming flexible security are in connection mainly with reconciliation between work and family – the aim appears in the current action plan of the [National Youth Strategy](#) (hereinafter referred to as: NYS). It is an important aim that 'mothers with infants could come back gradually to the labour market through part-time employment. A measure included in the Labour Code contributes to this objective. The law states that the employer is obliged to ensure part-time employment for the employee before their child turns three. If an employee raises three or more children, the obligation lasts until the age of five of the youngest child.' ([Kisgyermekes munkavállaló után járó járulékkedvezmény](#))

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

Labour Code

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

'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 emphasizes the importance of individual employment contracts and collective agreements by increasing the 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 overtime a year and cutting overtime costs when there is a sudden surge in labour force demand.' ([Risak-Kovács, 2017](#) p. 186-187.)

Reconciliation of private and working life for young people

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

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

Funding of existing schemes/initiatives

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

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

Quality assurance

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

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

Programmes and schemes for cross-border mobility

Programmes fostering cross-border mobility are almost exclusively offered by the European Union. As such, the Your First EURES Job initiative is to be mentioned. According to data on the [website](#), 484 Hungarian jobseekers took part in the Programme so far. Another EU initiative is the Erasmus for Young Entrepreneurs – according to data from 2017 January, 135 new and 56 experienced entrepreneurs took part in the Programme from Hungary.

The most significant programme to list here is the VET Traineeship Mobility Programme of Erasmus+. Besides this, however, the [Campus Mundi](#) – mobility and internationalisation programme in the field of higher education (HRDOP-3.4.4-CCHOP/15-2015-00001) is also running in 2016-2017. 'The objective of the programme is to

support students' participation in internship possibilities so that they gain professional experiences, skills and competences which can be integrated into their home studies and can be an advantage for them in the labour market.' Communication and dissemination of the international mobility projects are carried out by [Tempus Public Foundation](#) Erasmus+ Programme Office.

Legal framework

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

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

3.8 Development of Entrepreneurship Competence

Policy Framework

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

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

1. 'To facilitate the operation and maintenance of enterprises started by young people.'
2. 'To promote the acquisition of economic, financial and labour market knowledge and experience in public education.' (NYS p.43.)

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

Economic Development and Innovation Operational Programme 1

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

'From 2015 the following measures help actually the entrepreneurial activity of young people within the priority of Economic Development and Innovation Operational Programme ([EDIOP](#)) 1:

1. Entrepreneur mentorship and
2. Propositions.

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

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

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

Strategy on small and medium sized enterprises

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

European Money Week

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

'support consumers from an early age who have financial knowledge and hold their fate in their hands, and help awareness raising on financial consciousness. [The organizers and the audience] can meet through several channels with the series of events of the European Money Week, such as

- professional events,
- special events in schools, and
- playful competitions,

which are coordinated by the main organizer the [Hungarian Banking Association](#) (Magyar Bankszövetség) in cooperation with Money Compass Foundation ([Pénziránytű Alapítvány](#)).

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

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

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

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:

- 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 business world and ethics. Furthermore, there is compulsory [community] practice as part of the curriculum.' ([Eurydice](#), 2016 p. 169)

'Sense of initiative and entrepreneurship'

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

'The sense of initiative and entrepreneurship helps individuals get to know their broader environment and, having acquired this knowledge, be able to grasp the opportunities that lie ahead. This competence comprises knowledge, creativity, propensity to induce changes and risk-taking as well as developing and implementing plans in order to achieve objectives. It serves as a basis for more specific knowledge, skills and behaviors which are needed for everyday life in the society and at the workplace.'

Required abilities, skills, knowledge and attitudes

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

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

A positive attitude is characterized by

1. independence,
2. creativity and innovation, and
3. motivation and
4. determination to achieve goals in personal or social life or in the field of work.'

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

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

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

- The entrepreneur,
- Responsible entrepreneurial behavior,
- The environment of entrepreneurships.

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

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

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

IT studies (electronic services).

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

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

Vocational education

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

Higher education

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

In addition, several public higher educational institutions offer business courses, for example, the [Corvinus Business School](#), the MBA education of Budapest University of Technology and Economics ([Budapesti Műszaki és Gazdaságtudományi Egyetem](#)), and the [Budapest Business School](#). The [International Business School](#) and [The Department of Economics and Business of Central European University](#) are private institutions where business courses are also available.

Non-formal and informal learning

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

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

Educators support in entrepreneurship education

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

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

The current action plan [[1535/2016. \(X. 13.\) Korm. határozat](#)] of National Youth Strategy (NYS) foresees 'the development of a set of supporting instruments which helps students to acquire skills, abilities and key competences.' The available support found is the HRDOP 4.1.2 project ([HRDOP 4.1.2 projekt](#)): Infrastructural development of public education institutions, development of regional school system. The total budget of the

project is HUF 40 billion. The programme includes several actions, and as far as entrepreneurial skills go, they appear within those horizontal key competences that need development.

3.9 Start-up Funding for Young Entrepreneurs

Access to information

Young Entrepreneurs Association Hungary (FIVOSZ)

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

Design Terminal

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

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

Startup Leadership & Management

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

Access to capital

Design Terminal

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

The Design Terminal with the partnership of the [Hungarian National Trading House](#) sends its mentored enterprises to at least one important international exhibition or fair. The programme is based on selection but completely free of charge for the chosen companies. Moreover, the participants receive mentorship fee, which allows them to focus solely on their starting enterprises.'

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

The aim of the measure is to prepare young people, aged 18-25 and registered unemployed aged 25-30 interested in business and planning to start a new individual or micro enterprise to start their own enterprise and to offer them non-refundable financial

support to cover their initial costs. The organisations implementing the programme are Széchenyi Programme Office, FIVOSZ (Young Entrepreneurs Association Hungary), the Hungarian Enterprise Development Foundation, Budapest Polytechnics Foundation and OFA Nkft. Within the programme, the organisations provide young people with a training, where they can obtain the required competencies and knowledge on how to become an entrepreneur, on the operation of a business. They can also receive assistance in preparing a business plan, advice and mentoring (EDIOP 5.2.2, 5.1.9 and 'Start a Business at Home, Youngster!').

Young people who successfully completed the training and have an approved business plan may submit an application for a 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 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!') is implemented by the National Employment Public Non-Profit Limited Association ([Országos Foglalkoztatási Alapítvány Nkft, OFA](#)) and supports the business creation of young people under 35 (people between 25-30 without a tertiary education and people between 30-35 with tertiary education) in two stages, following the same method as the above mentioned Youth entrepreneurship programmes.

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

National Research, Development and Innovation Office

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

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

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

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

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

This new call completes the existing competitive project funding system aimed at establishing, strengthening and developing innovative startup businesses. The

strengthening communities of incubators enable the identification and development of promising innovative ideas across Hungary, including now also the Central Hungary Region.

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

Hiventures

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

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

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

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

Széchenyi Venture Capital Fund

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

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

Budapest Enterprise Agency Public Foundation

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

'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.'

Fostering private investments

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

3.10 Promotion of Entrepreneurship Culture

Special events and activities

The role of Design Terminal

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

Startup Campus

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

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

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

Networks and partnerships

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

As for the NGO sector, [FIVOSZ](#) - the organization focusing on young entrepreneurs –

'works together with several Hungarian, European and global organizations for moving forward the situation and conditions of young entrepreneurs, and organizes nearly 200 events per year all over Hungary.'

3.11 Current Debates and Reforms

There are no public, governmental or social debates or plans for dialogue on the topic of youth employment & entrepreneurship.

4. Social Inclusion

National Social Inclusion Strategy

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

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

The Hungarian government aims to integrate

1. its strategy related to children living in poor families with,

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

Inclusive Programmes for Young People

Hungary has four great 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), and
4. the Programmes aiming at the prevention of Roma girls' early school leaving [Roma lányok korai iskolaelhagyásának megelőzése (ROM-ISK-16)].

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 the majority 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 polarized since the turn of the century.

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

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

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

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

Urban and rural

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

Ethnic minorities

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

Educational inequalities

PISA surveys show a negative tendency in the performance of Hungarian youth, the [results from 2012](#) and [2015](#) create a particularly negative image regarding the inefficiency of secondary education in Hungary. (OECD, 2012, 2016) After taking a closer look at the data, the situation appears even more disappointing as the achievements of individuals are highly polarized, they clearly reflect and even reproduce social inequalities. (Youth Policy Review, 2016 p. 16-17)

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

Equal access to education for Roma people has been a highly controversial issue for decades. Early school leaving, segregation and the lack of mobility chances stemming from education are in the core of the debate. The [school performance of Roma children and youth](#) reflects the reproductive nature and growing tendency of social exclusion in education. (Kertesi – Kézdi, 2012 Referred in: Youth Policy Review, 2016 p. 18)

NEET youngsters, illegal work

Among youth aged from 15 to 24 [the percentage of those not in education, employment or training](#) (NEET) decreased from 11.5% to 11% [between 2008 and 2016](#). (It was 15.4% in 2013, and 13.6% in 2014.) This figure is lower than in several other countries also heavily affected by the economic crisis, but certain groups of young people – especially those with vocational educational background – still have a high proportion of NEET rate ([ifjúságkutatás 2012](#)). (Gazsó, 2013) (More information on the employment situation of Hungarian youth is available in [Chapter 3 Employment & Entrepreneurship](#).)

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

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

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

Mobility and migration

Since the 2010s there has been an 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 in 2008 and the unfavourable labour market situation ([munkaerő-piaci helyzet](#)) have been the major causes, although other factors might have also played a role (e.g. institutional support, welfare and social care system, network of migration connections, a culture supporting migration, general satisfaction rate etc.). (Youth Policy Review, 2016 p. 24; Hárs, 2016)

Internet and use of technology

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

LGBT youth in Hungary

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

Regular national surveys on young people's social inclusion

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

Main concepts

The [Fundamental Law](#) and the [National Social Inclusion Strategy](#) (referred hereinafter to as NSIS) reflects that

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

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

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

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

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

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

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

- boosting the economy,
- increasing employment,

- redefining labour as value,
- reducing poverty,
- strengthening social security.

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

4.2 Administration and Governance

Governance

Equal treatment and creating opportunities

In Hungary the [Equal Treatment Authority \(Egyenlő Bánásmód Hatóság\)](#), which was established in December 2004 is responsible for supervising the enforcement of equal treatment [[Government Decree 362/2004](#) on the Equal Treatment Authority and the Detailed Rules of its Procedure (referred hereinafter to as: Etadrp)]. This is the only competent authority (apart from the Court) which takes legal action in cases of discrimination. (NSIS, 2014 p. 118)

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

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

Equal opportunities and inclusion

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

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

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

To help local municipalities in creating effective and lawful equal opportunity strategies, the Directorate-General for Social Affairs and Child Protection offers advisory and compliance service by its network of equal opportunity mentors.

Tasks related to the creation of equal opportunities are performed by the [Family, Equal Opportunity and Voluntary Houses](#) [in short (HU) CSEÖH] on national level. The main responsibilities of these houses are to deal with causes of discrimination and factors leading to disadvantage such as disabilities, sex, age or permanent indigence.

Among several other functions, they perform the following tasks:

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

Cross-sectorial cooperation

Ministry of Human Capacities

Primarily, the field of youth policy in Hungary belongs to the [Minister of State for Family, Youth and International Affairs](#) (2017), but social inclusion and integration issues belong to the [Minister of State for Social Affairs and Social Inclusion](#) (2017) - both under the same ministry: the [Ministry of Human Capacities](#). The tasks of both Ministers of State partly concern young people.

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

The Minister of State for Social Inclusion is responsible for creating strategies and for coordinating, monitoring and reviewing their implementation. Furthermore, he/she acts as the contact for issues related to the EU Framework for National Roma Integration Strategies. (NSIS, 2014 p. 119-120)

Other actors of social inclusion and integration at state level

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

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

The Ministerial Committee for Social Inclusion and Roma Affairs: The committee was created to synchronise the governmental work in the fields of economic developments and social inclusion aiming to help the permanently indigenous and Roma people. 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 programs. [Governmental Decree 253/2016. (VIII. 24.)] [[253/2016. \(VIII. 24.\) Korm. rendelet](#) egyes kormányrendeleteknek a Türr István Képző és Kutató Intézet megszűnésével összefüggő módosításáról]

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

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

1. [Roma Coordination Council](#) (Roma Koordinációs Tanács),
2. 'Better Chances for Children' National Strategy Evaluation Committee ('[Legyen jobb a gyermekeknek!](#)' Nemzeti Stratégia Értékelő Bizottság),
3. [Anti-Segregation Roundtable](#) (Antiszegregációs Kerekasztal),
4. NGOs and religious organizations,
5. Network of Catholic Roma Colleges [[Keresztény Roma Szakkollégiumi Hálózat](#) (referred hereinafter to as: KRSZH)],
6. Business actors,
7. [National Youth Council](#) (Nemzeti Ifjúsági Tanács),
8. National Youth Expert Forum [Ifjúsági Szakmai Egyeztető Fórum (ISZEF)].

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 'Better Chances for Children' National Strategy Evaluation Committee: This committee is in charge of supervising the implementation of the Parliament Decision 47/2007 dated 31 May 2007 on 'Be Better for Children!' National Strategy 2007-2032 (2007) [[47/2007. \(V. 31.\) OGY határozat](#) a 'Legyen jobb a gyermekeknek!' Nemzeti Stratégiáról, 2007-2032 (2007)] and of monitoring related processes.

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

NGOs and religious organizations: 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.

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

Focusing on the youth field, the activities and role of the [National Youth Council](#) and the National Youth Expert Forum are also to be highlighted. (For more information about the National Youth Expert Forum see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#).)

4.3 Strategy for the Social Inclusion of Young People

Existence of a National Strategy on social inclusion

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

The two main such strategies are:

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

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

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

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

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

Scope and contents

National Youth Strategy (NYS)

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

National Social Inclusion Strategy (NSIS)

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

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

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

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

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

Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities

The Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities defines the specific groups that are at risk of suffering from discrimination and also determines the possible sanctions for the different forms of discrimination. The state

regards the provision of equal opportunities as its own task through laying its foundations by proper legislative background and implementing inclusive policies that give everyone equal opportunities for growth. (NSIS, 2014 p. 13)

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

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

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

National Crime Prevention Strategy

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

Strategy on improvement of public education 2014-2020

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

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

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

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

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

The framework strategy for the lifelong learning policy 2014-2020

One of the horizontal targets of the strategy is to widen the participation in lifelong learning and improve the access to it that has a specific target group of early school leavers, drop-outs and young people who are not in education, employment, or training (NEETs). (For more information about the framework strategy for the lifelong learning policy 2014-2020 see sub-chapter [8.3 National strategy on creativity and culture for young people](#) & [8.9 Enhancing social inclusion through culture](#).)

For the Future of the New Generation

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

1. reduction of regional inequalities,
2. provision of equal opportunities and possibilities,

3. increase of employment chances,
4. ensuring access to culture and free-time activities,
5. support to starting a family. (For the Future of the New Generation, 2012)

Responsible authority

Primarily, the field of youth policy in Hungary belongs to the [Minister of State for Family, Youth and International Affairs](#) (2017), but social inclusion and integration issues belong to the [Minister of State for Social Affairs and Social Inclusion](#) (2017) - both under the same ministry: the [Ministry of Human Capacities](#). The tasks of both Ministers of State partly concern young people. More information on the Secretariat for Inclusion is to be found in sub-chapter [4.2 Administration and Governance](#).

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

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

A comprehensive overview on youth is available in the Hungarian youth research history. The large sample record repeated every 4 years examines the situation of young people between the age of 15 and 29 and the changes affecting their lives. The last research was due in 2016; the primary analyses are expected to be available in 2017. (NSIS lists a number of regular research which can be suitable for monitoring but the large sample youth research is not among them.)(NSIS, 2014 p. 138)

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

The report ([jelentés](#)) shows,

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

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

The report ([jelentés](#)) shows,

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

It reports

- decrease in the number of early school leavers.

2015 Follow up report on the National Social Inclusion Strategy (regarding 2014)

The report ([jelentés](#)) shows that

- the number of people at risk of poverty and social exclusion decreased thanks to the success of provisions aiming to support the inclusion of children and their families.

It reports

- a small decrease in the number of early school leavers,
- the establishment of new colleges, and
- since 2015, the compulsory attendance of kids in kindergarten from the age of 3.

Additionally, it includes detailed information on measures supporting social inclusion.

2013 Follow up report on the National Social Inclusion Strategy (regarding 2012/13)

According to the report ([jelentés](#)), almost 60 governmental provisions were realized regarding social inclusion since the launch of NSIS (its first version was published in 2011). The most important findings of the report are

- the successful support of disadvantaged children and their families,
- the creation of extra places available in kindergarten,
- a scholarship programme called 'Útravaló',
- the success of the Arany János Scholarship Programme,
- the effectiveness of public employment and
- the provisions to improve housing conditions.

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

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

Revisions/Updates

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

4.4 Inclusive Programmes for Young People

Programmes specific for vulnerable young people

'Útravaló' Scholarship Programme (Útravaló Ösztöndíj Program)

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

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

Currently, four sub-programmes are connected to these scholarships: Road to Secondary School, Road to the Secondary School Leaving Exam, Road to Degree and Road to Vocation. Each of them support 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 High School' ('Út a középiskolába') and 'Road to the School Leaving Certificate' ('Út az érettségihez') became EU-funded programmes for the years of 2015, 2016 and 2017, with an annual budget of about EUR 4.851 million (HUF 1.5 billion). Due to the financial rearrangement of the sub-programmes, they could not launch in 2015. [2016 Follow up report on National Social Inclusion Strategy ([2016 MNTFS nyomonkövetési jelentés](#)), p. 27]

In the school year

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

Arany János Programmes (Arany János Programok)

Arany János Talent Programme [[Arany János Tehetséggondozó Program](#) (referred hereinafter to as: AJTP)] started in 2000 based on the regulation on Arany János Talent Programme of Disadvantaged Students (published in the Hungarian Official Gazette No. 137/200, referring to Government Decree 11/2006 of 10 November 2006 on Arany János Talent Programme. The Ministry and the Minister of Human Capacities are responsible for the calls for applications, the application and grant management is implemented by the Arany János Programme Office. The aim of AJTP is the support of disadvantaged students for entering secondary education. The awarded students - during a preparatory year - receive support to gain all the missing knowledge in different fields necessary to catch up with, for continuing their studies in one of the highest standard secondary schools or boarding schools. The target group of the programme are youngsters who

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

Currently 3 000 students study within the programme.

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

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

National Talent Programme (Nemzeti Tehetség Program)

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

applications specify the particular target groups themselves. Altogether 5 302 applications were granted between 2011 and 2015.

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 is 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.

The previous year's results of the programme have not been published yet.

As a continuation of this programme, the scheme entitled 'Bari shej – Nagylány – Fáta máré' ('Big Girl') (EFOP-1.4.4-17) was announced on 30 March 2017. The planned budget available for support is 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](#)), p. 34]

Funding

Útravaló Scholarship Programme

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

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

Arany János Programmes

Funds available through the Arany János Talent Programme are determined by the [Regulation 40/2014](#) of the Ministry of Human Capacities dated 5 May on the finance of Arany János Talent Programme, Arany János Boarding School Programme and Arany János Boarding School and Vocational Programme [[40/2014. \(V. 5.\) EMMI rendelet](#) az Arany János Tehetséggondozó Program, az Arany János Kollégiumi Program és az Arany János Kollégiumi- Szakiskolai Program támogatásáról]. In 2014 about EUR 2,91 million (HUF 900 million) was allocated from the budget available for programmes supporting social integration, supplemented from governmental funds. [NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 35]

National Talent Programme

In the framework of the [National Talent Programme](#) altogether about EUR 26.22 billion (HUF 8 101 billion) was spent for the 5 302 granted projects between 2011 and 2015. Its

allocation is regulated by the Government Decree 104/2015 dated 23 April on funding of 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.

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

In 2006 the allocation for programmes aiming at the prevention of Roma girls' early school leaving [[Roma lányok korai iskolaelhagyásának megelőzése](#) (ROM-ISK-16)] was circa EUR 0,44 million (HUF 135 million); its source is budget chapter XX. titled Ministry of Human Capacities 20/59/4 on programmes that support balancing the social, economic, regional disadvantages in Annex I of the Finance Act C of 2015 on the central budget of Hungary in 2016.

The program will be extended by the help of EU-funds. A scheme entitled 'Bari shej – Nagylány – 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](#)), p. 34]]

Quality assurance

Útravaló Scholarship Programme

The success of the Útravaló Scholarship Programme was monitored by the Deputy Secretariat for Social Inclusion until 2014 by processing data collected from the scholarship programme, in particular looking at the social status of participants and their academic successes. In the future, monitoring will be implemented within the framework of EU projects and becomes part of these programmes. [NSIS Monitoring Report (nyomonkövetési jelentés) 2015, 2015 p. 35]

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

Arany János Arany János Programmes

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

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

National Talent Programme

The implementation of the National Talent Programme and the monitoring of programmes for supporting talents are carried out by the National Talent Coordination Forum ([Nemzeti Tehetségügyi Koordinációs Fórum](#)). This also contributes to increasing the efficiency of the programme, as well.

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)

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](#) [Oktatásfejlesztő Intézet (referred hereinafter to as: OFI)] the researchers of the [Department of Romology and Sociology of Education](#) functioning at the [University of Pécs](#) have 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/gypsy representation has become enforceable in 40 textbooks in 2016/2017 academic year, and another 60 textbooks will be revised for academic year 2017/2018 on the basis of the terms of reference. The remaining teaching materials are expected to be revised according to schedule starting from academic year 2018/2019.

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

Special Colleges for Roma

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

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

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

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

- community,
- voluntary and
- research programmes.

They receive

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

In addition, they also have the opportunity for

- learning languages,
- travelling abroad,

- participating in professional conferences and community-building camps.

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

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

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

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

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

Young people's rights

No 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.

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). [[455/2015. \(XII. 29.\) Korm. rend.](#)] The conditions are more favourable than before, since the subsidy can also be used to buy a second-hand property or to enlarge

an existing one, besides, families with one child can also have access to it. [[Portfolio 2016/1](#) Referred in: Youth Policy Review, 2016; [16/2016. \(II. 10.\) Korm. rend.](#); [17/2016. \(II. 10.\) Korm. rend.](#)]

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

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 and the creation of jobs, this is dealt with in more detail in [Chapter 3](#).

Discount on school meals ([gyermekétkeztetés](#)) is available for children in crèches, nursery schools and public education institutions. This support covers 50% or 100% of the price of school meals. Entitlement to this provision is scrutinised based on needs, claims should include 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.

Health care

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

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

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

The National Health Insurance Fund

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

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

Special healthcare services provided for young people to foster inclusion

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

Financial services

Regular child protection benefit

Regular child protection benefit ([rendszeres gyermekvédelmi támogatás](#)) is provided upon needs, based on income test. For those entitled for the benefit, further services are also provided, such as 50% or 100% reimbursement of costs of school meals, benefits

in-kind and textbooks free of charge. For young people enrolled in full-time higher education studies, regular child protection benefit can be provided even after they have reached the age of majority, until the age of 25. The monthly amount of the benefit (circa EUR 20,29; HUF 6 270) is 22% of the current old-age pension and can be provided per child.

Exceptional child protection benefit

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

Orphans' allowance

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

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

Bursa Hungarica Higher Education Municipal Scholarship System

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

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

Policy/legal framework

Hungary is one of the three European Union states where there is no legal regulation on youth work. ([European Commission, 2014](#) Referred in Youth Policy Review p. 88.)

The Act CLXXXIX of 2011 on Municipalities in Hungary

'makes it obligatory for a local authority to undertake some kind of action to benefit young people who live within its catchment area. As this is not specifically regulated, and as no specific financial support is directly offered to this end, the implementation of these actions is haphazard and depends greatly on the ambitions of the leader of the town or village. ([European Commission, 2014](#))

Moreover, the possibility exists for municipalities to employ officers responsible for youth issues: professionals working in the local government office, responsible for issues

related to young people in the settlement. They carry out public service tasks concerning youth, coordinate youth services developed and organised within the scope of responsibility of the local authority. They may also act as a direct link between the local government and the representative bodies of the age group.

Optionally, there are representatives – or a commission – designated to deal with youth matters at the local municipality.

The provision of youth targeted activities is present as an expectation in the law on local municipalities, but there is no coordinated task description, so large differences may exist concerning the expertise of employed staff and the financial allocations by the different local authorities. Often it is the youth officers themselves - already assigned to the job - compose their own tasks and write their job description. It is in the scope of authority of local municipalities to decide whether they employ a specialist/staff member responsible for youth. (Based on an online structured interview with seven local youth officers.)

Main inclusive Youth-Work programmes and target groups

Social work done in schools could be considered as an effective form of inclusive youth work, however, so far it is not really working well in practice. The Child Protection Act ([1997. évi XXXI. törvény](#) a gyermekek védelméről és a gyámügyi igazgatásról) mentions this as a possibility, but it does not specify the way it should be implemented. The government is planning 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](#)).

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 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.

Youth work providers in the field of social inclusion for young people

Youth work is mainly provided by local municipalities, cultural centres, civil organisations and sport organisations, but national/regional or other service providers may also be found as providers.

On the local level, it is mostly officers at municipalities responsible for youth who are engaged in supporting youth work. However, depending on the settlement, potential actors in youth work support range from staff / boards of civil organisations, volunteers, members / directors of sports clubs, educators, cultural managers, family support workers to educational administrators, vice notaries or local government representatives.

The picture is quite diverse, and the quality of youth work is also varied. In sports clubs, for example, there is often no youth work provided, even though the target audience is young people. In addition, the corporate sector, companies and enterprises are also important to mention as actors who - in different ways, for example by providing spaces or different other support to young people - contribute to a better quality of youth work.

It is common that single dedicated people in youth work are a link between different settlements, institutions and organisations, since they are involved in the services of many of them at the same time. This may contribute to a better use of opportunities, even if the main reason for such scenarios is the personal commitment of single people for whom youth work is a lifestyle. (Based on an online structured interview with seven local youth officers.)

New Generation Centre Services

State-provided youth work that aims for social inclusion is mainly carried out in the offices of the New Generation Contact Point Network.

The New Generation Centre Non-profit Public Interest Ltd. ([Új Nemzedék Központ](#) Nonprofit Közhasznú Alapítvány) is working for the objectives of the Programme for the Future of New Generations as a specialized youth service provider institution, in line with the national youth policy. Its services are promoted and made available in an innovative way, tailor-made for its special target group: young people. It coordinates several programmes and also runs a network of public spaces all around the country, on regional and local levels.

The New Generation Centre provides the following services ([szolgáltatások](#)) in its Contact Point Network offices:

- spread information (in the offices and electronically),
- give advice (for individuals or groups),
- provide youth work in general,
- provide youth work in educational institutions and community spaces (linked to outreach work and community development),
- organise outreach events and events hosted in the offices,
- counselling and career guidance,
- services related to youth community spaces.

Training and support for youth workers engaged in social inclusion programmes

No government-provided special training or support for youth workers is available in Hungary on, or related to, social inclusion.

Financial support

No public information about the direct financial support of youth work is provided by the government to promote social inclusion.

The methods and amounts of financing are very diverse, however, it is also true that municipalities with better infrastructure, more favourable economic environment and younger citizens commit more resources to youth work. The size of a settlement has basically no impact on the forms and ways of financial support, and, generally speaking, local municipalities play a significant role as providers of funds for youth work all around the country. This is important to highlight, since the budgets of local municipalities usually reflect considerable inequalities based on regional and settlement characteristics. Some municipalities – on the other hand – are more efficient than others in obtaining extra (for example, the European Union) funds. (Based on an online structured interview with seven local youth officers.)

Quality assurance

No monitoring and public information is provided by the government on the quality of youth work supporting social inclusion.

Monitoring, quality control or quality development of youth work is not uniform in Hungary, it is in the local municipalities'/actors' sphere of authority to determine the extent to which they put these measures in place. Where such measures are taken, they are typically realized through yearly evaluation, reports, the mayor's or superiors' control, consultation or assessment done involving youngsters reached by relevant organisations/institutions. But motivated actors always aim for increased quality. (Based on an online structured interview with seven local youth officers.)

4.8 Current Debates and Reforms

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

5. Participation

In Hungary '1/7 of young people are members of organizations. [...] Instead of organized ways of community and social activity the different age groups are more interested in the social activities which have a certain aim or which are organized around a certain issue.' ([National Youth Strategy 2009](#))

The results of the Hungarian Youth research 2012 ([ifjúságkutatás 2012](#)) showed, that the respondents (51%) show inactivity regarding the willingness to vote. (For more details about the results of the research see sub-chapter [5.2 Youth participation in representative democracy](#).)

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

5.1 General context

Main concepts

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

- civic participation,
- cultural engagement in politics or
- active online presence. (Youth Policy Review, 2016 p. 38)

Parliamentary elections

'In democracy electoral freedom is a fundamental right'. [About the State of Hungary ([a magyar államról](#))] In Hungary parliamentary elections are organized every 4th year while local governments and the European parliamentary elections are held every 5th year. According to the Fundamental Law all Hungarian citizens of full age (18 years old) have the right to vote and 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. Those people who committed a crime or have limited capacity to act might be prohibited by the court from exercising the right of suffrage.

Since the change of the electoral law, the National Assembly has 199 seats instead of the previous 386. 106 seats are obtained in single-member constituency, and the other 93 seats are assigned based on the national lists. It is a one-round election system. While for the single-member constituency simple majority is enough to get into the National Assembly (relative majority election system), for the proportional representation from national lists there is a 5% threshold to be reached. [[National Election Office \(Nemzeti Választási Iroda\)](#); [National University of Public Service \(Nemzeti Közzolgálati Egyetem\)](#)]

Institutions of representative democracy

'According to the [Fundamental Law of Hungary](#), Hungary is an independent, democratic **constitutional state**, its form of government is parliamentary republic.' [The Hungarian Parliament ([az országgyűlés](#))] The main decision-making body is the parliament. The government holds the supreme executive power while jurisdiction is done by the courts. On local level the local governments ensure the representation of citizens.

Parliament

'The 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 6 May 2014, 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 main duties are the followings: launching new acts, initiating preliminary control of acts with regard to their conformity to the Fundamental Law, returning acts to the parliament for reconsideration, appointing, absolving and nominating different public dignitaries. He or she has a role as well in controlling the parliament.

Main executive body

The main executive body is the **government** which consists of the prime minister and the ministers who are responsible for directing different ministries dealing with different public policies. [About the State of Hungary ([a magyar államról](#))] The government is accountable by the parliament ([az országgyűlés](#)) and it acts on behalf of the majority. [The Hungarian Parliament ([az országgyűlés](#))] It is the main body of public administration. The prime minister is elected by the absolute majority of the parliament.

Constitutional Court

The Constitutional Court is the main body protecting the Fundamental Law. 'The Constitutional Court which consists of 11 judges 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 **courts** are responsible for jurisdiction ([bírói szervezeti rendszer](#)). They decide in criminal and civil procedures, moreover they are responsible for jurisdiction in public administration as well. The Curia is the highest judicial authority in Hungary, it decides about whether a regional court decision is in conflict with the law and if so, it exterminates the regional court decision. [The system of Courts ([a bírói szervezeti rendszer](#))]

Local self-government

In Hungary

'the community of citizens of local settlements has the right of local self-governance which means that the local public issues can be handled in a democratic way by the local public authority according to the interest of the inhabitants. [...] The rights and responsibilities of the local governments may be defined by the law.' [The local government system and the officials ([az önkormányzati rendszer és a tisztségviselők](#))]

The tasks and responsibilities of the local self-government ([az önkormányzati rendszer és a tisztségviselők](#)) are practiced by the board member representatives and it is lead by the mayor. The board member representatives are elected by the citizens through direct and secret elections, the citizens have equal and universal suffrage. The local governments and the state authorities and bodies cooperate for the sake of the community goals.

5.2 Youth participation in representative democracy

Young people as voters

The institutional and legal framework of youth rights and responsibilities are similar to citizens' rights and responsibilities. Participating in elections – which is not mandatory – is young people's main democratic tool to influence society. (Youth Policy Review p. 38)

Who can vote?

Regarding the **voting age** those young people are entitled to vote in elections who are of full age meaning that they have reached the age of 18. Article XXIII. of the [Fundamental Law](#) of Hungary declares that in Hungary 'every adult Hungarian citizen shall have the right to vote and to be elected

- as Members of the [National Assembly](#) (Parliament),
- as local government representatives and mayors, and
- as Members of the European Parliament [[Európai Parlament](#)]'.

If an adult citizen of another Member State of the European Union has a valid residence permit in Hungary, he or she has the right to vote and to be elected

- as Member of the National Assembly,
- as local government representative and mayor, and
- as Member of the European Parliament.

Other laws can restrict the suffrage or its full exercise as a consequence of residence or other conditions.

Currently there is no plan to lower the voting age.

Other special regulations regarding special groups of young people

It is also the Fundamental Law that declares the rights for adult members of special groups of society (including those who reached the age of 18). 'Every adult person recognised as a refugee, immigrant or resident in Hungary shall have the right to vote in elections of local government representatives and mayors.' (Fundamental Law)

Those people who committed a crime or have limited capacity to act and therefore are prohibited by the court from exercising the right of suffrage cannot vote. Those young people cannot either vote who are adult citizens of another Member State of the European Union having residence in Hungary but whose exercise of suffrage was prohibited in their country of citizenship.

Voting or other forms of political participation

'Hungarian youth prefer participation in elections over other forms of political participation; according to the ESS research [[kutatás](#)] they have become more active in elections since the elections of 2010. [In comparison](#) with the European Union average (79%) with 82% Hungarian youth were on place no. 12 among the member states regarding the willingness to vote.'

Results of the Hungarian Youth research 2012

The results of the Hungarian Youth research 2012 ([ifjúságkutatás 2012](#)) showed the following:

- 30% of the respondents declared that they would most likely participate in elections while
- 19% would certainly vote.
- 25% of Hungarian youth would certainly not participate in elections,
- 9% would more probably not participate and
- 17% were uncertain about their participation.

This means that half of the respondents (51%) show inactivity regarding the willingness to vote.

The data of the Hungarian Youth research 2016 ([ifjúgáskutatás 2016](#)) is not analysed yet from this aspect.

Young people as political representatives

According to the Fundamental Law every Hungarian citizen 'shall have the right to hold public office according to his or her aptitude, qualifications and professional competence.' (Article XXIII. of the Fundamental Law)

There isn't 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 organization structure. Youth organizations 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 organization 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 organization 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 organization 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](#));
- 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 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. (Source: the officially published CVs of party members)

Parliamentary cycles	2014		2010-2014		2006-2010	
No. of representatives (max)	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)
		18% (24 people)		16% (62 people)		7,5% (29 people)
FIDESZ-KDNP	133	5.26% (7 people)	263	7.9% (21 people)	164	5.4% (9 people)
MSZP or (MSZP-EGYÜTT-DK-PM-MLP)	38	15.7%, (6 people)	59	13.5% (8 people)	190	10.2% (19 people)
JOBBIK	23	47.8% (11 people)	47	53.1% (25 people)	-	-
LMP	5	(0 people)	16	50% (8 people)	-	-
MDF	-	-	-	-	11	9% (1 person)

SZDSZ	-	-	-	-	20	10% (2 people)
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5.3 Youth representation bodies

Youth parliament

Those youth representation bodies which were able to articulate the interest of young people in wider public were established in Hungary after the change of the political regime, at the beginning of the democratic political system. The establishment of several organizations were expected by higher political will as well, especially regarding the fields of education and the European Union.

Structural student self-governance and student representation are part of the Hungarian political system. In primary education young people have the right to establish a self-governing body in every school, this body consists of student representatives and a teacher who supports them by providing mentorship to them. (Pillar Foundation - [European Youth Parliament](#))

European Youth Parliament Hungary (EYP Hungary)

[European Youth Parliament Hungary](#) was established in 2007 within [Pillar Foundation](#). Until autumn 2015 there was an agreement between the foundation and the German Schwarzkopf Foundation which deals with youth parliaments.

'The European Youth Parliament Hungary's (EYP Hungary) main goal is to strengthen the social participation of young people aged 16-22, inform them about their possibilities within the European Union... Furthermore, their aim - as a full member of the international EYP network - is to grant the opportunity for Hungarian young people to participate in forums organized by other EYPs and encourage them to state their opinions.' (Pillar Foundation - [European Youth Parliament](#))

'Modelling the European Parliament the Youth Parliament encourages active participation of young people regarding

- public affairs,
- European democracy and
- EU-related issues.'

EYP Hungary encourages young people to develop their debating and language skills, furthermore it helps young people to acquire a broad knowledge and perspective in public affairs so that they can articulate their opinion individually. The organization aims to provide opportunities to represent Hungarian youth in youth diplomacy. There isn't any data publicly available on the **structure, finance and composition** of the current EYP Hungary. ([Pillar Foundation](#))

Youth councils and/or youth advisory boards

National Youth Council [Nemzeti Ifjúsági Tanács (NIT)]

'The [NIT](#) is a forum established with the goal of creating discussion among young people and their organizations as well as with domestic and international actors, decision makers and organizations.' Several youth organizations have representation in NIT. As an umbrella organization of Hungarian youth organizations it is democratically organized, politically independent and transparent.

It was established on 1 December 2012 however the idea of its establishment had been present since the change of the political regime. The statutory meeting saw 105 organizations signing the declaration of association and passing the statutory regulations. In the autumn 2016 NIT signed a strategical agreement with the [Ministry of Human Capacities](#), since then NIT has been entitled to act as a strategical partner of the government ([stratégiai partner](#)) in youth representation in such major fields as youth policy, volunteering, social inclusion or education.

The most important body of NIT is the **General Assembly** which consists of all full members. They have at least 2 meetings annually where they decide about the most important issues of the organization. These meetings are public. The mandate of the 7 board members is valid for 2 years. The 3rd major 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 internal regulations. The mandate of the Supervisory Board is valid for 3 years.

NIT's major objectives include the followings:

- providing the highest level of representation of youth and their organizations,
- 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 organizations over the borders of Hungary.

The **composition** of NIT:

- young people,
- delegates of youth organizations (public and NGOs),

youth workers and other experts working with young people. There isn't any data publicly available on the age or number of members, and it changes continuously.

An annual state budget of 2 million HUF is dedicated to support the aims of NIT, beyond this its **budget** is handled in line with the civil law and it operates with the help of funds from the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (NEA)].

Higher education student union(s)

Students in higher education exercise their rights within their institutions through an independent self-governing organization. These self-governments are the so called Student Self-Governments [Hallgatói Önkormányzat in Hungarian (hereinafter referred to as: HÖK)] that are operating as parts of the higher education institutions. Their establishment and operation is defined by the Organizational and Operational Regulation of the institutions.

The National Organization of Student Self-governing Bodies (Hallgatói Önkormányzatok Országos Konferenciája)

'The National Organization of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#)] (hereinafter referred to as: HÖÖK) is the representative organization of the Hungarian student self-governments operating at Hungarian higher education institutions. It is organized and it operates in a democratic way.' It is a generally accepted representative body which has the right and the opportunity to articulate the needs and opinion of youth towards the decision-makers at governmental level. HÖÖK is active in several fields such as

- mentorship,
- dialogue at European level or
- organizing large-scale youth and sport events.

There isn't any data publicly available on the age or number of members, and it changes continuously.

Student self-governments

'[Every student is entitled](#) to vote or to be elected as a member of the student self-government (HÖK). The members of the local student self-governments (HÖKs) and the members of the National Organization 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.

The primary task of the student self-governments is advocacy, besides that they are supporting students, organizing formal and informal events and international activities. 'The student self-government has reconciliation right over the acceptance and modification of

1. the Organizational and Operational Regulations,
2. the Regulation on Tuition Fees and Benefits,
3. the student assessment system of the academic staff and
4. the regulation on education and exams.' [[Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)]

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 purpose of 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 local or regional level. [...] It supports the Hungarian students in advocacy both at national and at 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,
- organizes debate sessions and
- supports information flow. [Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)]

According to the law it is the higher education institution which ensures the conditions of the student self-government's operation. There isn't any data publicly available on the number of members.

School student union(s)

[Act CXC of 2011 on National Public Education](#) ([Köznevelési törvény](#)) 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. Student councils have the right to

- decide on planning and organising their own community life, electing their functionaries,
- reconcile and to
- take initiative and make their own 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, prior to the approval of school regulations.

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 establishment, operations and the legal status of student councils operating at the institutions are ensured by the regulations on student councils.

Other bodies

National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (DOSz)]

In Hungary the National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as: [DOSz](#))] advocates on behalf of doctoral

students ('[Bemutakozás](#)') in different higher education, political or social forums since 1994.

'DOSZ is an ideologically neutral organization with national allegiance that is working for social and scientific development. According to the Paragraph 63 of [Act CCIV of 2011](#) on National Higher Education [A Nemzeti felsőoktatásról szóló [2011. évi CCIV. törvény](#) 63. §] the National Union of Doctoral Students is a public body and it has established self-governments at all the 28 higher education institutions where there are doctoral schools.

The members of DOSZ are the institutional doctoral self-governments of the public or private higher education institutions where there are doctoral schools accredited by the state. Within the Union there are more than 400 people from more than a hundred doctoral schools altogether in 17 scientific departments [[tudományos osztályok](#)]. The assembly of the delegates is the main decision-making body of DOSZ and it is entitled to decide on issues of any other body. The presidents of the institutional doctoral self-governments have the right to vote in the assembly.'

DOSZ participates in the work of

1. the Higher Education Roundtable ([Felsőoktatási Kerekasztal](#)),
2. the [Hungarian Rectors' Conference](#) (Magyar Rektori Konferencia),
3. the [Hungarian Accreditation Committee](#) (Magyar Felsőoktatási Akkreditációs Bizottság) and
4. the [Hungarian Doctoral Council](#) (Országos Doktori Tanács).

It is working closely with

1. the [Hungarian Academy of Sciences](#) (Magyar Tudományos Akadémia),
2. the Student Self-Governments in Higher Education,
3. National Organization of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)],
4. the members of the Hungarian Doctoral Community ([Magyar Doktori Közösség](#)) and
5. the national higher education institutions, and those research institutes and other organizations that are outside the Hungarian borders

It plays a big role in science organization, as part of this activity it organizes a large-scale national scientific conference called Spring Wind for Hungarian researchers from all over the world. 'The budget and property of DOSZ [[Alapszabály](#)]' consist of state finance, the membership fees, donations of legal entities and individuals, and it has business activities as well – in its business units – to achieve its goals.'

Hungarian Youth Conference [Magyar Ifjúsági Konferencia (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 organizations 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 organization was founded in 1999 on the initiative of the Hungarian government. Ever since it is working actively, it organizes different events, conferences. MIK is a counselling forum. Its aim is to make it possible for more and more Hungarian young people to participate in cross-border programs, events ([határon túli programok, események](#)) which support the development of the Hungarian youth community.

The **organizational structure** of MIK is based on territories according to 10 regions. Different youth organizations participate in MIK:

- student organizations,
- youth organizations based on age groups,
- scouts,
- youth organizations of historical churches,
- youth affiliates of political parties and
- other youth NGOs.

The Permanent Committee of MIK consists of the presidents of the regions and the president of MIK. Its supervisory board has 3 members.

It is financed by the New Generation Centre ([Új Nemzedék Központ](#)).

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

It is difficult to involve young people in political decision-making processes as the representation of youth organization is quite low. The official initiatives mentioned above, the [National Youth Expert Forum](#) [Ifjúsági Szakmai Egyeztető Fórum (referred hereinafter to as: ISZEF)] or the National Youth Council [[Nemzeti Ifjúsági Tanács](#) (referred hereinafter to as: NIT)] provide opportunities for young people to articulate their needs towards the government. In most member states of the European Union there are similar organizations to NIT which should be the primary channel of youth for addressing and advocating their needs. (Youth Policy Review p. 85)

Although there isn't any declared or mandatory **law** on how young people should be involved in consultation processes, young people do have the opportunity to articulate their opinion on any matters related to them. All ministries have the right (declared by the law) to agree on strategic cooperation with those youth organizations who could support them in legislation. [[CXXXI Act of 2010](#) On Public Participation in Developing Legislation ([2010. évi CXXXI. törvény](#) a jogszabályok előkészítésében való társadalmi részvételről)]

National Youth Council and Hungarian Youth Conference [[Magyar Ifjúsági Konferencia](#) (referred hereinafter to as: MIK)] are such strategic partners. The National Organization of Student Self-governing Bodies ([Hallgatói Önkormányzatok Országos Konferenciája](#)) and National Union of Doctoral Students [[Doktoranduszok Országos Szövetsége](#) (referred hereinafter to as: DOSZ)] have more declared rights regarding certain fields of legislation (for example in higher education). (See more details in sub-chapter [5.3 Youth representation bodies](#).)

At national level **consultations** of major youth organization and decision-makers are quite common (see above). MIK has its national consultation twice a year. NIT has 2 general assembly meetings each year, furthermore related to specific projects they have additional consultations in the capital and in the countryside where local decision-makers and young people can have a dialogue on certain issues. The [Ministry of Human Capacities](#) and NIT can have consultations on certain specific youth issues as well; these are mainly ad hoc consultations. On local level there isn't a mandatory framework on how young people should be consulted (except for student councils at schools). Local consultations are dependent on local governments.

Actors

Among the **actors of the youth field**

1. youth workers (or experts) should be mentioned who take part in consultation processes as members of an organization or as individuals;
2. also youth and student organizations (dealing with specific youth issues) have to be noted.
3. Ministry professionals who are not decision-makers should also be mentioned.
4. Furthermore, student/ youth councils operating at schools or at local level are relevant actors, too.

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

The authorities who participate in youth consultation processes are mainly

1. the [Ministry of Human Capacities](#),

2. the New Generation Centre Nonprofit Public Ltd. ([Új Nemzedék Központ Nonprofit Közhasznú Kft.](#)), and
3. the relevant ministry regarding certain issues ([Ministry for National Economy](#), [Ministry of Foreign Affairs and Trade](#))
4. plus 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 organizations are important actors as well regarding articulating the needs of youth.

Information on the extent of youth participation

It is mainly the youth organizations that take part in consultations at national level as they can represent young people. Individual young people may participate in consultations at local level or regarding specific issues. Sometimes 30-80 young people take part in consultations held by the [National Youth Council](#) [Nemzeti Ifjúsági Tanács (referred hereinafter to as: NIT)] at local level. They mostly discuss issues which are relevant on local level with the delegates of NIT, NGOs, and other stakeholders, like in the nation-wide project '[Érdekel az Érdked?!](#)' ('Do you care about your Interest?'). Many of these youngsters are representatives of local school student councils.

On the other hand, this number is quite low compared to the fact, that sometimes there can be as many as 1 000 participants at national events dealing with major issues. For example the Young Entrepreneurs Week organized by the [Young Entrepreneurs Association Hungary](#) (referred hereinafter to as: FIVOSZ) in November 2016. A higher number of young people are involved in the Open University ([Szabadegyetem](#)) event organized by NIT.

Outcomes

All official data/decisions are publicly accessible but sometimes in legal terminology, for example in the Hungarian Official Journal ([Magyar Közlöny](#)).

The **major outcomes** of the consultations with young people are usually certain political decisions which were made based on the suggestions of these discussions; for example, postponing or overruling a political decision, or establishing certain forums, for instance, the National Student Council (Országos Diáktanács).

Another visible result of the consultations is the set of recommendations composed by the National Youth Council, which were based on the results of the nation-wide project '[Érdekel az Érdked?!](#)'. The document summarizes the opinions of the participating young people, NGOs, and other stakeholders.

The results are usually published on [the websites of the NIT](#) or the New Generation Centre (Új Nemzedék Központ).

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

The Youth Policy Reconciliation Forum [Ifjúsági Szakmai Egyeztető Fórum (ISZEF)] is where youth organizations and decision-makers meet. (For more information about the Youth Policy Reconciliation Forum/Youth Expert Forum see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#).)

'It is about You!' ('[Rólad szól!](#)') is a dialogue at national level that was first launched in February 2015. It consists of live and later of virtual dialogues with young people without age limit. The program's first round, which was basically a roadshow, was started by the State Secretary for Family and Youth Policy, which is part of to the [Ministry of Human Capacities](#). It had 24 destinations:

1. 19 in Hungary, and

2. 5 cross-border.

The aim ([a cél](#)) was to listen to the problems of the youth. On the opening event in Budapest there was 60 young person present. Altogether 2 000 young people took part in the personal consultations, mainly between the age of 14 and 20 in 2015. The event series are organized yearly, the third one starts in October 2017. [New Generation ([Új Nemzedék](#))] (For more information see sub-chapter [5.9 E-participation](#) - 'It is about You!'.)

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.

	National Youth Strategy 2009-2024	National Youth Strategy – Action Plans	Programme for the Future of New Generation (UNJP)
Type of official document within the national legislation system	Parliament Resolution	Government Resolution	Government Resolution
Date of launch and applicable period	2009-2024	2010-2011 2012-2013 2014-2015 2016-2017	From 2012
References of the legal document (in English)	Parliament Resolution 88/2009. (X. 29.) OGY on the National Youth Strategy	Action Plan 2016-2017: Government Resolution No. 1535/2016 (X. 13) Korm. on the Action Plan for 2016-2017 of the National Youth Strategy)	Government Resolution No. 1494/2011 (XII. 27) Korm. on the Approvement of the Programme for the Future of New Generation, the youth programme of the Government
References of the legal document (in Hungarian)	88/2009. (X. 29.) OGY határozat a Nemzeti Ifjúsági Stratégiáról	A 2016-2017-es CST: 1535/2016. (X. 13.) Korm. határozata Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről	1494/2011. (XII. 27.) Korm. határozat Az Új Nemzedék Jövőjéért Program, a Kormány ifjúságpolitikai keretprogramjának elfogadásáról

The National Youth Strategy 2009-2024 and the Action Plans

The [National Youth Strategy 2009-2024](#) [[Nemzeti Ifjúsági Stratégia 2009-2024](#)] (hereinafter referred to as: NIS)] is based on a broad consensus of

1. the parliament,
2. the parties,
3. the experts and
4. NGOs. (See more in sub-chapter: [1.3 National Youth Strategy](#).)

It states and accepts as a principle that youth participation should be enhanced. The strategy defines the main directions in improvement, and in order to support the implementation of that. Action plans are defined for periods of 2 years concerning

- the necessary instruments,
- concrete actions and
- responsible actors.

The Programme for the Future of the New Generation [Új Nemzedék Jövőjéért Program (UNJP)]

Additionally the Programme for the Future of the New Generation [[Új Nemzedék Jövőjéért Program](#)] (hereinafter referred to as: UNJP) defines certain guidelines on enhancing the participation of youth. The program was launched in 2011 by the Ministry of Public Administration and Justice. [Programme for the Future of the New Generation ([Új Nemzedék Jövőjéért Program](#))]

Scope and contents

There had been an extensive professional reconciliation (among governmental and non-governmental stakeholders – involving the representatives of NGOs and youth experts) before the National Youth Strategy (in short NIS in Hungarian) was developed, it was thoroughly prepared.

When the 2-year-long action plans [cselekvési terv in Hungarian (hereinafter referred to as: CST)] and the Programme for the Future of New Generations (UNJP) were adopted, the discussion was missing. The scope of the latter two (referred hereinafter to as: CST&UNJP) effect the stakeholders of different fields and the government as well, moreover they incite the educational and local stakeholders of governmental and NGO sector.

The action plans of the National Youth Strategy define concrete actions related to its 3 main pillars:

1. Improving 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 organizations.

The main goals [defined under the 2nd pillar](#) are:

- strengthening the system of student interest representation at the educational institutions;
- strengthening youth advocacy institutions both at regional and national level;
- encouraging youth to participate in public affairs regarding all the issues related to them.

The main goals [defined under the 3rd pillar](#) are:

- increasing the level of participation of non-governmental youth organizations in national decision-making processes;
- increasing the level of participation of non-governmental youth organizations in regional and local decision-making processes;
- developing the skillset and attitude that is required for active participation.

There isn't any specific target group within youth whose participation would be especially encouraged, young people aged at least 8-12 years and at most 25-30 years are the main target group.

Responsible authority for the implementation of the strategy

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 government has to report to the parliament about the implementation of the action plans every 4 years. The latest report ([beszámoló](#)) on the achievements of the strategic goals between 2010 and 2013 states the following outcomes:

- community places were established all over the country, both in smaller and bigger settlements;

- the Youth Consultation Cycle [Ifjúsági Konzultációs Kör in Hungarian (hereinafter referred to as: IKK)] was established as part of the structured dialogue aiming to reach young people directly;
- hundreds of young people were involved in the dialogue between youth and decision-makers directly or through NGOs (in 2012-2013 about 700-800 young people);
- Hungary organized 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.

Revisions/Updates

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

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

According to the [Fundamental Law](#) of Hungary (Article VIII.), 'everyone shall have the right to establish and join organisations [...] Trade unions and other interest representation organisations may be formed and may operate freely on the basis of 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 organizations are public bodies [for example the National Union of Doctoral Students (DOSZ)], but the majority of them are associations [for example the National Youth Council (NIT)].

The [State Secretariat for Church, Civil Society and Nationality Affairs](#) operates under the [Ministry of Human Capacities](#). 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 organizations the government have negotiation partners who can represent these groups of the society. There are interest groups according to different fields as well (for example young entrepreneurs – [FIVOSZ](#), young farmers – [AGRYA](#), or doctoral students – DOSZ) and there is an organization as well which represents all young people, the National Youth Council (NIT).

There isn't any special law for recognition and support of youth organizations.

Public financial support

National Cooperation Fund [Nemzeti Együttműködési Alap (NEA)]

The operation of NGOs and their certain programmes and activities (for example advocacy), their publications are supported by the state through the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (in short NEA)] which uses state budget ([az államháztartási alapból gazdálkodik](#)) for its tenders [56§; CLXXV Act of 2011 ([civil törvény](#))]. Operational fund can only be obtained through NEA while there are other grants supporting professional activities.

Children and Youth Fund [Gyermek és Ifjúsági Alap (GYIA)]

The [Ministry of Human Capacities](#) supports the activities, programmes, initiatives of children and young people through the Children and Youth Fund [[Gyermek és Ifjúsági Alap](#) (hereinafter referred to as: GYIA)], which has a state budget chapter ([Gyermek és Ifjúsági Alapprogram](#)). For example:

1. the programmes of youth NGOs on participation,

2. events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions, cooperation.

According to the applications and requests, the Council of GYIA ([GYIA Tanács](#)) decides about the grants, considering the preliminary opinion of the Minister.

Development programmes

Additionally, different development programmes ([fejlesztő, támogató projektek](#)) provide framework for financial support: mainly the Human Resources Development Operational Programme (hereinafter referred to as: EFOP) currently for example

- the [EFOP-1.2.2-15.](#) tender titled as Support for youth activities aims to operate projects of NGOs and public bodies to support the involvement of young people in decision-making processes or
- the [EFOP-1.2.3-VEKOP/15.](#) tender titled as Complex youth developments – new generation reloaded, enhancing social activism of young people,

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 organizations [2§; CLXXV Act of 2011 ([civil törvény](#))].

Local governments

In Hungary it is the task of local governments to support youth. [CLXXXIX. Act of 2011 ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól)] This means that on local level the local governments also support youth organizations, although the form of this support is not defined.

The **type of activities** which are supported by the means of public finance mentioned above are variable: for example

1. camps,
2. mentor trainings,
3. trainings,
4. meetings,
5. advocacy,
6. research,
7. information and communication activities,
8. publications.

Initiatives to increase the diversity of participants

No programmes exist in Hungary on the topic that are available for a wide range of youngsters and financed by the Hungarian state. This issue is not part of the Hungarian government's main goals or rhetorical line.

Governmental initiatives

There have been several governmental initiatives as well for example 'Rólad szól!' programme series (see chapter 5.9 E-Participation), Like-a-Parliament ('[Mint-a-Parliament](#)') or Parliament Youth Days, which aims to encourage youth participation. 'Mint-a-Parliament' is a 2-day long programme series: it consists of a debate day and a sitting day. It aims to let higher education students experience the legislation process which would encourage them to participate and be active in organizations.

The goal of the Parliament Youth Day is to show young people the Parliament, the main institution of democracy where legislation takes place, and to let them learn how they can influence those decisions which affect them so that they can be more active in those

public issues which are related to them. In 2016 250 pupils participated at the event where they had a dialogue with members of the Hungarian and European Union Parliament through an interactive debate game.

The community places operated by the New Generation Centre ([Új Nemzedék Központ](#)) are such places which host not only the implementation of different creative ideas and services but they also allow young people to meet one another, local decision-makers, experts and to spend time together.

NGOs

On the other hand, the majority of national level initiatives are organized by NGOs [for example the [National Youth Council](#) (Nemzeti Ifjúsági Tanács), [Foundation for Democratic Youth](#) (Demokratikus Ifjúságért Alapítvány)].

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

Hungary is one of those European countries where there isn't an individual strategy for civic education; it doesn't appear as an individual mandatory subject at school, but it is part of the [National Core Curriculum](#) and framework [[Nemzeti Alaptanterv](#) (hereinafter referred to as: NAT)]. On the other hand, there are several legal regulations that outline general instructions on education for knowledge and key competences referred in the [Charter of Fundamental Rights](#) of the European Union and in other international statements.

The NAT together with local curriculums (for example Balassi Bálint Gimnázium: Történelem [helyi tanterv](#)) provide 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 on National Public Education of 2011](#) ([Köznevelési törvény 2011](#)). The principles, aims and developmental tasks take shape in framework curriculums. These define the developmental requirements during the process of teaching and learning and the depth of the expected knowledge. These requirements refer to youth at school age, special target groups are not defined.

Formal learning

Social and civic competence education doesn't appear as an individual subject but education for social and civic competences is part of the general and vocational curriculums both at elementary and at secondary level (see above). According to the regulations of the NAT, civic education is part of the subject titled as History, social, civic and economic knowledge. Civic education starts at 7th grade (at the age of 13) and in theory it is part of each further grade but it appears separately with a certain number of teaching hours only at 12th grade (approximately 20% of the history classes are dedicated to civic and economic education).

According to the National Curriculum, the central goal of civic education is to support the development of

- knowledge,
- thinking,
- skills,
- values,
- attitudes and behaviour.

The aim is to introduce young people the democratic state and public life based on the rule of law. It is important to educate pupils for

- civic participation,

- the respect of law,
- compliance of rules regarding coexistence,
- respect of human dignity and human rights,
- nonviolence and fairness.

NAT underlines that 'participation in public affairs requires the development of creativity, individual creative thinking, analytical and debate skills'. ([Act on National Public Education of 2011](#))([Köznevelési törvény 2011](#))

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 on National Public Education of 2011](#) (2011. évi CX. 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. (See sub-chapter [5.3 Youth representation bodies](#).)

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 organize similar programmes together with NGOs but in most schools there aren't such initiatives.

Community service

Community service is an example for encouraging students' participation. The Act on National Public Education of 2011 (in force since 1 January 2015) requires a 50-hour-long community service for students before high-school graduation. It is the responsibility of schools to organize the community service based on the choice of the student. Students may fulfil the community service task at state or local-governmental institutions, NGOs or other non-profit organizations, churches or even at individuals. (More information is available in sub-chapter [2.5 Youth Volunteering at national level](#).)

Other large-scale political initiatives

Other large-scale political initiatives and programmes regarding participation are not common. In some towns town-level self-governments (school student councils at town level)[városi diákönkormányzatok (hereinafter referred to as: VDÖK)] were established which provides the opportunity for young people to articulate their opinion towards decision-makers at town level. The VDÖKs operate well at only a small number of towns, at most places they don't exist. They don't have unified funding rules..

Partnerships between formal educational institutions and youth organizations

As far as we know – there isn't any legal framework on forming partnerships between formal educational institutions and youth organizations. Erasmus+ programme provides funding for cross-sector projects, however the implementation of certain projects depends on

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

Initiatives to support civic education of youth by the civil society

There are and there were initiatives to support the civic education of youth by the civil society. Good examples are the [Kurt Lewin Foundation](#) and the [Foundation for Democratic Youth](#) (hereinafter referred to as: DIA) which has had programmes to support active participation of young people for 15 years, for example with the methodology of democratic debates. More than 100 000 young people and 1 000

teachers and youth workers participated in the programmes of this organization. (Youth Policy Review p. 40)

Financial support and national level programmes

There isn't detailed information on the financial support of these programmes. There isn't detailed information either on **national level programmes** which establish or support educational projects regarding civic and social competence development.

Quality assurance/quality guidelines for non-formal learning

In Hungary the unified national principles and guidelines are under development regarding the recognition of the outcomes of informal and non-formal learning.

Between 15 November 2011 and 30 November 2015 the Hungarian Qualifications Framework [Magyar Képesítési Keretrendszer (hereinafter referred to as: MKKR in Hungarian)] [was developed as part](#) of the TÁMOP-3.1.8 project titled as Overall quality development in public education. A 2012 government regulation accepted the new, learning-outcome based MKKR. The aim of MKKR (a Magyar Képesítési Keretrendszer [célja](#)) is to systematize the different levels and forms of education and training in a unified framework, such as the knowledge and competences gained through non-formal and informal learning. In the evaluation system

- knowledge,
- ability,
- autonomy,
- responsibility and
- attitude descriptors are important aspects which all have 4 layers.

We do not have information yet on how MKKR is implemented in projects of non-formal learning. We do not have information on 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 school books were published about social and civic knowledge. Typically, handbooks and pedagogical support materials are available on the websites of different NGOs and schools, furthermore other framework curriculum materials are available for teachers on the internet. But they do not reach a wide range of educators.

Youth experts (special helpers, teachers, decision-makers, researchers) sometimes have the opportunity to take part in different events on several subjects related to youth. A smaller number of these events are organized by the state [for example Youth Policy Reconciliation Forum (ISZEF), New Generation Centre (UNK)] but there are several initiatives of NGOs as well [[Hungarian Association of Youth Service Providers](#) (hereinafter referred to as: ISZOSZ), '[Ifjúságügy](#)'; or [Foundation for Democratic Youth](#), [Pillar Foundation](#), and so on].

There are certain organizations that organize classes (under certain circumstances) about debate culture (for example DIA) or the EU (Pillar Foundation). But they do not reach a wide range of young people.

The different Erasmus+ actions also provide opportunities for educators to support the development of civic competences, although the participation of teachers depends on the individual motivation.

There are only a few professional trainings ([szakirányú továbbképzés](#)) for teachers that deal with community service or raising awareness of rights or include human rights, democratic values as part of its subjects, and these trainings are mainly for ethics teachers.

5.8 Raising political awareness among young people

Information providers / counselling structures

The information on democratic rights and values is disseminated through

- the national curriculum,
- the New Generation Centres [[Új Nemzedék Központ](#) (UNK)] and
- programmes organized by NGOs.

The public spaces operated by the New Generation Centre Nonprofit Kft. are the so-called New Generation Centres (in 18 county seats, in Budapest and in Cegléd). These centres serve also as contact points ([Kontaktpont-irodahálózat](#)) where young people can gain different information and where many democratic initiatives can be realized.

The New Generation Reloaded Project ([Új Nemzedék Újratöltve](#)) mentioned above is financed through a European Union grant (EFOP-1.2.3-VEKOP-15-2015-00001).

Youth-targeted information campaigns about democratic rights and democratic values

There is no information on current, nation-wide campaigns for young people informing them on democratic rights and values or on awareness raising campaigns on European values. Although a project called 'Education for Democratic Citizenship (EDC)' ('[Demokratikus Állampolgárságra Nevelés Projekt](#)') must be mentioned. The project, which was realized at the beginning of the 2000s, aimed at preparing students to an active and responsible participation in society and to familiarise them with democratic rights.

First voters have been always important for the current government in power. Those young people who became of legal age since the latest elections always get a present if they participate in the elections. These presents usually relate to the topic of the election. The presents are given by the National Election Office.

For example, in 2014 the office ordered 15 310 blue plastic cards (in the size of a credit card) for young people, whose first voting was the European Parliament election. On one side of the card there was a title 'Memento for first voters 2014' ('[Emlékül az első választóknak 2014](#)') with the coat of arms of Hungary and the European Union's yellow stars. On the other side there was a quotation from the Hungarian Fundamental Law:

'We are proud that our people has over the centuries defended Europe in a series of struggles and enriched Europe's common values with its talent and diligence. (...) We believe that our national culture is a rich contribution to the diversity of European unity.' ([The Fundamental Law of Hungary](#), p. 2)

Promoting the intercultural dialogue among young people

Fostering the dialogue among young people is supported by mainly individual, NGO and local initiatives or there are also certain projects which focus on the same aim. Such project for example, was a 2016 spring call for applications on fostering intercultural dialogue between Roma and non-Roma people. ([Roma és nem-roma interkulturális párbeszéd elősegítése](#))

Promoting transparent and youth-tailored public communication

No programmes exist in Hungary on the topic that are available for a wide range of youngsters and financed by the Hungarian state. This issue is not part of the Hungarian government's main goals or rhetorical line.

There is no data on trainings available for politicians and decision-makers on youth-tailored communication. There are several bachelor programmes for those who are interested in becoming a youth worker, however these are available for anyone (who meets the admission requirements), including decision-makers.

5.9 E-participation

As far as e-participation is concerned, there is still room for development. Although there is no established practice in Hungary, e-participation is present in various programmes and projects.

New Generation web portal

The web portal New Generation ([Új Nemzedék](#)) was established to provide up-to-date and dynamic content to youngsters about several topics concerning them in a relevant form. The infotainment website contains both light, entertaining content and more serious information. (Youth Policy Review p. 86) The website is currently active together with its [Facebook page](#).

'It is about You!'

The 'It is about You!' ('[Rólad szól!](#)') is a series of consultation events which is organized yearly for young people. During the programme they are able to **meet decision-makers** in person and online as well (by filling in a questionnaire). The government looks at those ideas that emerged during the project and use them in preparing the decision making process – said [Ms. Katalin Novák](#), State Secretary for Family and Youth Affairs.

In 2015, 2 000 young people, mainly between the age of 14 and 20, took part in the personal consultations between February and May 2015. Participants had the opportunity to exchange their points of view, which resulted in constructive debates about several topics, such as:

1. the question of safety in clubs;
2. cyber bullying/cyber intimidation;
3. opinions about the increase in family benefits,
4. the importance of volunteering.

The consultation series continued online from 1 June 2015 targeting a wider audience, the main topics were:

1. occurrence of those events that address the young;
2. young people's information gathering habits
3. the importance of foreign language skills;
4. young people's future plans.

'It is about You' 3.0 ('[Rólad Szól 3.0](#)') starts on 3 October 2017 with 25 destinations. [New Generation 2017 ([Új Nemzedék 2017](#))]

5.10 Current debates and reforms

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

6. Education and Training

In Hungary there are two main challenges to young people's participation in education and training which are determined by 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 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 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 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

In Hungary, the proportion of those participating in education has further decreased since 2008, but in 2016 it still exceeded the figure from the turn of the millennium. According to the data, 40% of young people participated in some organized, school-based training. Among them, 86% of 15-19 year-olds, 34% of 20-24 year-olds, and 9% of 25-29 year-olds have been in education. [Hungarian Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#))] In the 2016/2017 academic year, the rates continued to decrease: the number of children kindergartens has dropped by 1.1%, the number primary school pupils by 0.5%, the number of middle school students by 3.6%, and in higher education, the proportion of students has shrunk by 2.2%. ([KSH, 2017](#))

Basic education is ensured by the Fundamental Law of Hungary. According to Article XI:

'(1) Every Hungarian citizen shall have the right to education.

(2) Hungary shall ensure this right by extending and generalising public education, by providing free and compulsory primary education, free and generally accessible secondary education, and higher education accessible to everyone according to his or her abilities, and by providing financial support as provided for by an Act to those receiving education.

(3) An Act may provide that financial support of higher education studies shall be subject to participation for a definite period in employment and/or to exercising for a definite period of entrepreneurial activities, regulated by Hungarian law.' ([Fundamental Law of Hungary](#))

Educational institutions ([intézményrendszer](#)) in Hungary are operated by the Hungarian state and include kindergartens, primary schools and secondary schools. The attendance in these institutions is free of charge for Hungarian citizens, and also compulsory up to a [certain age](#).

The laws regulating public education were laid down in the [2011/CXC Act](#) on National Public Education ([2011. évi CXC. Nemzeti köznevelésről szóló törvény](#)). The state is obliged to provide the right to its citizens to participate in primary and secondary education and to obtain their first vocational qualification. A recent, but important change ([változás](#)) is that adults now have the possibility to obtain their first and second vocational qualifications at an evening school or through distance education, without age restrictions.

General government expenditure on education as a proportion to the GDP was 5.2% in 2014, slightly above the EU average (4.9%). (Eurostat Referred in: [European Commission, 2016](#))

The rate of early school leavers remained unchanged

The proportion of early school leavers stagnated in 2016, but it shows a very varied picture according to geographical regions and type of school. In 2016, the rate of early school leavers was 12.4%. ([Eurostat, 2017](#)) In 2015, it was 11.6%, and this has not

changed significantly in the past three years. Concerning regions, the highest proportion was observed in the North-Eastern part of Hungary, where poverty rate is the highest. In addition, 59.9% of Roma students are early school leavers, while this ratio is only 8.9% among non-Roma students. 46.9% of early school-leavers come from vocational schools, 33% from vocational secondary schools, and 12.9% from secondary schools. ([Comission Staff, 2017](#))

Challenges to young people's participation in education and training

By accepting the [Europe 2020 strategy](#), Hungary has committed itself to

1. increase the proportion of those between 30-40 years who have higher or equivalent qualification to 34%, and to
2. reduce the proportion of early school leavers between the age of 18 and 24 (especially disadvantaged, multiply disadvantaged and Roma students) to 10% by 2020.

In addition, the aims of the measures to be taken in the area of education policy include:

1. developing the key competencies of students and
2. making the educational structure more interoperable, supported by non-formal and informal learning programs, as well as the reorganization of higher education ([Government of Hungary, 2017](#))

The educational attainment of Roma students

'Hungarian education faces equity challenges. Students' performance is linked to their socioeconomic background, and the participation of disadvantaged groups, in particular Roma people, in inclusive mainstream education needs to increase.' ([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 very small 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 Bulgaria, Greece, Hungary and Slovakia despite the legal prohibition of this practice and recent case law of the European Court of Human Rights.'

Inequality of access to higher education

Forms of higher education include:

- short-cycle higher education,
- Bachelor's degree,
- undivided programs offering Master's degree.

The entrance procedure for the above forms of the higher education system is based on the general knowledge of applicants, their secondary school grades and the results of their final exams at secondary school. There are no particular entrance exams, points are calculated based on the above grades.

In order to enforce the right to education, the Fundamental Law of Hungary ensures the accessibility to higher education and the financial support of participants of higher education depending on their abilities. Secondary school graduation is necessary, points can be collected based on the students' secondary school results.

In 2013 the Act of National Higher Education was modified, the government terminated the system of 'frame-numbers'. The entrance procedure is organized 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.

Based on the statistics ([felvételi statisztika](#)) from the previous years, the number of students entering higher education has remained the same for a while. The below figures show the number of students enrolled in higher education in each year, including state-financed and fee-based programs, as well as students enrolled in the supplementary entrance procedure:

- in 2016, 85 019 students were enrolled out of 124 982 applicants,
- in 2015, 82 897 students were enrolled out of 119 714 applicants,
- in 2014, 86 032 students were enrolled out of 121 446 applicants,
- in 2013, 83 354 students were enrolled out of 109 271 applicants,
- in 2012, 92 475 students were enrolled out of 126 574 applicants.

OECD - PISA 2015

'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, 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 a low social status.' (Youth Policy Review 2016, p. 13) For more information see Eurydice report, sub-chapter [2.3. Organisation of the Education System and of its Structure](#).

ISCED levels and VET

In Hungary,

'compulsory pre-primary education (ISCED 0-1) begins with the kindergarten at the age of 3. Pre-primary education is meant for children from 3 to 7 years of age, the final year of pre-primary education prepares children for primary school.'

For basic education (ISCED 1 and 2) there are 8-grade single structure schools, which begin at the age of 6 or 7, after which they choose a secondary school. Students can choose between

- secondary general programmes (ISCED 2+3),
- vocational programmes, special vocational programmes (ISCED 3) or
- vocational secondary programmes (ISCED 3).

'The division of the twelve-year general education may vary: it can be divided either into 8 years of primary education + 4 years of secondary education, or 4 years of primary education + 8 years of secondary education, or 6 years of primary education + 6 years of secondary education. Some secondary school language programmes (bilingual or language specialised classes) may have an extra preparation year. On the basis of their received points, students gain admission to secondary schools after a central secondary school entrance exam and at the oral / oral + written entrance exam taken at the schools respectively.' [National Office of Vocational Education and Training and Adult Learning ([Nemzeti Szakképzési és Felnőttképzési Hivatal, 2014](#))]

There are also 1-2 year programmes of post-secondary vocational education (ISCED 4). For more information, see Euridyce, sub-chapter [2.3 Organisation of the Education System and of its Structure](#).

Adult education

'For those who are not able to complete their education in a regular full-time school, adult education, and adult training outside the school system provide learning opportunities. 16 year old students or older have the possibility to continue their education as adult education, instead of full-time schooling, in an evening school or in 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](#))

Main concepts

In Hungary, the [2011/CXC. Act](#) 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' [[2011/CXC. Act](#) 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' [[2011/CXC. Act](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről)]

The concept of early school leavers is regulated at the European level. Early school leavers are those 'who leave education and training with only lower secondary education or less, and who are no longer in education and training.' ([Council of the European Union, 2011](#))

In the documents of the [Hungarian Central Statistical Office](#) ([Központi Statisztikai Hivatal](#)), definitions are included. Early school leavers ([korai iskolaelhagyók](#)) are considered to be young people aged 18 to 24 who have no more than primary school education and have not participated in education or training inside or outside the school system during the last four weeks.

For non-formal and informal education, definitions from 2008 can be found.

'The [non-formal education](#) (outside the school system) takes place alongside the main educational and training systems, and does not always provide a formal certificate. It may also be provided by the workplace or through organisations or services which were established in order to supplement formal education. [...] The [non-organised forms of learning](#) belong to the sphere of informal learning. These are learning activities which might occur in anybody's life both in the family or in the workplace based on personal experiences or familial or social guidance. Informal learning is a natural part of everyday life.' ([Hungarian Central Statistical Office](#))

6.2 Administration and governance

Governance

In Hungary, the main body responsible for education is the [Ministry of Human Capacities](#), and its organizational unit called the State Secretariat Responsible for Education ([Oktatásért Felelős Államtitkárság](#)). Furthermore, for vocational and adult training, the State Secretariat Responsible for Labour Market and Training ([Munkaerőpiacért és Képzésért Felelős Államtitkársága](#)) of the [Ministry of National Economy](#) is responsible. The most important background institution is the [National Institute of Vocational and Adult Training](#) ([Nemzeti Szakképzési és Felnőttképzési Hivatal](#)).

'The new Public Education Act adopted in 2011 extends the competence of the Minister for public education in education administration in line with the public administration reform. Recently, the state, in accordance with the new public administration concept and with Act CLXXXVIII of 2012 and the amendment of the Act on Municipalities, has taken over the schools operated by the municipalities. To operate state-maintained schools, the government has established a national school maintenance centre Klebelsberg Institution Maintenance Centre ([Klebelsberg Központ](#)).' (Eurydice, sub-chapter [2.6 Administration and Governance at Central and/or Regional Level](#))

Furthermore, an important actor of the educational policy is the Educational Office ([Oktatási Hivatal](#)) which operated under the Ministry of Human Capacities. It is responsible for all issues related to the matter of studies, from the date of entry into primary school, until the highest qualification is obtained (except for adult training).

National Pedagogue Faculty

The National Pedagogue Faculty ([Nemzeti Pedagógus Kar](#)) is a local governmental body of the teachers working in public education institutions maintained by state and local governments. Every teacher can be a member of it. The main purpose of the organization is to comment on legislation related to education, overview the organization of the compulsory community service for secondary school students in Hungary and to operate the related advisory and information system. For more information on school community service, see chapter [5. Participation](#).

Public actors in higher education

Hungarian Rectors' Conference (Magyar Rektori Konferencia)

In Hungary, there are two national organizations that represent actors of the higher education. The [Hungarian Rectors' Conference](#) [Magyar Rektori Konferencia (MRK)] provides representation of the entire Hungarian higher education institution system. The board consists of heads of institutions and is [responsible for](#):

- representation of higher education institutions,
- protecting their interests, and
- participating in the performance of public tasks.

National Organization of Student Self-governing Bodies (Hallgatói Önkormányzatok Országos Konferenciája)

The organization for the representation of students is the National Organization of Student Self-governing Bodies [[Hallgatói Önkormányzatok Országos Konferenciája](#) (HÖÖK)]. It is organized and functioning on a democratic basis by the students' self-government of higher education institutions. In order to improve Hungarian higher education, it performs various activities ([tevékenységek](#)):

- activities linked to higher education and youth policy,
- maintains contact with Hungarian students in the neighbouring countries,
- initiates legislation to carry out these tasks,
- forms opinion,
- organizes conferences and professional lectures. (For more information see sub-chapter [5.3 Youth representation bodies](#).)

Educational Research and Development (Oktatáskutató és Fejlesztő Intézet)

The core task of the former Institute for Educational Research and Development ([Oktatáskutató és Fejlesztő Intézet](#)) was to carry out

1. research,
2. development,
3. innovation and
4. service activities for public (and to a lesser extent) higher education.

The [activities](#) of the institute were:

- research and development in public and higher education,
- international benchmarking and analysis,
- expert activities in the preparation of professional decisions on education management,
- data services,
- and broad dissemination of professional results.

The Hungarian Institute for Educational Research and Development ([Oktatáskutató és Fejlesztő Intézet](#)) was terminated by a government decision ([kormányhatározat](#)) and

'its tasks were transferred to Könyvtárellátó Nonprofit Kft. as of 01 January 2017. Tasks related to educational development (such as research, content and textbook development) are performed by a state institution of higher education ([Eszterházy Károly University](#)) appointed by the Ministry of Human Capacities. Management of the above tasks are carried out by the Ministry of Human Capacities.'

The tasks of the Hungarian Institute for Educational Research and Development (apart from publishing textbooks) were taken over by the Institute for Educational Research and Development at [Eszterházy Károly University](#) ([Eszterházy Károly Egyetem](#) Oktatáskutató-és Fejlesztő Intézet).

Important organizations of teachers

Two organizations from the side of the teachers are worth mentioning, which have a role to play in education policy:

1. the Democratic Trade Union of Teachers ([Pedagógusok Demokratikus Szakszervezete](#)), and
2. the Trade Union of Teachers ([Pedagógusok Szakszervezete](#)).

The first one is the Democratic Trade Union of Teachers ([Pedagógusok Demokratikus Szakszervezete](#)), which was founded in 1986 and whose activities include education and labor interest reconciliation, pedagogical representation and legal assistance. The other organization is the Trade Union of Teachers ([Pedagógusok Szakszervezete](#)), which is the oldest and, according to its membership, the largest sectoral trade union in Hungary. Its

job is, among others, to provide advocacy and protection of the interests of teachers and educators.

Non-public actors taking part in the development of policies in education

The Trade Union of Employees in Higher Education (referred hereinafter to as: FDSZ)

'The [FDSZ](#) is an independent organisation safeguards higher education employees' interests according to laws and any other legislative acts and is able to create 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, develops and maintains relationships with home and international organisations dealing with education and working life by representing public servants' interests employed in higher education.'

FDSZ is the third biggest Union in Hungary, and its members are from higher education institutions (teachers, administration staff, researchers, support personnel, technical assistant staff, teachers at preparatory schools of universities and also retired higher education staff members).

General distribution of responsibilities

From January 1, 2017, the institutions of public education are run by the Klebelsberg Center ([Klebelsberg Központ](#)), organized into 58 educational district centers. Educational institutions founded by national minority self-governments or churches, as well as private schools and kindergartens maintained by cities may continue to operate. In their case, the maintainer is to determine the operating rules. The educational district center ([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 ([Chapter 2.7 Administration and Governance at Local and / or Institutional Level](#))

Cross-sectorial cooperation

The complexity and consistency of policies (education, employment, health, law enforcement, social policy, cultural policy, job creation initiatives, and so on) are particularly important for young people with low qualifications in the labor market in adapting to a changing economic environment and improving their employability. The role of adult and vocational training is also crucial. (For more information about the labor market situation of youth see chapter [3. Employment & Entrepreneurship](#).)

One of the main areas of the Public Education Development Strategy ([Köznevelés-fejlesztési stratégia](#)), adopted in 2014, is the fight against leaving school without qualifications, to which the later [\[6.3. Preventing early leaving from education and training \(ELET\)\]](#) discussed medium-term strategy and action plan was elaborated. The ESL Action Plan ([cselekvési terv](#)) states, that many sectors are responsible for the implementation of the ESL strategy, and therefore, cooperation between sectors, as well as the realization of a coordinated, integrated implementation-supporting co-operation, is of utmost importance. In addition, there is a need for local and institutional co-operation (social, child protection, cultural, sports, youth protection, libraries, and so on).

Legislative changes in recent years have demanded and also presuppose many 'sectoral' co-operation, for example, due to the legal division of tasks in the secondary school structure, where vocational training was transferred to the [Ministry of National Economy](#). Similarly, the operation of other government sectors (ministries, such as the [Ministry of Defence](#), [Ministry of Interior](#)) as the maintainers of institutions is also a field for such cooperation. In addition, there is a need for cooperation for the compulsory community service for high school students ('[Fogadó Intézmény](#)') in Hungary, for example in social, health and environmental areas. For example in the case of thematic weeks (see sub-chapter [6.4 Validation of non-formal and informal learning for more information](#)) when

providers and employers work with educational institutions. Examples can also be found for when a company carries out a school maintenance task ([Audi Hungaria Schule Győr](#)).

In the field of talent management, there are also examples of sectoral co-operation, for example 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. During their training they can get to know directly and become part of work processes and they can spend much more time practicing their professional skills than in traditional training form.

While skills needed in the labour market are made part of the curricula, potential candidates with a dual diploma have experience in project-based work and of processes of larger organisations. With the promotion of professionals with adequate qualifications, the transition from education to work is smoother.

As a result of the growing number of participants of dual training programmes, sufficient numbers of well-trained future employees are available in all regions of the country. Cooperative type educational programmes provide also with the possibility of involving experts with private sector experience to teaching. Student net salary is equal to the minimum wage for the whole duration of their studies. In return, economic partners of the programme can probate tax incentives.

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 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 organization and management.

At system level:

1. implementation of cross-sectoral co-operation,
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](#) is responsible for the implementation of the strategy, including the State Secretariat for School Education ([Köznevelési Államtitkárság](#)). Since the strategy was adopted in 2016, its first audit has not yet been released.

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 19 November 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 national level.

The support system is intended to contribute to the achievement of the 'Medium-term strategy against school leaving without qualifications' (['A végzettség nélküli iskolaelhagyás elleni középtávú stratégia'](#)), and to help achieving the targets of the [Europe 2020 strategy](#), namely that the proportion of early school leavers in Hungary should fall to 10% by 2020. The system draws attention to situations and areas requiring development ([fejlesztendő területek](#)) that, if recognized 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.

Formal education: main policy measures on ELET

In Hungary, the [Tempus Public Foundation](#) coordinated the '[CroCooS](#) (Cross-sectoral cooperation focused solutions for preventing early school leaving) – Prevent dropout!' Program, which was launched under the [European Commission's Lifelong Learning Program](#). Within the framework of '[Objective Implementation of the education and training EU strategy](#)' ('Az oktatás és képzés terén meghatározott uniós stratégiai célkitűzések végrehajtása') between 2014 and 2017, mainly from EU funds, the main [aim](#) of the initiative was to support policies in reducing early school leaving. The introduction of a [complex early warning and intervention system](#) where schools can develop a system for themselves for screening and assisting young people at risk of dropping out was the practical outcome of the program.

Scholarships for preventing early school leaving

The Arany János Talent Program ([Arany János Tehetséggondozó Program](#)), Arany János College Program ([Arany János Kollégiumi Program](#)) and Arany János College-Vocational School Program ([Arany János Kollégiumi-Szakiskolai Program](#)) are complex support scheme 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 'Middle-term strategy against leaving school without qualifications' (['A végzettség nélküli iskolaelhagyás elleni középtávú stratégia'](#)) as it aims to provide complex-pedagogical, social, health and cultural support for drop-out groups of students. Further developments of the program are focusing on specific objectives and target groups ([Arany János programok](#)).

The 'Road to School Scholarship Program' ([Útravaló Ösztöndíjprogram](#)) was set up to provide support for disadvantaged youth (mainly Roma) to prepare for further education or finish their current studies in primary or secondary education. The Roma Girls Incorporation Program ([Roma lányok korai iskolaelhagyásának megelőzése](#)) also aims to prevent school dropouts by increasing the learning motivation of Roma girls aged 10 to

18 years. For more information about scholarship programs, see sub-chapter [4.4 Inclusive Programmes for Young People](#).

The KOALA-program

The KOALA Education Base Program ([KOALA oktatási alapprogram](#)) was set up in 2016 to focus on

- differentiated development,
- co-operation, and
- equal opportunities

by providing specific opportunities and compensation for disadvantaged groups by introducing new principles and methods in a personalized manner. In addition, to assisting disadvantaged children, it also supports talented students. Therefore, 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 School Education Bridge Program

The adult education programme of the [Ministry of Human Capacities](#), the School Education Bridge Programme ([Köznevelési Hídprogram](#)), helps the return of early school leavers to education. It aims to introduce young people to vocational trainings that meet the needs of the labor market.

The programme was launched in 2013, and those young people can participate in it, who

- haven't finished their basic education,
- have successfully completed at least six primary school years and
- have reached the age of 15.

The program is divided into two parts:

1. the School Education Bridge Program (Köznevelési HÍD – program), and
2. the Vocational Training Bridge Program (Szakképzési HÍD – program).

First, the School Education Bridge Program (Köznevelési HÍD – program), for which the Klebelsberg Center ([Klebelsberg Központ](#)), and the Educational district centers ([Tankerületi Központok](#)) are responsible. Second, the Vocational Training Bridge Program (Szakképzési HÍD – program), for which the [National Institute of Vocational and Adult Training](#) ([Nemzeti Szakképzési és Felnőttképzési Hivatal](#)) is responsible in general, and the Vocational Training Centurms ([Szakképzési Centrumok](#)) are coordinating at local level.

According to the government's regulation [[322/2016. \(X. 27.\) Korm. rendelet](#) a Szakképzési Hídprogramban részt vevő tanulók ösztöndíjáról, valamint a részt vevő pedagógusok pótlékáról], young people who participate in the program are eligible to receive scholarships, while their teachers receive additional grants. In the 2016/2017 school year, nearly 2 300 students participated in day-to-day trainings, nearly 770 fewer than in the previous academic year. ([KSH, 2017](#)) The Bridge program is also mentioned in Eurydice' sub-chapter [2.3 Organisation of the Education System and of its Structure](#).

Addressing ELET through non-formal and informal learning and quality youth work

The Tanoda program ([Tanoda program](#)) was established to prevent early school leaving. It is a community scene featuring a non-governmental organization with local features based on voluntary participation and focusing on individual needs of children. It provides a complex service for the development of personality, that would be otherwise unavailable for disadvantaged children.

The schools ([iskolák](#)) are usually established by foundations, public benefit organizations and other non-governmental organizations, 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 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 organizes afternoon trainings, where they provide individual development, rehearsal, computer use and English language training. The Toldi Tanoda, created by the [Real Pearl Foundation](#) ([Igazgyöngy Alapítvány](#)) aims to develop reading motivation, reading comprehension, mathematics, foreign language and social competences, prepares children in kindergarten for school, and organizes recreational development programs.

Cross-sector coordination and monitoring of ELET interventions

The 2016 Action Plan ([akcióterv](#)) of the 'Mid-term strategy against leaving school without qualifications' ('[A végzettség nélküli iskolaelhagyás elleni középtávú stratégia](#)') defines which sectors need to cooperate for the implementation of the strategy.

On 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 institutions, and
- libraries is needed for building the knowledge base between sectors.

In addition, local and institutional cooperation of civil (including organizations in social, healthcare, sports, child and youth protection), economic and cultural institutions is important, and the cooperation of is necessary. It is also important to establish efficient communication and cooperation between the schools and the various stakeholders, and the participation of local cultural institutions in out-of-school educational activities.

Monitoring of ELET interventions

The 'Mid-term strategy against leaving school 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 analyzing 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 signaling system for statistical and diagnostic purposes, which is able to follow an individual's life and to support with intervention if necessary,
4. evaluation of programs to decrease rate of drop out, feedback of results.

Implementation of the national Youth Guarantee Programme

In the framework of the II. Youth Guarantee Active Labor Market Programme ([programok](#))(GINOP-5.2.1-15, VEKOP-8.2.1-15), young people under the age of 25 have the opportunity to take part in trainings organized by the [labour centers](#). The trainings focus on how to become an entrepreneur, how to obtain a marketable vocational qualification.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

'Hungary does not have a nationwide validation system based on uniform principles and procedures. The validation of non-formal and informal learning outcomes appears in some policy documents as an important tool for lifelong learning, but there is no

evidence of an explicit national strategy. No strategy has therefore been developed so far, and a comprehensive validation system which covers any education or training sector is also missing. There are some fragmented, specific methods and procedures but these have very limited scope in relation to institutional practice.' ([Cedefop, 2016](#))

'By 2018, Hungary has to meet EU requirements to enable adult learners to have their prior knowledge validated and recognised either for obtaining a qualification in adult training or shorten the length of their training.' (Eurydice, sub-chapter [8.5 Validation of Non-formal and Informal Learning](#))

This was stated in the Government's 'Framework Strategy for Lifelong Learning Policy for 2014-2020' ('[Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#)'). In Hungary, the main target groups of the validation process, based on Anett Kovács's study ([tanulmány](#)) are:

- the unemployed,
- the low-skilled, and
- the early school leavers.

To the support of non-formal / informal learning, the EFOP-3.2.15-VEKOP-17, '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.

Recognition of skills acquired with non-formal and informal learning in higher education

Section 49. (6) of the [2011/CCIV. Act](#) on National Higher Education [[2011. évi CCIV. törvény](#) 49. § (6) bekezdése] states, that the Credit Transfer Committee (Kreditátviteli Bizottság) may recognize knowledge and work experience gained through non-formal or informal learning According to Section 54. (9) of the Government Regulation no. 87/2015. (IV. 9.) on implementing certain provisions of the Act [[87/2015. \(IV. 9.\) Korm. rendelet](#) 54. § (9) bekezdése], the competences acquired and the experiences gained during the course of work can be acknowledged in the form of credits or exemptions. The procedure is regulated at the institutional level, and the student has to prove the existence of competences or experience with documents.

Information and guidance

Based on the Hungarian legislation, former studies and work experience can possibly be recognized in the higher education system:

1. [2011/CXC. Act](#) on National Public Education (a [2011. évi CXC. törvény](#) a nemzeti köznevelésről), and
2. 87/2015. (IV. 9.) 54. § (9) Government decision [[87/2015. \(IV. 9.\) Korm. rendelet](#) a nemzeti felsőoktatásról szóló 2011. évi CCIV. törvény egyes rendelkezéseinek végrehajtásáról].

A proposal has already been created in order to establish a validation system ([validációs rendszermodell](#)), which is to be based on three elements:

1. a validation procedure regulated by the institutions of higher education,
2. a knowledge centre to ensure the development of the system and a 'bridging element', which would enable the organization of services and

3. cooperation between the two previous elements.

Development of Institutions of Higher Education (EFOP-3.4.3-16)

The aim of the project called 'Development of Institutions of Higher Education in Order to Improve the Quality and Accessibility of Higher Education' ([EFOP-3.4.3-16](#) Felsőoktatási intézményi fejlesztések a felsőfokú oktatás minőségének és hozzáférhetőségének együttes javítása érdekében) is to improve the transfer of knowledge to local communities and enterprises. In the new, so-called Community Training Centres of Higher Education ([Közösségi Felsőoktatási Képzési Központ](#)) or sites the below service-related developments may be supported:

- development of non-formal learning tools in order to support lifelong learning,
- educational programs based on individual motivation and social needs without formal qualifications,
- organization and development of non-formal educational courses.

Development of Communication and Skill-development Programs (EFOP- 3.4.4-16)

The project called 'Development of Communication and Skill-development Programs to Support Entrance to Higher Education and Promotion of Courses in Mathematics, Sciences, Engineering and IT' ([EFOP- 3.4.4-16](#) A felsőoktatásba való bekerülést elősegítő készségfejlesztő és kommunikációs programok megvalósítása, valamint az MTMI szakok népszerűsítése a felsőoktatásban) includes supported activities in which students are given assistance to develop communication skills and competences in order to enter higher education. Supported activities should enable students to acquire professional skills and practical experiences and to take part in non-formal preparation. Recruitment and deliberate preparation is needed in which the institutions of higher education should have an active role as well.

Besides, the project supports other activities, such as

- courses based on individual motivation and social needs without giving any formal qualifications,
- workshops,
- lectures,
- study groups,
- trainings for students in order to increase their chances to enter higher education.

Quality assurance

The quality assurance of the arrangements for the validation of non-formal and informal competences is ensured in the [Fundamental Law of Hungary](#) 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 [2011/CXC. Act](#) on National School 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'.

Main cross-border mobility programmes for students in formal education

One of the most significant mobility programs of [Tempus Public Foundation](#) 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. 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 ([Campus Mundi ösztöndíjak](#)) scholarship program is a higher education mobility program whose main goal is to ensure that Hungarian higher education is actively involved in international mobility processes. Within this framework, Hungarian higher education students can participate in foreign training courses, for which they can get a scholarship (short study trip / individual and group / vocational training, part-time training). The experience gained through foreign training contributes to the improvement of the employability of higher education graduates, and to the training of internationally informed, self-conscious Hungarian intellectuals.

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

In Hungary, until September 2016 the education and training part of the [Erasmus+](#) programme was coordinated by [Tempus Public Foundation](#), while the [National Institute for Family, Youth and Population Policy](#) was in charge of the implementation of the youth part. The two agencies merged on 1 September 2016 creating a single national agency for the whole programme, which offers opportunities in three key actions:

- mobility of individuals
- cooperation for innovation and the exchange of good practices
- support for policy reforms.

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.

In addition, the Tempus Public Foundation, which is responsible for Erasmus+ co-ordination, reports ([éves jelentés](#)) from year 2007 onwards on the effectiveness of its programs.

6.6 Social inclusion through education and training

Educational support

The [12th Chapter](#) of the Eurydice report defines the groups of children and pupils who receive special attention based on the act on public education:

- children and pupils in need of special support, including:
 - children/pupils with special educational needs (for example children/pupils with physical disability)
 - children/pupils with social, learning and behavioural difficulties
 - exceptionally gifted children/pupils

- disadvantaged children/pupils and those with multiple disadvantages.

There are different institutions and professionals who provide services for children/pupils with special educational needs:

1. institutions of the Pedagogical Assistance Service;
2. separate special education institutions, conductive education institutions;
3. integrated special education and conductive education institutions;
4. inclusive schools and kindergartens;
5. mobile network of special needs teachers;
6. developmental educators. (Eurydice, chapter [12. Educational Support and Guidance](#))

The [Ministry of Human Capacities](#) announced the implementation of the EFOP-3.1.7-16-2016-00001: Creating Opportunities in School Education ([EFOP-3.1.7-16](#) Esélyteremtés a köznevelésben) which aims to support inclusive education, as well as the treatment of school leaving and drop-out without qualifications, and to promote equal opportunities for disadvantaged students, to increase the educational and labor 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.

Supporting Institutions with High Dropout Rates (EFOP - 3.1.5-16)

The project 'Supporting Institutions with High Dropout Rates' ([EFOP - 3.1.5-16](#) A tanulói lemorzsolódással veszélyeztetett intézmények támogatása) is organized by the Educational Authority. The aim of the project is to reduce the rate of early school-leavers below 10% in accordance with the Europe 2020 Strategy. Therefore, it supports co-operation within local communities in order to decrease the risk of drop-out of students and to help them gain qualifications and skills necessary for the labour market. The other goal of the project is to improve local pedagogical services. The below activities are supported:

- complex development of participating institutions through individual and differentiated development programs with central coordination,
- support of students with high chance of drop-out 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 organization of education.

The project is aimed at supporting convergence areas and those age groups which will reach the target group age (18-24 years) by 2020.

Different targeted programs exist for assisting the situation of disadvantaged students. Further information can be found in sub-chapter [4.4 Inclusive Programmes for Young People](#).

Social cohesion and equal opportunities

According to the [Pisa Test](#), the performance of Hungarian students shows a negative tendency. In 2012, the results were below OECD average and compared to the 2009 survey, they were also worse in mathematics, natural sciences and in text comprehension. (OECD 2013) Furthermore, based on PISA data, school performance is related to the socio-economic situation, even though income inequalities are small in Hungary. ([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' labor market skills. ([Némethné, 2016](#))

'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.' ([OECD-PISA, 2015](#)) For more information see chapter [6.1. Inequality of access of higher education](#).

Moreover, segregation is increasing in primary schools. ([Hungarian Academy of Sciences, 2015](#)) This also has an ethnic dimension, according to which 20% of Roma children go to segregated schools. (Kertes-Kézdi, 2013) For more information on inequalities and programs for disadvantaged youth, see sub-chapters [4.1 General context](#) and [4.4 Inclusive Programmes for Young People](#).

6.7 Skills for innovation

Innovation in formal education

Innovations are explained in more details in chapter [8. Creativity and Culture](#).

Fostering innovation through non-formal and informal learning and youth work

One of the aims of the project 'Establishment of informal and non-formal educational opportunities in school education institutions ([EFOP-3.3.7-17](#) Informális és nem formális tanulási lehetőségek kialakítása a köznevelési intézményekben) of the [Ministry of Human Capacities](#) is to develop students' core and key competences and workforce competencies through informal and non-formal learning opportunities. In the project, 83 000 to 250 000 EUR non-refundable support could be applied for. The budget of the project is jointly financed by the European Social Fund and Hungary's state budget. For more information about improving key competences and workforce competencies see chapter [3. Employment & Entrepreneurship](#).

6.8 Media literacy and safe use of new media

National strategy

In December 2015, the Hungarian government adopted the 2012/2015. Government Decree on the Digital Welfare Programme to be implemented on the basis of the national consultation about internet and digital developments ([InternetKon](#) by the Government] [[2012/2015. \(XII. 29.\) Korm. határozat](#) az internetről és a digitális fejlesztésekről szóló nemzeti konzultáció (InternetKon) eredményei alapján a Kormány által végrehajtandó Digitális Jólét Programjáról], based on which three strategies were defined, two of which affect Hungarian youth:

1. the [Digital Child Protection Strategy of Hungary](#) ([Magyarország Digitális Gyermekvédelmi Stratégiája](#)) and
2. the [Digital Education Strategy of Hungary](#) ([Magyarország Digitális Oktatási Stratégiája](#)).

For more information see sub-chapter [8.7 Fostering the creative use of new technologies](#).

The Digital Child Protection Strategy of Hungary

The main objectives of the [strategy](#):

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

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

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

The Digital Educational Strategy of Hungary

The [strategy](#) follows the learning pathway at all levels of the education system (school education, vocational training, higher education, adult learning), and considers it important to create equal opportunities and a secure digital environment. The strategy is designed to develop the following areas:

1. applied methodology (teacher education and training, and institutional development);
2. educators' digital skills and attitudes;
3. physical infrastructure, access, internal networks;
4. asset availability of educational institutions;
5. content (Nat and Framework Surveillance, Digital Content Development);
6. education management (administration and quality management, standard information system, student measurement, management information system).

The professional implementation of the [Digital Education Strategy](#) ([Digitális Oktatási Stratégia](#)) is supported by the Digital Pedagogical Methodology Center ([Digitális Pedagógiai Módszertani Központ](#)), which provides methodological, professional background and expert base, and deals with the professional supervision of applications and projects related to the implementation of the strategy.

Media literacy and online safety through formal education

With regard to media literacy and online security, the [National Core Curriculum](#) ([Nemzeti alaptanterv](#)) contains elements by grades. It defines when and to what extent it is necessary to deal with the issues of media literacy and online safety.

Media literacy

Media literacy can be acquired through the acquisition of critical thinking within the subject of motion picture culture and media literacy. Under this:

1. 1-4. grade class members should talk about the role of the media, their mode of operation, the role and use of advertisements;
2. 5-8. graders must learn practices about conscious program selection, learn about addictions related to media usage, and learn about norm violations.
3. 9-12. graders discuss the role of the media, media addictions, norm violations, media influence, and they also create and publish their own content.

Online safety

For information on online security, see the section entitled 'Legal and Ethical Aspects of Information Management' in the topic of information communication within development tasks. According to that,

1. 1-4. grade students must know the concept of personal information and personal data,
2. in 5-6. grades IT security issues; concerning personal information and misuse of information is covered.
3. in 7-8. grades students learn about the protection against abuses,
4. in 9-12. grades students learn about the basic concepts of data protection and information retention techniques.

Teachers' trainings

The Accreditation Department of the Educational Authority ([Oktatási Hivatal Akkreditációs Osztálya](#)) organizes several training sessions for educators in teacher's training in the field of media literacy.

One of the programs is the 'Path to media literacy in the digital world - a teacher training program for the effective application of Media Education and the Digital World Educational Aids' (['Út a médiaértéshez a digitális világban'](#): pedagógus továbbképzési

program a Médiatudor és a Digitális világ oktatási segédanyagok hatékony alkalmazásához'), which aims to prepare teachers – in accordance with the National Core Curriculum – to begin working with (especially) children in lower section on the development of their 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 behavior.

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.

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 \(Bűvösölgy médiaértés-oktató központot\)](#). It [aims](#) to support the development of media awareness among young people. The first center was opened in 2014 in Budapest, and another was opened in Debrecen in 2017.

Raising awareness about the risks posed by new media

The [Ministry of Human Capacities](#) and the New Generation Center ([Új Nemzedék Központ](#)) have created a multi-year educational program on cyber security, the Digital Immune Strengthening Program ([Digitális Immunerősítő Programot](#)). It includes a movie on online security specially targeted on students and screened at schools, complemented with 'unusual head teacher's class', where students have the opportunity to discuss the content of the film.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

There are no sources of information and guidance to learn about non-formal and informal learning and youth work.

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](#) 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 government justifies the importance of the strategy by the fact, that participation in life long learning in Hungary is low in international comparison, and this not only means

that access to non-formal learning is limited, but also the proportion of those who participate in it.

The Government of Hungary draws attention to the importance of non-formal and informal learning by means of application programs, for example the EFOP tender mentioned in chapter [6.7 Skills for innovation](#) called 'Informal and non-formal learning opportunities in school education'. In addition, two other tenders were announced in 2017 for the same purpose: one for 'Cultural Institutions for Effectiveness of School Education' ([VEKOP-7.3.4-17](#) 'Kulturális intézmények a köznevelés eredményességéért') and with 'The Strengthening of the Mother Language Competence Developer Role of Folk Tales in Informal and Non-formal Learning' ([EFOP-3.3.4-17](#) 'A népmese anyanyelvi kompetenciafejlesztő szerepének erősítése az informális és non-formális tanulásban').

6.10 Current debates and reforms

There are no public, governmental or social debates or plans for dialogue on the topic of youth education and training.

7. Health and Well-Being

Hungary does not have a substantive youth-specific health and well-being strategy, although many elements of the 'Sport XXI. National Sport Strategy', such as the 'Healthy Hungary 2014-2020 Healthcare Sectoral Strategy' and the 'National Spiritual Health Strategy' have great impact on the young population.

The Hungarian Government's aims are:

1. involving children between the age of 6 and 14/15 in regular physical training;
2. increasing the willingness of youths of doing sports;
3. exercising, sports and active lifestyle should be developed along with the development of the supporting environment for the healthy growth of the future generations;
4. aiming the five PE classes per week, introduced by the law, to provide physical exercise every day for every child in the country;
5. modernisation of children's healthcare institutions, establishing the currently missing children's and youth's healthcare centres, and setting up an adolescent's psychiatric and addictology network. (For more details see sub-chapter [7.3. Sport, youth fitness and physical activity](#).)

Health and Well-Being Programs for Young People

The Hungarian Government has several strategically planned programs for young people:

1. Heracles-programs;
2. The 'Great Sports Selector' Day;
3. The Challenge Day;
4. The European Sports Week;
5. The Hungarian Sports Stars Scholarship;
6. Kindergarten and Elementary School, daily milk program;
7. The School Fruit and Vegetables Program.

These programs have a reportedly high success rate in the target groups, as they provide diversity and have wide availability. (For more details see sub-chapter [7.3. Sport, youth fitness and physical activity](#) and [7.4 Healthy lifestyles and healthy nutrition](#).)

7.1 General context

Main trends in the health conditions of young people

European Health Interview Survey

According to the latest data of the [European Health Interview Survey](#) from 2014 ([Európai lakossági egészségfelmérés, 2014](#)), 91% of 15-29 youth people consider their health status as good or very good. While for 20% of 15-17-year-old young people, underweight and malnutrition are a problem, for young adults overweight and obesity are much more widespread: 39% of males and 23% of females fall into this category. Comparisons with earlier surveys show only a slight decrease among young male adults and a small increase among young female adults. [[European Health Interview Survey, 2014](#) (Európai Lakossági Egészségfelmérés, 2014, [Statisztikai Tükör 2015/29](#), KSH)]

Researches by the Health Behaviour in School-aged Children

According to the 2014 Hungarian researches made by the [Health Behaviour in School-aged Children](#) (referred hereinafter to as: HBSC)(Health Behaviour in School-aged Children [2014. évi magyarországi kutatásai](#)), most of the students qualified their health condition as excellent (28.9%) or good (51.4%). Although a smaller part of them consider their health acceptable (17.0%) or poor (2.8%). There is significant difference between the distribution of the opinion of boys and girls: there are more of the boys who consider their health excellent.

Differences by gender

The results of the survey show gender differences.

'In the full sample, girls consider their health acceptable or poor in a statistically significantly greater ratio than boys. But if we break down the data by years, we can see, that significant difference appears only in the 7th, 9th and 11th grades. In older age groups the ratio of those reporting of unfavourable health condition is also higher.' [Health Behaviour in School-aged Children 2014. ([Egészség és egészségmagatartás iskoláskorában 2014](#), p 136)]

Differences by the level of education

There is a difference according to the level of education too.

'Among those attending courses that do not give matura, there is significantly less of those who consider their health excellent (21.8%) than those in high school and technical school (26.2%); but there are more of the vocational and technical school students who think their health condition is acceptable (25.3% compared to the 17.6% of the students in courses with school graduates exam).' [Health Behaviour in School-aged Children 2014. ([Egészség és egészségmagatartás iskoláskorában 2014](#), p 136)]

Results of the large sample youth research

The results of the large sample youth research made every four years in Hungary, the Hungarian Youth Research 2016 ([Magyar Ifjúság Kutatás 2016](#)) shows an improving tendency. According to the research, three quarter of the 15-29 years old Hungarian youth were satisfied with their health condition and well-being both in 2008 and 2012. In 2016 8/10 of them (79%) feel this way. Half of the youth were satisfied with their fitness in 2008, 52% in 2012 and 57% in 2016. Also, half of them (50%) were satisfied with their looks in 2008, 61% in 2012. This figure increased to 64% in 2016.

Smoking

According to the 2016 survey,

'a smokers daily rate of two percentage points dropped four years earlier but seven percentage point decrease we can count on the 2004 values. The examined youth are decreasing in age stagnating at the same time their proportion, who do not smoke at all.' ([Magyar Ifjúság Kutatás 2016](#))

Alcohol consumption

In 2012,

'a third of the young people claimed that they did not drink alcohol during the past year, while 13% had to drink at least once a week. Based on data from 2016, the proportion of those who almost never and two percentage points who drink alcohol on a weekly basis decreased by six percentage points.' ([Magyar Ifjúság Kutatás 2016](#))

Main concepts

In Hungary there is widespread [professional](#) understanding in that 'health information is a resource of the professional politics that is crucial to health planning, realization and evaluation.' ([European Health Information Initiative](#))

In this chapter's focus, there are

- governmental actions regarding youth health,
- provisions and guidance regarding sports and mental health,
- healthcare measures regarding the youth,
- the improvement of mental health and
- the treatment of mental diseases.

7.2 Administration and governance

Governance

The governmental actions regarding youth health take place in certain secretariats of the [Ministry of Human Capacities](#) ([Emberi Erőforrás Minisztérium](#)). Mainly the Secretariat Responsible for Family and Youth Issues ([Család- és Ifjúságügyért Felelős Államtitkárság](#)) should be referred, that coordinates issues related to the youth. In addition, the main fields regarding the youth are handled by certain departments and background institutions of the Secretariat Responsible for Healthcare ([Egészségügyért Felelős Államtitkárság](#)), the Secretariat Responsible for Education ([Oktatásért Felelős Államtitkárság](#)), the Secretariat Responsible for Sports ([Sportért Felelős Államtitkárság](#)) and the Secretariat Responsible for Social Issues and Social Development ([Szociális ügyekért és Társadalmi felzárkózásért Felelős Államtitkárság](#)).

Act CLIV of 1997 on Health

[Act CLIV of 1997 on Health](#) is guided by the conviction that 'the interest of the individual in his health and well-being must take priority, and that the achievements of the development of medical science should be utilized 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-realization has a major impact upon the family, work and, as a result, 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 man-made environment, together with the social and economic environment, as well as by health promoting public policies and practices'.

'The purpose of the [Act on Health](#) is to

- a) foster the improvement of health of the individual, and thereby, of the population, by determining the system of conditions and means influencing health, as well as the responsibilities of those involved in the establishment thereof,
- b) contribute to ensuring equal access to health care services for all members of society,

- c) create the conditions whereby all patients may preserve their human dignity and identity, and their right of self-determination and all other rights may remain unimpaired,
- d) define the general professional requirements and guarantees of quality of health services, regardless of the legal status of service providers and the funding of services,
- e) ensure the protection of health workers and healthcare institutions by defining their rights and obligations, and through safeguards arising from the peculiar nature of health services,
- f) enable that individual and community interests may be asserted in harmony, current public health objectives may be attained, the required funding may be available and deployed in an optimal way, and health sciences may continue to develop.'

Cross-sectorial cooperation

Various civil organisations and ecclesiastical institutions deal with issues concerning the youth, such as

- upbringing and education,
- development of skills,
- representation of children and youth interests,
- children and youth protection,
- health maintenance,
- prevention of diseases,
- medical treatment and health rehabilitation,
- drug prevention, and
- protection of nature and environment.

The financial support and coordination of the civil sector is primarily provided by the National Cooperation Fund ([Nemzeti Együttműködés Alap](#)). (We discuss it in more detail in sub-chapter [1.7 Funding Youth Policy](#).)

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Sport XXI. National Sport Strategy

In 2007 an extensive policy document was prepared within the framework of the Sport XXI. National Sport Strategy ([Sport XXI. Nemzeti Sportstratégia](#)), which sets the short- and long-term strategies of every aspect of sports in Hungary. It regards sports as a tool for achieving the most important social objectives:

- health maintenance,
- upbringing,
- personality development,
- community building,
- social integration.

The target group of the strategy was all Hungarian citizens, however parts concerning youth, it is suggested that in order to achieve a sporty lifestyle young people must get active. In this way, with the development of life-leading and problem-solving skills, they can get support to deal with the challenges of the 'accelerated world'.

The strategy was planned for the 2007-2020 period, in close cooperation with the ministry responsible for educational policy ([oktatáspolitikáért felelős minisztérium](#)).

The most recent measure within the framework of the Sport XXI. program ([Sport XXI. Nemzeti Sportstratégia](#)) involves children between 6 and 14/15 in regular physical training. It provides a wide base of selection for the Heracles-programs ([Héraklész-programok](#)), which contribute to the preparation and competition of youth between 14-

23 in 20 branches of sports by providing financial resources and well educated professionals.

Heracles Champion Program

As the first element of the new recruit-training strategy, the Heracles Champion Program ([Héraklész Bajnokprogram](#)) has begun in 2001 with 13 sports. Currently it comprises 20 olympic sports:

1. table tennis, 2. athletics, 3. wrestling, 4. rowing, 5. ice hockey, 6. judo, 7. kayak-kanoo, 8. handball, 9. basketball, 10. boxing, 11. pentathlon, 12. volleyball, 13. shooting, 14. weight lifting, 15. tennis, 16. women's and men's gymnastics, 17. triathlon, 18. swimming, 19. fencing and 20. waterpolo.

The objective of the Champion Program is to train competitors who reach the age group's international standards by their young adult age. This can be realized most effectively between the ages of 14 and 18. To achieve this goal, the highest priority of the Program is to ensure regular, continuous training. Accordingly, the project helps at the beginning stage of the efficient, long-term career of the most talented 14-18 age sportsmen and sportswomen. It is realized mainly by providing regular training camps and framework trainings, employing trainers to control the program in full time, and to provide scientific measurements and examinations.

[Tünde Szabó](#), the secretary responsible for sports, pays extra attention to the program. According to her statement ([nyilatkozat](#)):

'the Heracles has a favourable influence on the proportion of the local, club and central training, since it coordinates the participation of the young sportsmen in central training camps and selected framework trainings. We can say that 74% of the sportsmen participating in last year's Olympics in Rio and almost every sportsmen of the July Water World Championship in Hungary was from the Heracles, but a significant part of our adult selected sportsmen also took part in some of the recruit-programs.'

The National Youth Strategy's plans for 2016-2017's actions

Furthermore, the last Government Decision no. 1535/2016 (X. 13.) on the National Youth Strategy's plans for 2016-2017's actions, point 2.14 ([1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervének 2.14. pontja) states, that the willingness of youth for doing sports should be increased, the training for sports and an active lifestyle should be advanced and also the development of an encouraging environment for the healthy growth of the future's generation. The realization is handled by the minister responsible for the sports policy, the vice-minister responsible for the national policy and the minister responsible for the state property's supervision and the management of the state property.

Promoting and supporting sport and physical activity among young people

Besides schools and sport clubs, numerous programs exist

1. to promote regular exercise,
2. to help children and adults to choose sports and
3. to integrate sports into young people's everyday life.

The aim is to support competitive and leisure sports and also the spreading of healthy lifestyle.

The 'Great Sports Selector'

The 'Great Sports Selector' ([Nagy Sportágválasztó](#)) was held for the 21st time in 2017. Besides endearing sports, it is aimed to help both children and adults choosing their suitable sports. The point of the event is that the guests should not only watch sports shows but actively participate in them, take the equipments in their hands, try the appearing sports, experience the nature and feeling of different sports. More than 100 sports have been represented at these events in the past years.

The Challenge Day

The Challenge Day ([Kihívás Napja](#)), which started in Canada in 1982, is held in Hungary since 1991. The event coordinated by the Hungarian Leisure Sports Alliance ([Magyar Szabadidősport Szövetség](#)) (MSZSZ), and up until now a total of 1596 settlements have participated in the competitions in Hungary. In 2016 the residents of the participant villages and cities completed more than 3 million 15 minute exercises.

European Sports Week

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

Physical education in schools

With the aim of contributing to a healthier society, the [Act CCIV of 2011](#) on national public education ([2011. évi CXCV. törvény a nemzeti köznevelésről](#)), insists on the importance of organizing PE classes and other sports programs in schools. The aim of the five PE classes per week, introduced by the law, is to provide everyday exercise for every child in the country.

The law states. that on the school days, when there is general or technical theoretical education, the school has to organize everyday physical education in the form of at least one PE class per day. A maximum of two classes per week out of this can be replaced by educational forms determined by the directions of the curriculum concerning physical education classes, literacy education, sports carried out in the school sports circle. Two classes can also be replaced by exercises organized in the framework of the sports club, by the application of the students who do competitive sports, are certified members of sports clubs or have amateur sports contracts, who possesses the start licence and the certification of their sports club, valid for the school year. ([Act CCIV of 2011](#) on national public education)

Collaboration and partnerships

Many schools sign a cooperative agreement with different clubs. These are local initiatives, usually realized with the help of local governments.

Annual development framework

The call of the Hungarian Government to civil organisations, churches and consortiums of financial organs, based on the annual development framework stated in the Government Decision no. 1037/2016. (II.9) [[1037/2016. \(II.9.\) számú Kormányhatározat](#)], is in the interest of

- strengthening personal and collective responsibility,
- development of citizens' health consciousness,
- maintenance of mental and physical health,
- social development,
- realization of youth and sports programs,
- strengthening cultural cooperations and
- improvements concerning family issues.

Cooperation in the Carpathian Basin

The aim of the call 'Strengthening the 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's and the borderline's region, and
- to lower social inequalities by sharing good practices,
- strengthening cooperations 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 Centers

More framework for cooperation is provided by the National Competitive Sports and Recruit-training Education Centers (Nemzeti Élcsport és Utánpótlás-nevelési Képzési Központok) which existence is based on Government Decision no. 1868/2016. (XII. 28) [[1868/2016. \(XII. 28.\) Korm. határozat](#)]. These Centers form an academic system that provides opportunity for young sportsmen and sportswomen to train both mentally and physically under high level professional supervision, direction and in a modern, safe infrastructural environment.

Hungarian Sports Stars' Scholarship

To cooperate with higher educational institutions the Government founded the Hungarian Sports Stars' Scholarship ([Magyar Sportcsillagok Ösztöndíja](#)). Its aim is to support those sport students studying in higher education and have outstanding results with a chance to win European Champion, World Champion or Olympic medals during their studies. The monthly support is between 120 and 140 thousand Forints (between EUR 390 and 775). It helps sportsmen and sportswomen achieving a higher level of education during their active competitor years. In the 2016/2017 school year, sportsmen and parasportsmen from almost 20 branches of sports won the scholarship:

1. 135 the first and
2. 97 in the second semester.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

The Government approved healthcare general sector's strategy in the Government Decision no. 1039/2015. (II. 10) ([1039/2015. \(II. 10.\) Korm. határozat](#)) on the 'Healthy Hungary 2014-2020' Healthcare Sectoral Strategy's acceptance, although it is not a special youth strategy, there is no specific strategic document aiming that.

The document was prepared in 2014 by the State Secretariat for Health ([Egészségügyért Felelős Államtitkársága](#)) of the [Ministry of Human Capacities](#) [Emberi Erőforrások Minisztériuma (referred hereinafter to as: EMMI)]. The strategy was made for the 2014-2020/2022 period, since it is primarily linked to the EU's macro level comprehensive and policy strategies and fund-raising opportunities.

The document outlines, they drew up the general sectoral targets for the next period. It includes, among others, that by 2020 the estimated years spent healthy should grow by two years, and by 2022 this figure should reach the EU average. Furthermore, an important aim is to strengthen and prevail personal responsibility in maintaining health, and to lower the difference in health conditions of the residents in certain parts of the country.

Among the explicit aims concerning youth, the healthcare strategy also emphasizes:

- the modernisation of children's healthcare institutions,
- establishing the currently missing children's and youth's healthcare centers, and
- setting up an adolescent's psychiatric and addictology network.

Encouraging healthy lifestyles and healthy nutrition for young people

Healthy eating is regulated by different decisions of the EMMI ([Ministry of Human Capacities](#)), Communal catering in Hungary affect 1/20 of the residents on daily basis.

The laws regulating the sector try to influence the suppliers and service providers to move towards the reform of communal catering and healthy eating.

'Kindergarten and school milk program'

The Ministry of Human Capacities' Decree no. 76/2013. (XII. 10.) [[76/2013. \(XII. 10.\) EMMI rendelet](#)] states, that in the 'kindergarten and school milk program', financial support may be claimed on the basis of an average of up to 0.25 liters milk equivalents per beneficiary per day of education and training - for dairy products as defined in this regulation.

School Fruit Scheme

The Ministry of Rural Development's Decree no. 50/2012. (V. 25) [[50/2012. \(V. 25.\) VM rendelet](#)] on the implementation of the School Fruit Scheme contains the School Fruit and Vegetables Program in Hungary, part of the [European School Fruit and Vegetables Scheme](#), which is realized with the help of the European Union's financial support.

Nutrition-healthcare regulations concerning communal catering

In April 2014, the Ministry of Human Resources' Decree no. 37/2014. (IV. 30.) [[37/2014. \(IV. 30.\) EMMI rendelet](#)] was enforced on the nutrition-healthcare regulations concerning communal catering, which aims to change the basics of the general culture of communal catering in Hungary by setting healthy nutrition as a priority. The decree regulates the preparation and nutrient content of food served in school canteens and hospitals.

The main prohibitions are the following:

1. Carbonated or sugary soda is forbidden.
2. It is forbidden to use meat with high fat content.
3. It is forbidden to put salt or sugar bowls on the tables.
4. It is forbidden to add sugar to the milk offered to drink.
5. It is forbidden to use food powders, stock-cubes, seasoning creams, pastes; only for substance development or seasoning.

Medical Officer Service

At the initiative of the Medical Officer Service, a program started in 2010 in Békés County. Since then 250 kitchens joined it. The purpose of the program is to improve public catering, taking into consideration the following:

1. Expanding the range of foods included in public catering;
2. Creating new meals;
3. Use of healthy raw materials;
4. Involve the raw materials produced by local small producers;
5. Improving the material conditions of catering.

Canteen Program (Mintamenza Program)

The objective of the [Canteen Program \(Mintamenza Program\)](#) was to increase the proportion of local and organic food to 30% in school menus. The aim of the program is to involve the fish and game meat bred in Hungary in communal catering.

Nationwide surveys of the National Food and Nutrition Institute

The National Food and Nutrition Institute ([Országos Élelmezés- és Táplálkozástudományi Intézet](#)) regularly performs nationwide surveys to assess the status of kindergarten and school meals. 257 schools and their kitchens took part in the survey after a representative sample selection. The aim of the survey is to provide a nationwide picture of the situation of school meals in the communal catering sector.

'Healthy Hungary 2014-2020'

The 'Healthy Hungary 2014-2020' government program (['Egészséges Magyarország 2014-2020'](#) kormányprogram) includes the promotion of a healthy lifestyle for children

and youth, and healthy eating is part of its elements concerning healthy physical and mental development. Section 1.1 Tourism based on health (Egészségiparra épülő turizmus) of the [New Széchenyi Plan](#) 'The Healing Hungary - Health Program' ('[A Gyógyító Magyarország – Egészségipari Program](#)') states that

'in the context of the development of gastronomy and catering, financial opportunities should be provided for businesses engaged in catering (including public catering) in order to start modernizing machinery and equipment, so that a nutritional reform, which is essential for the creation of a healthy lifestyle, can take place. The kitchens of both institutional and open-label catering establishments should be made suitable to serve modern nutritional needs. By developing the technical background of the catering industry, it is possible to create a good foundation for the spread of healthy gastronomic trends with modern raw materials.

By supporting institutional catering, it is possible to develop the nutrition culture of young people and to preserve their health. The canteen reform started in children's catering can significantly contribute to healthy children to become adults who eat healthy and consciously, with great workload. With education, knowledge dissemination, innovative technologies and the promotion of quality raw materials, in general, it is possible to increase [...] the quality of catering, with particular regard to children's catering which is extremely important for the future'

Health education and healthy lifestyles education in schools

There is no compulsory healthcare education in the elementary and high schools in Hungary. The government is trying to support students studying in healthcare secondary schools, thus increasing the number of participants in this type of training.

Scholarship program for students in healthcare vocational schools

The government is currently launching a scholarship program ([ösztöndíjprogram](#)) for students in healthcare vocational schools. The scholarship program is funded by the Human Resource Development Operational Program (Emberi Erőforrás Fejlesztési Operatív Program - EFOP) of HUF 4.4 billion (about EUR 14 193 550) and is expected to support 3 200 students during their studies. Thus, the monthly scholarship can reach up to about EUR 130 (HUF 40 000).

Comprehensive Health Promotion at school

The 2011 modification of the Act on Healthcare ([2011. évi CLXXVI. törvény](#) az egyes egészségügyi tárgyú törvények módosításáról) puts the Comprehensive Health Promotion at school in writing. As the decree defines, the aim of the comprehensive health promotion at school is for every child to participate in health promoting activities on a daily basis to develop their physical and mental health and well-being.

The new, Comprehensive Health Promotion has come into force and the feedbacks will be evaluated by the end of the year. Further programmes can be set up which will be in line with the needs pointed out in self-assessment of the institutions. Programmes adapted to the local circumstances and related to the Comprehensive Health Promotion would be a great complement to the ongoing processes.

These are the following:

- healthy diet;
- daily physical activity;
- physical and mental health promotion,
- prevention of behavioural dependencies and substance abuse;
- prevention of school violence;
- accident prevention and first aid;
- personal hygiene.

To develop their mental and physical health and well-being, students should be part of health promoting activities with involvement of the whole school professional team. The

schools' education programme should integrate tasks related to comprehensive health promotion and prevention, and should be implemented in cooperation with school health services.

Local health promotion programme

The schools should develop (in cooperation with school health service) the local health promotion programme, in line with the law.

According to Section 27 of [Act CXC](#) on National Public Education from 2011

'In day-time education, in classes teaching subject 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 on National Public Education from 2011)

Based on this act in the 2014/2015 school year students in 1st-2nd-3rd; 5th-6th-7th, 9th-10th-11th classes did have every day physical education classes, which equals 5 times 45 min physical education a week. In the 2015/2016 school year every day physical education concept was implemented in all 12 grades of public education.

Sex education and personal relationships education

In Hungary, sex education is nowadays referred to as 'family life education' in which sex is only mentioned tangentially or 'sexual education', which focuses on the physical aspects of sex.

The so called common modules (11152-16 Health educational and development activity, 11221-16 Basic care) of the healthcare vocational training deal with health, including the topic of sexual education.

The development of relationship culture, the education for responsible family life are the main tasks of the State Secretariat Responsible for Family and Youth Matters (Család-és Ifjúságügyért Felelős Államtitkárság), in the implementation of which, the State Secretariat Responsible for Healthcare (Egészségügyért Felelős Államtitkárság) also participates, with regard to its cognizance.

The promotion and protection of health is a social responsibility, one of the base conditions of which is the improvement of the health-literacy, health consciousness of the population, the proper transmission of the information on their health towards the Hungarian population. The education for a healthy lifestyle should be started at the youngest age groups, one of the most important scenes of which is the school.

According to section 3 of §128. EMMI regulation no. 20/2012. (VIII. 31.) [[20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról] of the above mentioned EMMI regulation, in the everyday activity of the educational institution, they should pay special attention, based on the child's, the student's right to health, security, to tasks related to the full-scale health development, with, among others, include the topic of prevention of abuse and school violence. Based on the EMMI regulation, the aim of the mental health development taking place in the educational institution, among others, is to support steady psychic development, and to affect positively the changes of personality.

Primary school

The [2011/CXC.](#) act on national public education ([2011. évi CXC. törvény](#) a nemzeti köznevelésről) orders education for healthy lifestyle to primary schools, including the

teaching of anatomy and biology related to sexuality, but direct sexual education is of little significance.

Based on the framework curricula ([kerettanterv](#)) broken down into two-year cycles, the students learn for the first time in the 5-6th grades of primary school, in the subject of nature studies, about the differences between the sexual functions of boys and girls, the structure and health of genitals, the differences of the mental and physical characteristics of the two genders. They raise attention of the youth for the dangers of early sexual relationships in the 7-8th grades, at biology - healthcare classes, at ethics classes they deal with maturity for a sexual relationship, unwanted pregnancy, the intimacy of sexual relationships, prostitution, pedophilia, pornography and the concept of sexual abuse.

Secondary School

Secondary school students cover the issues related to sexuality [in the 11-12th grades](#), also in the framework of ethics and biology – healthcare subjects, on a higher level than in primary school, mentioning problems such as sexual data fishing or defense against sexual diseases.

'Education for family life'

It is not a compulsory subject, schools can teach the subject 'Education for family life' at the expense of their freely plannable classes in the 1-12th grades, one of the central topic of which is sexual education. 'Education for family life' is detailed in next section which is Collaboration and partnership.

Peer-to-peer education approaches

The peer-to-peer (teach each other – learn from each other) is not a new initiative in pedagogy, nor in the content regulators. Cooperative study organising methods are mentioned in the [National Core Curriculum](#), at the general introduction, at the introductions of certain fields of literacy, and certain subjects also.

Collaboration and partnerships

More information and training is provided on sexual education and the preparation of teachers by various ecclesiastical and civil organizations.

'Youth on Life Threshold'

At the request of the AIDS-prevention group of the National Institute of Health (Nemzeti Egészségvédelmi Intézet AIDS-megelőzési csoportja), the ecclesiastically maintained christian society of education, the Timothy Society ([Timóteus Társaság](#)), created a program called 'Youth on Life Threshold' (['Fiatalok az élet küszöbén'](#)) in 1994 with the aim of helping young people to develop healthy self-knowledge, meaningful relationships, joyful sexuality, having a happy family life and establishing a stable value system, and teaching them to say no to the various environmental pressures. Various manuals are provided for teachers and informative publications for young people.

'For Happier Families'

The 'For Happier Families' Family Life Education School Program (['Boldogabb családokért'](#) családi életre nevelés iskolai program) is curated by an ecclesiastical organisation. The most important aim of the program is to protect and strengthen marriage and the family. They regularly give lectures, courses and counseling for young people and married couples across the country. Since 1993, primary and secondary schools have been teaching about family planning, education and family life. Family life-training sessions are called 'family-lessons', dealing with young people aged 7 to 24.

MFM project

The MFM project ([MFM-Projekt](#)) was also a church initiative, the preparation of which was launched in Hungary in November 2005, and the founder of the Munich program took over the training of Hungarian MFM staff. The first training was in Budapest, in November

2006. The second and the third were in April 2013 and November 2016 in Kecskemét. There are currently 41 MFM consultants in the country.

Since the project's Hungarian launch our MFM coworkers held a total of 899 'Cycle-shows' about the program from 15 May 2007 to 31 December 2016 for 11 563 girls and 5 977 adults.

The central idea of the 'Cycle show' program (['Ciklus-show' program](#)) is as follows: the self-image and feelings of adolescent girls are largely determined by how they experience and appreciate their bodies, what messages they hear with their body - and thus about themselves. Experiencing the value of your own body is essential to be able to handle our health, fertility and sexuality responsibly.

Ars Erotica Foundation

In the civil sector, Ars Erotica Foundation ([Ars Erotica Alapítvány](#)) has a similar role. Elementary and secondary school classes and groups have sex education sessions within their classes. In its positive-minded, diverse methodological tools-based activities, the emphasis on awareness-raising and skills development is greater than knowledge transfer. They support young people to become sexually conscious, healthy adults.

The Ars Erotica Foundation also has methodological training, in addition to delivering information on sexuality, helping educators and youth workers to handle more deliberately, creatively and confidently, topics that are usually delicate. Additionally, traineeships are held for professionals in whose work the body and sexuality are present on a daily basis (family and youth workers, health professionals, social workers, special educators, asylum experts, etc.). This training helps to manage situations where individual differences in body, gender roles or sexuality are felt. These may be ethnic differences or different social, cultural backgrounds, and our upbringing.

Labrisz Lesbian Association

The [Labrisz Lesbian Association](#) (Labrisz Leszbikus Egyesület) holds sessions based on school invitations, the aim of which is to cease prejudices concerning homosexuality.

Hintalovon Children's Rights Foundation

An important civil initiative is Yelon, the online sex education program of the Hintalovon Children's Rights Foundation ([Hintalovon Gyermekjogi Alapítvány](#)) for children aged 10 to 18 years and responsible adults. Yelon is a sex education website and phone application. Within the app, with a chat, young people can ask their questions anonymously and receive personalized responses from Yelon's trained specialists. With the free app, it is easy to access private chat and web content.

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

There are currently 61 health development offices in the country. At the end of August 2017, Bence Rétvári ([Rétvári Bence](#)), Parliamentary State Secretary for the Ministry of Human Capacities announced, that in 2017 50-60 new health promotion offices could be opened from EU funds in the convergence regions from HUF 4.5 billion (about EUR 14 516 130), while HUF 1.7 billion (about EUR 5 483 870) in Budapest and Pest county from additional sources will also be available to create additional 15-30 offices in these regions.

From 2013, 61 Health Promotion Offices have been working throughout the country mainly in disadvantaged regions. In 2013 they could reach 170 000 people, 46 000 people living in disadvantaged areas.

The main roles of the Health Promotion Offices are to implement individual health check and risk assessment, to organize health promotion programs and to coordinate and monitor the activities of the different health promotion organizations.

In the future they plan to coordinate the activities of individual offices and offer thematic programs every month. In September 2017, beginning of the school year, school environment, mass catering, family as a protective net will be the topics.

7.5 Mental health

National strategy(ies)

At present, the country has no government program or strategy to improve mental health and develop mental health care. A number of professional drafts have been made over the last decade, the most outstanding being the National Spiritual Health Strategy ([Nemzeti Lelki Egészség Stratégia](#)). The plans for the National Program for 2014-2020 are currently available online, but concrete plans for implementation are still missing.

Improving the mental health of young people

EMMI regulation on the operation of educational institutios and the name usage of school educational institutions

Regarding formal education, mental health of the youth is centrally regulated in the (6.§–7.§) of the EMMI regulation no. 20/2012. (VIII. 31.) [[20/2012. \(VIII. 31.\) EMMI rendelet](#) a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról] on the operation of educational institutios and the name usage of school educational institutions, which ordains compulsorily the integration of full-scale health development in the pedagogical program, the part of which are many topics that is related to the improvement of children's and youth's mental health.

National Core Curriculum

Among the fields of development and educational aims of the [National Core Curriculum](#), there is the 'education for physical and mental health'. In this point, we can read:

'the pedagogues should motivate students to have a need for proper nutrition, exercise, the use of the methods of stress management. It is the task of the school to, in cooperation with the family, prepare students for independency, for the prevention of diseases, and for the compliance with the rules in transportation, in physical hygiene, in the recognition of dangerous circumstances and materials, and in handling unexpected situations.'

The 1-4th grades

The 1-4th grades of the curricula, environmental studies, ethics and technics, lifestyle and practice subjects involve the topics aiming education for mental health, such as the development of proper behaviour, health and illness, self-knowledge, self image, self-expression and self-confidence.

The aim is to develop their consciousness of the relation to the elements of their environment, and the foundation of their skill to deal with complicated situations.

The 5-8th grades

In the 5-8th grades, students' self-knowledge, health consciousness and relation to their environment are further developed in the framework of these subjects, and environmental studies, in the 5-6th grades are replaced with nature studies and in the 7-8th grades with biology-health education. As a new topic, we can mention the development of the empathy for ill and disabled people.

The 9-12th grades

In the 9-12th grades, in biology-health education the protection of the environment, environmental consciousness; in technics, lifestyle and practice healthy lifestyle, the environmental and health culture; in ethics the formation of personal opinions, self-education, sense of responsibility, helpfulness, social cohabitation, moral principles, the

compliance with the rules come into perspective. As a new topic, patients and people with disabilities can develop empathy.

Physical education and sport, with the introduction of day-to-day physical education, helps to improve the mental health of students both in lower and upper grades and in secondary school.

'Restorative Handling of Offenses in School Education Institutions'

The 'Restorative Handling of Offenses in School Education Institutions', which has been sent to all schools, provides a detailed description of restorative techniques that can be used in offense situations. One of the features of these techniques is to try to deal with conflict by revealing its nature, causes, and by providing opportunities for each participant to tell and share their feelings. By meditation and circle methods, solutions are given that are acceptable by everyone. On the other hand, the document presents good practices and initiatives aimed at promoting zero tolerance to violence and the whole school community's approach to change.

Mental Hygiene Basic Education for Teachers

The Mental Hygiene Basic Education for Teachers (Mentálhigiénés Alapképzés Pedagógusoknak – MAP), a 30 hour training indirectly serves the support of children's students' mental health by supporting the specialty responsible for school education, the aim of which is closely related to the improvement of the mental health of the youth.

Mária Kopp Mental Health Strategy

The Mária Kopp Mental Health Strategy was elaborated, many elements of which deal with the improvement of the mental health of the youth – the adoption of the strategy is in progress.

Students' mental and lifestyle advisory system

The legislative regulation of higher education records the operation of students' mental and lifestyle advisory system as a service task. The mental hygiene counselling serves the mental support of students' in need of help or in crisis, and it provides professional help for solving students' study and lifestyle problems, by paying special attention to the integration of disabled and disadvantaged youth, and to helping them solve their problems.

Higher Education Counselling Association

The Higher Education Counselling Association ([Felsőoktatási Tanácsadás Egyesület](#)) was founded in October 1995, with the aim to unite the aspirations of organisations and people who consider the propagation and acceptance of the student centered perspective and practice of counselling in higher education and generally in institutions providing human services.

The aims of the association

Its aim is to create the opportunities of organized and nationally coordinated professional workshop and experience exchange, the supervision and advanced trainings, for the professionals (psychologists, higher education teachers, doctors, higher education counsellors, social workers and the so called contemporary support students) who deal with the mental hygiene care of the youth – especially those who prepare for higher education, or study in higher education – that became particularly important due to the accelerated social-economic changes.

Therefore, the Association aspires to implement the national level coordination and further development of the application of information, consultation and therapeutic methods used in – in personal and group framework – higher education counselling, and to help the formation of model of the modern institutional system to be created in higher education counselling, including mental hygiene consultation provided for higher education teachers.

Its aim is, furthermore, to help the training – taking place in higher educational institutions – of prospective higher education counselling professionals, including the preparation for drug prevention and the prevention of other addictions, for the advocacy of the acceptance of equality of disabled people and generally diversity/unconformity, and for career building and talent management. The Association puts a special emphasis on spreading the culture of higher education counselling in the closer and more distant regions outside the borders. Its aim is to maintain and expand the opportunities of international cooperation for its members.

Achieving the goals

In order to achieve the above goals, the Association has placed a special emphasis on the coordination and development of the application and supervision of information, consultation and therapeutic methods that can be used in higher education counselling at a national level. Professional co-operation and co-ordination of activities are carried out through various channels, among which are the annual professional days, the annual FETA Books series, the Higher Education Advisory Association, organizing / co-ordinating scientific research and providing advice and consultation for students and institutions in order to further develop the methods of higher education counselling, and the participation of members of the association at national and abroad conferences.

Psychic first aid services

As a result of the increase in the number of suicides, more and more organizations have been formed in Hungary to prevent those who feel unable to recover from their difficulties in crisis situations. Such preventive organizations are psychic first aid telephone services that voluntary tasks are suicide prevention, crisis intervention, and mental health prevention.

The threefold tasks of telephone services are:

- prevention,
- crisis intervention, and
- suicide prevention.

The **prevention** of mental health problems and the protection of mental health. Psycho-social problems are a burden in everyday life, the sources of conflicts and living difficulties. To prevent these problems from becoming critical, assisting organizations provide support in the form of counseling, information, management and accompaniment.

Crisis intervention. If a person faces circumstances that jeopardize him/her, and they cannot be avoided or resolved, he/she is in crisis. To solve a personality crisis, external help is needed. It can be a special advantage that people who are unable to keep themselves to everyday communication rules in the crisis – while communicating ‘transmitting strength’ decreases – they can communicate their thoughts on voice and vocal channels.

Suicide prevention, by reducing suicide threats, turning fatal ‘solutions’ into meaningful action, and transforming the crisis into a problem situation.

National Crisis Management and Information Telephone Service

The primary aim of the National Crisis Management and Information Telephone Service ([Országos Kríziskezelő és Információs Telefonszolgálat](#)) is to help victims of domestic violence, child abuse, prostitution and trafficking and, if necessary, to arrange for their placement. The phone service provides permanent access to every person who is in trouble and needs immediate assistance throughout the day, in the territory of the whole country and abroad, for anyone who needs it.

Digital Child Protection Strategy

Nowadays, the topic of suicide is increasingly on the Internet among young generations. Among other things, the prevention of this problem is also addressed by

Hungary's [Digital Child Protection Strategy](#) ([Digitális Gyermekvédelmi Stratégia](#)). The top priority of the strategy is to support the creation of conscious, and value-driven online environment, so that rules and measures for the protection of children are enforced more accurately than ever before. To this end, it is important to identify and eliminate risks to children during the use of Internet, thus preventing and minimizing adverse effects. Another objective of the strategy is to ensure that the available protection mechanisms effectively fulfill their function.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

Smoking

According to the latest data of the European Health Interview Survey from 2014 ([Európai lakossági egészségfelmérés, 2014](#)) 29% of the adult population in Hungary is smoking. Between 15-18 years, 14% of girls and 25% of boys are smoking; among young adults this number climbs up to 29 and 42% respectively. Compared to the same survey's results from previous years, there is a clear trend of decreasing numbers of smokers, but the percentage of regular smokers among young adults rose by 4% between 2009 and 2014. With the help of the 2012/CXXXIV. law on the suppression of underage youngster's smoking and on the retail trade of tobacco products (A fiatalok dohányzásának visszaszorításáról és a dohánytermékek kiskereskedelméről szóló [2012. évi CXXXIV. törvény](#)) the government radically altered the structure of the tobacco market in Hungary by reallocating concessions of tobacco selling rights and introducing strict regulations on young people's access to tobacco.

The data of the 2012 Hungarian Youth ([2012-es Magyar Ifjúság](#)) does not confirm a significant change in teenager's smoking habits, but future evidence is needed to make well-founded judgments. Based on the findings of a major youth survey, age, gender and level of education are the three most important demographic factors determining smoking habits. Older age cohorts of youth, men, and those with vocational training are the most frequent smokers. According to the 2016 survey ([ifjúságkutatás 2016](#)), however, the proportion of smokers per day dropped by 2 percentage points compared to the data of four years ago, but we can report a decline of 7 percentage points compared to the 2004 figures.

Having accurate statistics on alcohol and drug use is one of the most challenging tasks. Data based on self-reported consumption of alcohol and drug tend to underestimate the real figures. Based on large-scale national surveys, around half of young people in Hungary never or just very rarely drink alcohol. Boys tend to drink more than girls, and similarly with older age the number of abstinent youth is decreasing. Around 4-5% of young people can be categorized as heavy drinkers.

The §16/A of the 1997/CLV. act on customer protection (Fogyasztóvédelemről szóló [1997. évi CLV. törvény](#) 16/A §) states, that it is forbidden to sell or serve alcoholic drinks to people under the age of 18, except for only the medications prescribed by doctors.

Use of drugs

In 2012, 22% of young people between 15 and 29 knew somebody who had used drugs. Based on self-reporting, 6% of youth have tried marijuana (which is a significant decrease from 2008 when this figure was 12 per cent), 1% used LSD or other hallucinogen. The spread of designer drugs helped by dealers and efficient online channels could be considered a more serious problem with rather limited empirical research evidence on youth and in general. Media ([média](#)) has, however, started alarming the public on the excessive use of herbal and crystal. Their popularity lies in their relatively cheap prices and easy access. In socially excluded communities (among

marginalized urban youth and young people in underprivileged rural communities), there is also a reinforcing trend in using self-made drugs.

Investigations among young people indicate an increase in the intensity of multiple cannabis use daily or weekly. According to the 2014 [Health Behaviour In School-Aged Children](#) (referred hereinafter to as: HBSC) survey, nearly one-fourth (23.1%) of the 9th and 11th grade students tried at least one of the illegal drugs and/or legal remedies (total drugs). One fifth of the students (20%) tried illegal drugs and nearly one tenth (9%) tried abusively legal drugs (alcohol with medication and/or medication and/or adhesive, solvent).

The 'National Anti-Drug Strategy 2013-2020 - Pure Consciousness, Sanity, Combating Drugs' (['Nemzeti Drogellenes Stratégia 2013-2020 – Tiszta tudat, józanság, küzdelem a kábítószer-bűnözés ellen'](#)) policy was adopted in 2013 by the government. Its main purpose is to significantly reduce the illegal and abusive legal use of drugs with the help of community-based interventions and by focusing on a community strengthening approach that regards health as a basic value, and reinforcing a life model without drugs, using different, more effective tools.

Stakeholders

Education institutions and child protection

The links between public education institutions and the system of child protection are set out in the 2011/CXC. law on national public education (Nemzeti köznevelésről szóló [2011. évi CXC. törvény](#)) 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 the vulnerability is the responsibility of every teacher in the educational institution. Ensuring this activity is primarily the responsibility of the head of the institution for which there is a law enabling the institution to employ a child and youth protection lawyer to assist the school's pedagogues in child and youth work. The job descriptions of the child and youth protection officer, the rules of procedures for the tasks to be carried out, and the activities of prevention, disadvantaged and vulnerable children are regulated in the Ministry of Human Resources' decision no. 20/2012 (VIII. 31) on the operation of educational institutions and the use of names of public educational institutions [a Nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#)].

Definitions of vulnerability

The vulnerability, defined in the [Act CLIV of 1997 on Health](#), includes only the threat of the optimal maintenance of the state of health, it does not contain any indications of the causes, situations, risk factors or their severity. The law does not specify the cases of co-operation and signaling obligations, so it often happens, that medical secrecy is also used by professionals who are otherwise subject to reporting obligations.

The definition of juvenile risk for the police and the related measures are contained in the following legislation: [Act C of 2012](#) on the Criminal Code ([2012. évi C. törvény](#) a Büntető Törvénykönyv) states that 'the purpose of the punishment or measure applied to juveniles is primarily the juvenile to develop to the right direction and to become a useful member of society, with regard to this, at the choice of measure or punishment, the education and protection of juveniles should be kept in mind.'

Guidance to stakeholders

The legislative framework for the implementation of school-based prevention programs 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 the everyday life of the educational institution, which effectively develops the well-being and health.

§128 (3) of the decree defines the behavioral addictions and the prevention of consumption of addictive drugs as defined tasks, so drug prevention activities can be implemented as an integral part of school health promotion. The provisions of the Ministry of Human Capacities' decree concerning the development of physical, mental, mental health, behavioral addiction and the prevention of the consumption of addictive drugs have entered into force on 1 September 2013.

Drug prevention

The Hungarian Police (a magyar [rendőrség](#)) has several local and national drug prevention programs. Members of the organisation regularly give:

- drug-prevention lectures from primary school to universities,
- advertise drawing competitions and
- host thematic forums nationwide.

In 2013, the main directions of the drug prevention activity within the organizational framework of the Hungarian Defense Forces ([Honvédelmi Minisztérium](#)- Magyar Honvédség) were set out in several policy documents:

1. the Parliament Decision no. 106/2009. (XII.21.) on the national strategic program for the management of the drug problem ([106/2009. \(XII. 21.\) OGY határozat](#) a kábítószer-probléma kezelése érdekében készített nemzeti stratégiai programról), adopted with the
2. 'National Strategy for Solving the Drugs Problem' ('[Nemzeti stratégia](#) a kábítószer-probléma kezelése érdekében'), later
3. the [National Anti-Drug Strategy 2013-2020](#) (Nemzeti Drogellenes Stratégia 2013-2020) and the
4. Drug Prevention Strategy of the Hungarian Defense Forces (a Magyar Honvédség [Drogprevenció Stratégiája](#)).

Ecclesiastical and civil spheres

Many actors in the ecclesiastical and civil spheres focus on young people with drugs, alcohol or other mental illness. Some of the most important organizations are the following:

1. RÉV Addicts Assistant Service ([RÉV Szenvedélybeteg-segítő Szolgálat](#)),
2. Blue Point Drug Counseling Center and Drug Therapy Foundation ([Kék Pont Drogkonzultációs Központ és Drogambulancia Alapítvány](#)).

The ecclesiastically maintained RÉV Addicts Assistant Service ([RÉV Szenvedélybeteg-segítő Szolgálat](#)) helps the 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 Counseling Center 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 youths, young people living in disadvantaged neighborhoods, and minorities, especially roma youth.

Funding

No information on funding.

7.7 Making health facilities more youth friendly

As mentioned in the sub-chapter [7.4 Healthy lifestyles and healthy nutrition](#), the 'Healthy Hungary 2014-2020' Healthcare Sectoral Strategy is not a special youth strategy, but it aims to make health facilities more youth friendly. The strategy was made for the 2014-2020/2022 period, since it is primarily linked to the EU's macro level comprehensive and policy strategies and fund-raising opportunities.

Among the explicit aims concerning youth, the healthcare strategy also emphasizes:

- the modernisation of children's healthcare institutions,
- establishing the currently missing children's and youth's healthcare centers, and
- setting up an adolescent's psychiatric and addictology network. (Refer to more information in sub-chapter [7.4 Healthy lifestyles and healthy nutrition](#))

7.8 Current debates and reforms

The National Mental Health Strategy ([Nemzeti Lelki Egészség Stratégia](#)), mentioned in sub-chapter [7.5 Mental Health](#) should be stated here. The plans for the national program for 2014-2020 are currently available on the Internet, but concrete plans for implementation are still missing.

The [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia) was adopted in 2009. Zoltán Balog, Minister of Human Resources, announced in February 2017, that as a successor to the National Youth Strategy, the Strategy for Young People (Stratégia a Fiatalokért) is being prepared in the Ministry, which will soon be submitted to the government.

8. Creativity and Culture

Cultural policies in Hungary, especially the ones targeting young people, are increasingly becoming related to a salient and conscious reconceptualization of community culture. The concept of cultural basic care: a form of care in the field of culture that provides the minimum of cultural services used by a vast majority of the public – thus the municipal level in culture-related tasks is essential and has a high emphasis in both planning and funding (see sub-chapters [8.1 General context](#) and [8.2 Administration and governance](#)).

Culture-related tasks can be found in a number of governmental and public bodies, community culture is administered by the Ministry of Human Capacities, in the State Secretariat for Culture. The two most important public institutions related to strategical planning and funding are the National Cultural Fund (chaired by the minister responsible for culture) and the Hungarian Academy of Arts, whereas 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 on 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 cultural basic care,
- the National Youth Strategy and

- other strategies of related policy fields (sustainable development and education).

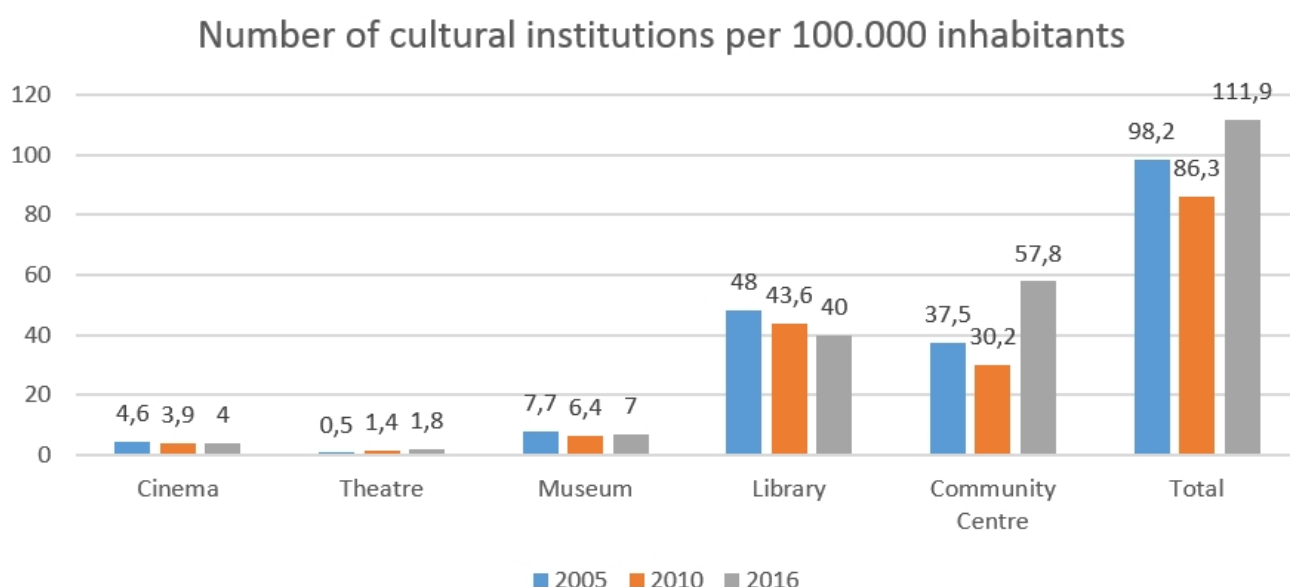
The strategical goals are mostly aimed at increasing access of young people to culture and to broaden the involvement of cultural institutions in non-formal learning opportunities (see sub-chapter [8.3 National strategy on creativity and culture for young people](#)).

8.1 General context

Main trends in young people's creativity and cultural participation

Infrastructural background

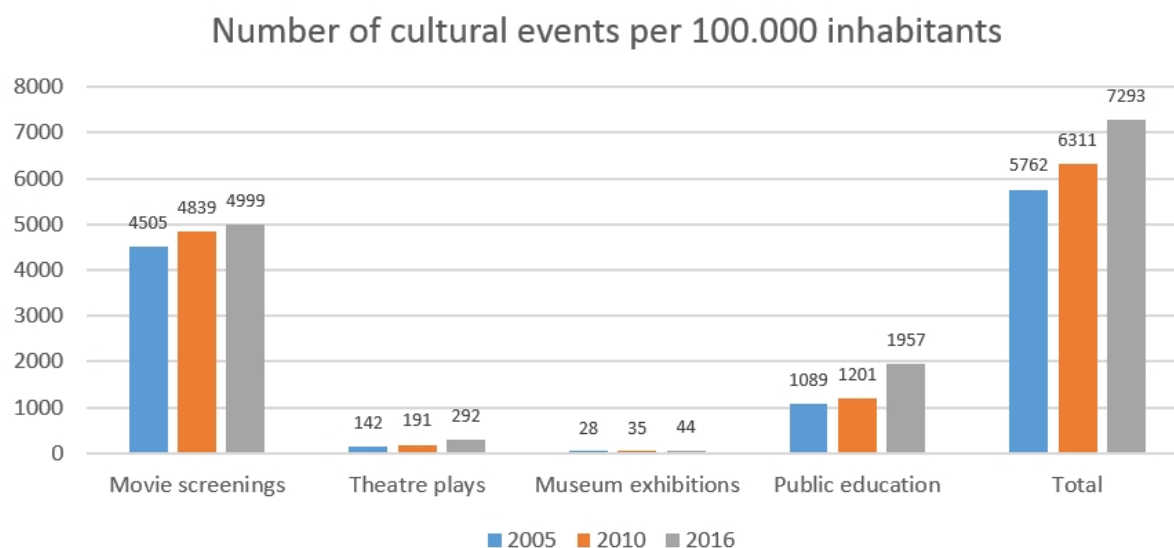
When looking at figures regarding the number of cultural institutions we see an important change in tendencies: in 2013-2014 the number of institutions related to community culture has begun to increase. [[Hungarian Central Statistical Office](#) (Központi Statisztikai Hivatal - [Kulturális ellátottság](#))] (Youth Policy Review, 2016)



Source: [Hungarian Central Statistical Office (Központi Statisztikai Hivatal - Kulturális ellátottság)]

The increase in the number of institutions could be traced back - among others - to the extension of a previously existing network of local community cultural institutions. The Integrated Community Service Spaces [[Integrált Községi Szolgáltató Tér](#) (IKSZT), referred hereinafter to as: ICSS] has been created to serve the needs of the population of settlements with less than 5 000 inhabitants. As of 2016 ([2016-ban](#)), 465 ICSS-s existed. An 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'.

The number of cultural events has also increased in the past decade. Especially those that has taken place in community culture by 2016, but there was a considerable increase in terms of movie screenings, theatre plays, and museum exhibitions.



Source: [Hungarian Central Statistical Office (Központi Statisztikai Hivatal - Kulturális ellátottság)]

These figures show a great variability across regions of the country with an overrepresentation of the central region (including Budapest). However, there is a tendency of increase in regions. (Youth Policy Review, 2016)

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 each and every 'traditional' cultural activity listed in the questionnaire. According to the results of the 2016 survey ([ifjúságkutatás 2016](#)), more than 80% of young people never visit spaces of 'elite' culture (art movies, opera, classical concerts), but around 40% of them never visited multiplex cinemas either. (Youth Policy Review, 2016)

Differences based on location

A huge difference can be seen in terms of location: young people living in Budapest are hugely overrepresented in 'elite' cultural activities and consumption, whereas the youth of villages are more likely to visit community centres and discos.

Leisure time activities

Offline leisure time activities of young people are much more characterized by cafés and pubs, but it's important to notice that festivals are key events of popular cultural activities for a huge fraction of young people. In 2016, 25% of 15-29 youth attended festivals – most of them (13% of the whole population) local ones, but the big music festivals also attracted a wide audience.

Regarding leisure time activities, the results of the 2016 youth research show that cultural activities are part of everyday life of young people. More than half of them indicated listening to music as one of their most common leisure activities, while for one third of them it is reading. However, (traditional) creative activities weren't common: 3% answered creating decorative and everyday objects, around 5% make music, paint, draw or sculpt, and around 10% take photos or make films as leisure activity.

Separation of cultural and social spaces

Data also show how social and cultural spaces have become increasingly separated, implying a decrease in the social nature of cultural activities, whereas – as a general trend – social activities are more and more relocating into online spaces. By 2016, 88% of young people accessed the internet daily, and 85% of them owned a smartphone.

Online spaces and smartphone applications in many cases foster creative activities and content generation, but detailed data of the 2016 research on this question is not yet accessible. (Youth Policy Review, 2016)

Main concepts

Definitons 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" etc. have made their way into the general parlance, they have not been enacted in any high level document'. ([Compendium](#), 2016 p. 5). Although there is a lack for official definition of culture, a general understanding could be outlined based on the legal background and public appearances of decision makers. The Secretary of State for Culture stated in an interview ([interjú](#)) that the concept of culture is changing, and bigger emphasize needs to be given to digitalization and online contents. This, and the other key conceptual change appears in the most important legal document that is sometimes referred to as 'cultural law'. (Youth Policy Review, 2016)

'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 emphasizes that the

'preservation and practice of national cultural traditions and those of nationalities, the improvement of the personnel, 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 organizations created to achieve these goals through the system of cultural basic care is in the common interest of society.' ([Act CXL of 1997](#) on the protection of Museum Institutions, Public Library Services and Community Culture)

The preamble's cited part shows two central focuses of legislation on culture:

1. cultural heritage and
2. reconceptualization 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 reconceptualization of community culture. The aim of providing cultural basic services has appeared in the law in 2017, but 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](#)). 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 organization, activity and financing that enables citizens and communities to directly exercise their right to culture. [...] 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 all of the population enters the system of cultural basic care. Its operation is maintained by the [Fundamental Law](#) and cardinal laws. It is basically financed through public funds and it is characterized by the dominant engagement of the state.' ([Ponyi](#), 2015 p. 37-38)

Special target groups

Though the programme is targeted on the whole population, school age children are often emphasized as one of the special target groups. An example of this is the Cultural Adventure Programme ([Kultúrkaland](#)), where secondary school children can take part in cultural-pedagogical activities. (Youth Policy Review, 2016)

Concept of creativity

The concept of creativity mainly appears in the context of innovation and research (sometimes, but not exclusively connected to startups), objectives related to the creative and cultural industries only appear one time in the cultural law: the chapter on regional and metropolitan public cultural services includes the objective of contributing to

1. culture based economic development and to
2. the development of services of creative and cultural industries.

Creativity also appears in the [National Core Curriculum](#) (referred hereinafter to as: NCC). A recent content analysis of the core curriculum ([Bereczki, 2016](#)) showed that though it manifests in many places of the text, there are no mentions of creativity when the main tasks and aims of public education are listed, as well as there is no explicit definition of the concept. (Youth Policy Review, 2016)

8.2 Administration and governance

Governance

Systems related to the ministries and the parliament

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](#), under the State Secretariat for Culture.

'[The responsibilities](#) of the State Secretariat for Culture are to use available state resources to initiate and promote the creation of new cultural assets, and to preserve national and world cultural heritage assets in Hungary. It defines and organizes the guiding principles and programs for the development of international cultural links, and of activities aimed at further popularizing Hungarian culture in the international arena.'

Ministry of Foreign Affairs and Trade

However, there are objectives and fields related to culture outside the Ministry of Human Capacities. First, the [State Secretariat for Cultural and Science Diplomacy](#) within the [Ministry of Foreign Affairs and Trade](#). The ministry '[currently](#) operates cultural institutes in 24 cities in 22 countries, in addition to education and cultural diplomats who serve at eight Hungarian foreign representations.'

Ministry of National Development

The [Ministry of National Development](#) has its role in the film industry as the major financier, founder and owner of the Hungarian [National Film Fund](#).

'The Fund provides financial and professional support for script development, project development and production of full-length (at least 70 min.) feature films, documentaries and animated movies for theatrical release. Marketing support is given to completed films, ready for cinema release. Student films and diploma films are also supported, by providing financial and in-kind support to universities specialized in film studies. The Fund functions through a continuous application system.'

Prime Minister's Office

Responsibilities related to cultural policies and heritage preservation are apparent at the [Prime Minister's Office](#) too. Until 2016, a Secretary of State for Cultural Heritage Protection has been in charge, since then the Deputy State Secretariat for Social and Cultural Heritage Protection and Major Cultural Investments ([Társadalmi és Örökségvédelmi Ügyekért, valamint Kiemelt Kulturális Beruházásokért Felelős Helyettes Államtitkárság](#)) is responsible for the issue.

'The single-chamber [Parliament](#) is in charge of legislation. In addition to its role in preparing laws, the Committee for Culture and Press also fulfils supervisory functions by occasionally putting various issues related to culture on its agenda. On the whole,

however, the Parliament and its Committees have only limited autonomy, in most cases reflecting the will of the government or the dominant parties.' ([Compendium](#) 2016 p. 6)

Other public institutions

National Cultural Fund of Hungary

One of the most important body of cultural funding has been the [National Cultural Fund of Hungary](#), founded in 1993, and currently chaired by [Zoltán Balog](#), 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 percent of the gambling tax of Lottery 5 as its main revenue. It calls for bids to offer and award the vast majority 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 a number of cooperation agreements with government agencies and NGOs in the past years, and its professional divisions have announced comprehensive support programs to reinforce the State's engagement in the field of culture.'

Since 2017 the Fund's financial issues are handled by the [Human Capacities Grant Management Office](#) ([Emberi Erőforrás Támogatáskezelő](#)), which has a Directorate of the National Cultural Fund that handles objectives related to tendering. Decisions are made by the divisions of the Fund, but administration belongs to the Office.

Hungarian Academy of Arts

Since 2011, besides the Fund, a newly emerged organization 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 recognized by the [Fundamental Law](#) and upgraded to a public foundation in 2011. Since then, its role in cultural policy related decision making and funding is central.

'The main task of MMA is to facilitate the prevalence and protection of the values of Hungarian and universal culture, the respect of the traditions of Hungarian arts and the birth of new and significant artistic works.

Furthermore MMA

- represents the arts in public life as well as in bodies to which law obliges it or in which its participation is requested by a governmental or other state body with national power.
- facilitates art education and the training of artists as well as scientific activities related to the arts.
- undertakes a supportive role with scholarships, awards and other methods in the Hungarian artistic sphere, putting great emphasis on the popularization of young artists and art itself.
- [...]
- contributes to the appreciation of Hungarian artists and with grants, awards and scholarships assists the publication of new artistic works as well as providing career opportunities for young artists.'

National Cooperation Fund

Another public body worth mentioning regarding cultural funding is the National Cooperation Fund [[Nemzeti Együttműködési Alap](#) (referred hereinafter to as: NEA)]. (For more information about NEA see sub-chapter [1.7 Funding Youth Policy](#).) Its Board of Social Environment ([Közösségi környezet kollégium](#)) provides funding to civil organizations active in the field of

- 1.cultural activities,
- 2.community culture,

- 3.science and research,
- 4.preservation of traditions, etc.

NMI Cultural Institute Non-profit Public Utility Ltd.

The most important public institution regarding community culture is the legal successor of the National Institute for Culture [Nemzeti Művelődési Intézet (referred hereinafter to as: NMI)], NMI Cultural Institute Non-profit Public Utility Ltd. ([NMI Művelődési Intézet Nkft.](#)) In 2017 the former budgetary body's tasks moved to a private foundation owned by Lakitelek Folk High School Foundation ([Lakitelek Népfőiskola](#)) which is chaired by Sándor Lezsák ([Lezsák Sándor](#)), MP of Fidesz. The institute's operation is based on a public service contract with the Ministry of Human Capacities.

'NMI displays the whole of Hungarian community culture in the broad sense and coordinates it via their county offices. Through model projects of value exploration and preservation it helps and supports

- the survival of local communities,
 - folk culture and traditions, and
 - addresses and involves young people to these processes in various ways.'
- (Böröcz, 2016).

Non-public actors

Naturally, a huge number of cultural NGO-s exist, but few of them have the capacities to initiate large scale projects, especially youth related ones. Among these, [Artemisszió Foundation](#) can be mentioned, as one of the winners of the [Civil Society Prize of the European Economic and Social Committee](#) for their project 'Building Bridges', 'aimed to offer migrants and refugees a safe place where they can build personal relations with the host society'.

The Foundation

['has been operating](#) since 1998 as a non-profit organization 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 and to foster their mutual understanding,
- to support the social integration of socially and culturally disadvantaged groups,
- to strengthen scientific and cultural relations internationally
- 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.](#) As a successor of the national coordinating offices of the Culture and MEDIA programmes, the institution mostly focuses on providing information and support and the technical coordination of the Programme.

General distribution of responsibilities

'Besides the central government, the only level that really matters is that of the nearly 3 200 local (municipal) governments. This number includes 328 towns as well as 23 districts of Budapest.' ([Compendium](#) 2016 p. 25)

The local level is regulated by the 'cultural law' ([Act CXL of 1997](#) - for more information see sub-chapter [8.1 General context](#).) and Act CLXXXIX. of 2011 on Local Governments of Hungary ([2011. évi CLXXXIX. törvény](#) Magyarország helyi önkormányzatairól). The latter states that municipal governments must

- support local community culture,
- preserve local cultural heritage and
- provide tasks related to tourism.

Act XX of 1991 on the Tasks and Scope of Authority of the Local Governments and their Organs, of the Commissioners of the Republic, and of Certain Centrally Governed Organs ([1991. évi XX. törvény](#) a helyi önkormányzatok és szerveik, a köztársasági megbízottak, valamint egyes centrális alárendeltségű szervek feladat- és hatásköreiről) regulates the ways of fulfilling the tasks. According to the law, local governments

1. provide local management and monitoring of activities related to community culture, public collections and arts, moreover
2. operate and maintain institutions of these activities.

As a voluntary activity, self-governments may support

1. cultivating traditions,
2. communities organized for cultural activities,
3. cultural organizations and art initiatives.

Tasks of municipalities

The cultural law states tasks of municipalities related to community culture. Among others, these include

1. educational activities outside the school system;
2. exploration and awareness raising of local environment;
3. intellectual and artistic values and traditions;
4. cultivation of local cultural customs;
5. recognition of universal and national culture, as well as that of nationalities and other minorities;
6. supporting understanding and inclusion;
7. supporting amateur creative, cultural community activities;
8. building intercultural relationships and creating the conditions of cultural leisure time spending.

The obligatory tasks might be realized 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 cultural normative support for towns was introduced. This means that a village or town – regardless to its population – would receive a minimum of HUF 1.2 million (about EUR 4 000) contribution for culture. Nevertheless, the majority of municipalities spend several times more on culture than the "per capita" central redistribution.' ([Compendium](#), 2016 p. 25).

According to the statement ([nyilatkozat](#)) of the secretary of state for culture, the minimum contribution in 2018 will rise to HUF 1.8 million (about EUR 5 800).

Cross-sectorial cooperation

'Since the responsibility for culture is distributed between several high-level authorities, inter-ministerial or intergovernmental co-operation in cultural matters is mandatory.

Besides EFOP, the [Human Resources Development Operational Programme](#) of Hungary 2020, two or three further OPs may contain culture related projects under the [EU 2014-2020 Cohesion Policy](#). Co-ordination is carried out by the [Prime Minister's Office](#).' ([Compendium](#), 2016 p. 7)

In the programming of youth policies several governmental bodies take part through the Youth Expert Forum [Ifjúsági Szakmai Egyeztető Fórum (referred hereinafter to as:

ISZEF)(for more information see [1.5 Cross-sectorial approach with other Ministries](#)), which provides opportunities for cooperation and delegating responsibilities (for example for action plans of the youth strategy).

'In 2014 the new Cultural State Secretary initiated the Round Table of "Cultural Basic Provision" (Kulturális Ellátás 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 p. 21)

According to the 'cultural law' ([Act CXL of 1997](#)), involvement of local cultural institutions might be realized through the system of Community Culture Roundtables (Közművelődési Kerekasztal). 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 cooperation of the institutions.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Strategy on culture

There is no national strategy on 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 cultural basic care (see above) and the 2009 policy document ([dokumentum](#)) of [Fidesz](#) on culture. The latter lists the tasks of the state, which includes

- raising and maintaining the need for culture, especially among children and youth;
- the art education in and outside formal school system; and
- the education of culture especially to those who otherwise wouldn't have the opportunity.

Scope and contents

As stated before, there is no strategy for creativity and culture. However, elements and directions of planning regarding creativity and culture of young people can be found in some of the main strategical documents.

The National Youth Strategy

The [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia), under the specific objective of Empowering youth age groups and their communities, lists 'Creation of cultural values, culture mediation' as a subchapter.

The partial objectives are to

'improve the quality of cultural consumption and participation in culture;

- reduce regional inequalities,
- improve access to 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.

Action plan for 2016-2017

The Action plan for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről] under its pillar about

'developing the environment for successful social integration of young age groups' lists the objective to

- 1.foster taking the opportunities of the creative industry, and
- 2.support innovation and R+D activities.

The following objectives appear under the pillar of 'empowering young age groups and their communities':

- 1.securing programs supporting non-formal and informal learning;
- 2.facilitating the support of cultural and leisure time activities of young people mainly living in the countryside;
- 3.providing access to cultural values and services to young people living in areas without cultural institutions.

The Programme for the Future of the New Generation

The 2012 Programme ([a 2012-es program](#)) for the 'Future Of The New Generation' declares

1. leisure time,
2. sport,
3. entertainment and
4. culture consumption.

as one of the 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 aims to make culture accessible for 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 the student cards are in the system, but extension is foreseen in the near future.

Strategy on Sustainable Development

The [Strategy on Sustainable Development](#) [Resolution 18/2013. (28th March) of the Parliament on the National Framework Strategy on Sustainable Development] addresses the role of culture among the goals related to social resources. 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 culture centres. These institutions, with having the right amount of financing, may launch programmes that can attract a large volume of the population. Participants can acquire new knowledge, familiarise themselves with the opportunities provided by the institutions and may develop their social relations. It is recommended to improve the cooperation of educational, training and cultural institutions, in order to develop the core competencies of the Hungarian population.' [Resolution 18/2013. (28th March) of the Parliament]

The Framework Strategy of Lifelong Learning Policy for 2014-2020 ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája](#) a 2014/2020 közötti időszakra) refers to the role of cultural institutions connected to social cohesion and learning outside the school contexts. The comprehensive aim of 'increasing access to and participation in lifelong learning' has its specific aim of

1. increasing non-formal, informal and flexible learning opportunities,
2. supporting and developing workplace learning.

One of the directions of intervention and development under this aim is the development of non-formal and informal learning through the cultural institutional system.

'The youth-related tasks of cultural institutions related to lifelong learning are the following:

- trainings for access or return to formal education,
 - supporting further educational and training paths from primary school to the secondary school final exam,
 - development of basic competences to support entering and returning to 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 programs aimed at the development of language competences,
 - acquisition of communication skills in the mother tongue,
 - learning to learn,
 - empowerment to civic competence, cultural expressivity and application of scientific explanations [...].'
- [Framework Strategy of Lifelong Learning Policy for 2014-2020 ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#))](For more information see sub-chapter [8.9 Enhancing social inclusion through culture](#).)

Responsible authority for the implementation of the strategy

As stated before, there is no national strategy related to creativity and culture. The objectives and partial objectives related to cultural consumption of young people are assigned to the minister responsible for culture. Programmes related to youth policy are administered by the State Secretariat for Family and Youth and International Affairs, and the Department of Youth of the [Ministry of Human Capacities](#). Objectives related to community culture are mostly administered by the State Secretariat for Culture.

Revisions/updates

There is no national strategy on creativity and culture, the revision of the National Youth Strategy is ongoing (see more in sub-chapter [1.3 National Youth Strategy](#)).

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

'Cultural Adventure' Program

As stated previously in sub-chapter [8.1 General context](#) - Main concepts, young people's access to culture is realized mainly through the system of cultural basic care (community culture), where school-age children are a specific target group. The 'Cultural Adventure' ('[Kultúrkaland](#)') program is administered by the State Secretariat for Culture ([Kultúraért Felelős Államtitkárság](#)) and supported by

- the State Secretariat for Public Education ([Oktatásért Felelős Államtitkárság](#)),
- the [Hungarian State Opera](#) and its Erkel Programme Office,
- a number of public collections,
- the [Hungarian railways](#) and
- the [Centre for Budapest Transport](#).

The content of the programme may be defined as lessons outside the classroom if the school's curriculum allows it.

'Cultural institutions for the success of public education'

A similar goal is set by the EU-funded project of 'Cultural institutions for the success of public education' ([HRDOP-3.3.2-16](#) and [CCHOP-7.3.4-17](#) in the central region).

The programme aims to support educational institutions through

1. non-formal
2. and informal learning activities provided by cultural institutions.

The target groups of the programme are

1. pre-school, primary and
2. secondary school children

and it has the budget of HUF 7 billion through HRDOP and HUF 750 million through CCHOP (about EUR 22.6 million and EUR 2.4 million).

'AGORA – for the creation of infrastructural conditions of multifunctional community centres and regional community cultural consulting service'

The EU tender under the previous financial cycle's Social Infrastructure Operational Programme (TIOP) 1.2.1. '[AGORA](#) – for the creation of infrastructural conditions of multifunctional community centres and regional community cultural consulting service' aimed at the creation of a network of Agóras,

1. to integrate community culture, social, educational and experience functions, and
2. to create a consulting service to improve smaller settlements' cultural and community cultural basic services.'

14 county towns have participated ([vett részt](#)) in the programme (the funding was supplemented by additional EU and national sources), and Agóras, besides the above mentioned functions were to take part in

3. organizing cultural events of the regions,
4. compile and operate databases related to regional cultural and creative industry, and
5. contribute to regional and municipal strategies, especially in relation with culture, tourism and local development.

The project ended with the end of the financial cycle, but the cities contracted to further operate the institutions with their original purpose for at least 12 more years. (For additional information see sub-chapter [8.5 Developing cultural and creative competences](#).)

'Active communities'

The most important ongoing project regarding community culture is called 'Active communities' ([HRDOP-1.3.1-15-2016-00001](#)). The project's comprehensive goal is

1. 'to increase social activity;
2. to strengthen social engagement in the settlements involved;
3. to strengthen connections between municipal governments, cultural institutions and inhabitants;
4. to upgrade the levels of the culture of cooperation'.

To achieve these goals, the method of cultural community development is used, and professional/methodological support is provided for the municipalities and their cultural institutions and/or NGOs. Relevant parts of the project include

- 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 is a gross amount of HUF 3 billion (about EUR 9.7 million).

'Cseh Tamás Programme'

One of the flagship programmes of youth culture is the [Cseh Tamás Programme](#), administered by the temporary division of the National Cultural Fund. The programme aims to support Hungarian popular music through its nine sub-programmes. These support the following activities:

1. starting bands,
2. operation of countryside clubs, countryside and community TVs and radios, as well as print and online media,
3. international tours and promotion (these sub-programmes are based on tendering),
4. preserving the Hungarian popular music heritage,
5. musical management education, and
6. supporting countryside talent search events.

Besides supporting young bands and music creation, the programme also regularly offers events for the public to present products that received funding.

Disseminating information on cultural opportunities

Dissemination of culture-related programmes for young people mainly takes part in the currently existing infrastructure of community culture, public education and Integrated Community Service Spaces. The role of the New Generation Centre also has to be emphasized here, since its community spaces provide various information relevant for young people, and the Centre's website ([honlap](#)) regularly reports about opportunities related to creativity and culture. (For more information on the New Generation Centre Services 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](#)).

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Formal education

Creativity appears in the [National Core Curriculum](#)'s key competences as a cross curricular development goal. Furthermore, the following six key competences explicitly relate to the concept:

1. aesthetic and artistic awareness and expression,
2. sense of initiative and entrepreneurship,
3. digital competence,
4. communication in the mother tongue,
5. social and civic competence,
6. competence in science and technology.

'In the chapters related to the whole system of public education, creativity thus appears several times, but different emphasis in the two main content units show that creativity primarily appears in connection to key competences and not to the goals and values of public education. [...] Interpretations of creativity in the chapters of NCC related to public education as a whole (transversal skill independent of the subject, tool of artistic expression, promoter of economic competitiveness, skill of thinking while problem solving, etc.) emphasize that creativity can be approached in several ways and applied in

various disciplines and contexts [...]. On the other hand, without clarifications and explanations, different approaches, and in many cases contradictory interpretations can further increase confusion related to the interpretation of creativity in the actors of education'. (Berecki, 2016 p. 13)

Arts can be found among the subject areas too. The Core Curriculum, among the subject area's main goals, states that art pedagogy

'allows for art to shape students' personalities, improving their creativity and their cooperation skills and abilities, and helping them consciously adopt moral values. It seeks to find a balance between outstanding cultural assets and the aesthetics present in everyday life: it can discuss works of art, popular culture and aspects of everyday life. Art education contributes to developing a national and European identity and learning about traditional and contemporary cultural assets. A shared body of knowledge and experiences strengthens the sense of belonging. By introducing them to our artistic heritage and contemporary works of art, art education helps children finding their way in the culture of their own age. Visiting art institutions (cinemas, theatres, puppet shows, concerts, museums, exhibitions) and processing such experiences in community is indispensable for the success of art education'.

Art is taught through specific classes related to

1. music,
2. drama and dance,
3. visual culture, and
4. video culture and media literacy.

Non-formal education

As stated before, the system of cultural basic care related to community culture [in accordance with the strategy of lifelong learning ([Az egész életen át tartó tanulás...](#))] emphasizes learning outside the school contexts, and the National Core Curriculum also highlights the role of acquiring experiences in the field of arts and creativity in cultural institutions. Besides the programmes mentioned before, there are many smaller scale initiatives led by NGOs or cultural institutions. Some innovative examples can be found in the conference proceedings of the [2017 ELTE Workshop for Arts Education](#).

Specialised training for professionals in the education, culture and youth fields

The 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.

Education to become a professional in the cultural sector is provided in a number of higher educational institutions. The most important ones, regarding visual arts include the

1. [Hungarian University of Fine Arts](#) (Magyar Képzőművészeti Egyetem);
2. [Kodály Institute of the Liszt Ferenc Academy of Music](#) (Liszt Ferenc Zeneművészeti Egyetem Kodály Intézet);
3. [Moholy-Nagy University of Art and Design](#) (Moholy-Nagy Művészeti Egyetem);
4. [University of Theatre and Film Arts](#) (Színház- és Filmművészeti Egyetem).

The [Hungarian University of Fine Arts](#) offers MA level education of visual educators. [Kodály Institute of the Liszt Ferenc Academy of Music](#) offers Graduate degree education in music pedagogy. [Moholy-Nagy University of Art and Design](#) offers MA programmes in design and art management as well as design and visual art education. The [University of Theatre and Film Arts](#) offers specialization training in theatre education and continuing education for interpreting theatre performances in school lessons, and interpreting films through dramatic tools in school lessons.

Providing quality access to creative environments

Agóras

The most relevant programmes are connected to the system of community culture and have been mentioned before. (For more information see sub-chapter [8.4 Promoting culture and cultural participation](#).) The role of [Agóras](#) is unquestionable when approaching access to creative environments. Agóras were designed as

1. 'multifunctional community centres,
2. community culture institutions,

which are suitable to operate in a way that integrates

- community culture,
- education and adult education, and
- experience features in a specifically created built environment' ([Németh](#), 2013 p. 4).

New Generation Community Spaces

Besides, the New Generation Community Spaces provide opportunities for young people to develop their own initiatives. (For more information on the New Generation Community Spaces see sub-chapter [4.7 Youth work to foster social inclusion](#).)

The Youth Cultural Festival of the Carpathian Basin

An important event specifically targeted for showcasing young people's projects in arts is '[Kultivál](#)' (The Youth Cultural Festival of the Carpathian Basin). During the festival young artists – painters, photographers, actors, musicians – from Hungary and from the neighbouring countries where ethnic Hungarians live, have the opportunity to

1. learn,
2. network and
3. present.

Pannon Unifest

Kultivál was organized for the third time in 2017. Another youth culture festival is [Pannon Unifest](#), where talented Hungarian young artists can

1. meet,
2. perform,
3. learn and
4. compete.

The festival's biggest supporter is [Pannon University of Veszprém \(Pannon Egyetem\)](#), and is co-organized by the Hungarian Youth Conference ([Magyar Ifjúsági Konferencia](#)).

Other events

Besides these, a lot of events are organized by municipal governments, educational, cultural and other institutions which provide opportunities for young artists to present themselves, but these (except for educational institutes) rarely focus explicitly on young artists. A good example of a market initiative where many young artists from the field of design can present is [WAMP](#), a design and fashion fair, where emerging Hungarian designers can showcase their works.

[8.6 Developing entrepreneurial skills through culture](#)

Developing entrepreneurial skills through cultural activities

The national strategic documents regarding youth and education rarely connect to entrepreneurship and culture. The most relevant example can be found in the Action plan for 2016-2017 [[1535/2016. \(X. 13.\) Korm. határozat](#) a Nemzeti Ifjúsági Stratégia 2016-2017. évekre vonatkozó cselekvési tervéről] of the [National Youth Strategy](#) (Nemzeti Ifjúsági Stratégia), which, as a measure of the pillar 'Development of the environment necessary for successful integration of youth age groups' states that 'using the

opportunities of creative industry must be facilitated, innovation and R+D activities must be supported', and names the minister responsible for culture as one of the persons in charge. (For additional information see sub-chapter [8.3 National strategy on creativity and culture for young people](#).)

The role of arts, even in the specific framework curricula related to entrepreneur skills mentioned in the 3rd chapter ([3.8 Development of Entrepreneurship Competence](#)) comes up directly only in relation with marketing.

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 [2016 annual report](#)).

'Among students and graduates in the creative sector, the "[Start Up Guide](#)" developed by [MOME Moholy-Nagy University of Art and Design](#) is broadly used for job searching and enterprise opportunities.' ([Compendium](#) 2016 p. 21) The open access guide, published ([publikálva](#)) for the 12th time in 2017 (by commission and support of the [Hungarian Design Council](#)) offers advices for beginner entrepreneurs in the field of 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 Welfare Programme](#) [2012/2015. Government Decree on the Digital Welfare 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 strategy aims to secure the accessibility and affordability of internet by various means including tax-reduction, wifi-hotspots of public institutions including educational, child care and community culture institutions.

The Digital Education Strategy of Hungary

The [Digital Education Strategy of Hungary](#) ([Magyarország Digitális Oktatási Stratégiája](#)) states its comprehensive strategic goal in the field of public education as follows:

'Public education must ensure the opportunities of acquiring digital competences expected by society and labour market, with a special focus on the needs of training, higher education and lifelong learning, as well as the aspects of performance, fairness and efficiency. The comprehensive goal is divided into further development goals:

- ICT knowledge, methodological culture, motivation and ICT-use of teachers must be in line with the needs of digital education;
- Digital media content, methodological support and knowledge sharing must ensure that the use of ICT tools is incorporated in the process of teaching, learning and evaluation processes;
- The spaces of public education and the classrooms must have an appropriate level of access to internet and tools for meeting the requirements of digital education;
- The system of tools provided for students must be in line with the horizontal requirements (IT-safety, equal opportunities);
- All public educational institutions must have access to decision support, administrative, communication, data supply and organizational options provided by digital technologies'. ([Digital Education Strategy of Hungary](#) p. 12.)

The strategic goal in training is that 'students of vocational training must have the general and professional digital skills expected by the labour market and needed for further education', whereas the goal related to higher education is

'the creation of a unified, online, digital environment, which provides personalized learning opportunities based on age, interests and personal life conditions. An online learning space, learning community is created where members of the community receive support for lifelong learning and development. Higher educational institutions develop their supply of educational programmes by reacting in a flexible way to employers', students' and social educational needs in this online space. A comprehensive strategic goal on the level of the individual student and higher education in general is that the digital readiness, use of tools, digital work experience must reach the level of international expectations. To achieve these goals breakthrough in contrast with the current situation is needed in three main areas:

- Change in the current methodology and approach of teaching and learning; a change of paradigm in higher education; facilitation of the realization by the institutions of student centred learning; and using all the potential of ICT in teaching and learning
- Building a space for learning; convert university into a digital learning community facilitated by digital tools that helps students and teachers
- Development, maintenance, and increase of efficiency in the infrastructure needed for the change of paradigm.'

The strategy also has a number of goals regarding the development of digital infrastructure, and besides the aforementioned general goals of the Digital Welfare Programme, the need for multimedia laboratories (including digital camera, VR display and workstation for editing), and for providing digital tools for those who lack their own ones (as well as supporting the acquisition of private tools) can be mentioned among the goals for public education.

For more information see sub-chapter [6.8 Media literacy and safe use of new media](#).

Facilitating access to culture through new technologies

The Digitalization Strategy of Public Collections (2017-2025) [[Közgyűjteményi Digitalizálási Stratégia \(2017-2025\)](#)] is the most important strategical document regarding digital access to culture. The Strategy is cross-referred in the Digital Welfare Programme too. The strategy's vision on digitalization 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 content provision by public collections, and the strategy generally gives a big emphasise on education (especially public education), to provide resources for teaching.

8.8 Synergies and partnerships

Synergies between public policies and programmes

The main area for synergies in culture in the field of youth takes place in the Youth Expert Forum (for more information see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#)), the consultative body of the government.

Besides, both

1. the Lifelong Learning Strategy ([Az egész életen át tartó tanulás szakpolitikájának keretstratégiája a 2014/2020 közötti időszakra](#))(for more information see sub-chapters [8.3 National strategy on creativity and culture for young people](#) & [8.9 Enhancing social inclusion through culture](#)) and

2. the [Digital Education Strategy of Hungary](#) (for more information see sub-chapter [8.7 Fostering the creative use of new technologies](#)) emphasize the role of culture.

However, there are no common strategical documents of different governmental bodies.

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 cultural basic care fosters equal access to culture, and the aim of social integration is also present. A recent statement ([nyilatkozat](#)) of the state secretary for culture underlies this:

'We are convinced that access to culture would improve the quality of living. The essence of the concept is that culture should be available everywhere, even in the most disadvantaged settlements of the country.'

The shift of paradigms can be illustrated by the change in youth worker education. Previously it was part of vocational training in higher education and it belonged to the social field. In 2017, after the introduction of youth specialization of community coordinator 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](#)). The aim of the project is 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 biggest 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:

- Cultural basic provisions must be available for everyone: the correction and expansion of local basic provisions (knowledge contents, access to learning occasions);
- Cultural programs must be incorporated to 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 labour market and public life.

Regarding the role of cultural institutions, the youth-related tasks and recommendations of the strategy are the following:

- Cultural institutions should support lifelong learning, quality education and reducing early school leaving;
- For intelligent growth support for learning and skills development through the tools of cultural institutions is necessary;
- Need for new non-formal education forms in order to decrease the number of NEET youth.

Mid-term Strategy Against School Leaving Without Qualification

The Mid-term Strategy Against School Leaving Without Qualification ([A végzettség nélküli iskolaelhagyás elleni középtávú stratégia](#)) includes the strategic goal of personal needs fulfilment based on differentiated and individual-centred education and support. One of the partial objectives covers 'complex and preventive opportunities outside the institutional education in disadvantaged areas and territorial segregates'. It aims the strengthening of local communities, partly through improving the local cultural services. A related objective appears under the strategic goal of having quality community services and capacities. The strategy, under the aim of expanding the opportunities of non-formal and informal education also connects cultural institutions with the objective of expanding the possibilities of non-formal and informal learning.

Arany János Talent Support Programme

The role of cultural activities can be found in talent support programmes too. The most important programme is the Arany János Talent Support Programme, 'enabling disadvantaged students to study in good quality schools, and focusing also on personal development alongside education'. ([Nagy-Zsilavetz](#), 2011 p. 47) The programme ([a program](#)) covers the entire country with almost 3 000 student participating. It is based on a complex approach: the development process is supported by educational, cultural and social activities, for example methods of drama pedagogy are used. The programme is coordinated by the [Hungarian Institute for Educational Research and Development](#), and funded by the [Ministry of Human Capacities](#). (For more information see sub-chapter [4.4 Inclusive Programmes for Young People](#).)

National Social Inclusion Strategy

'The [National Social Inclusion Strategy](#) – Extreme Poverty, Child Poverty, the Roma – (2011-2020) identifies the following key elements for improvement in the life of Roma: education, employment, health, and housing. "Culture, development of cultural and sport services" makes a smaller part of the strategy. "In conjunction with education, cultural institutions, museums and libraries operate a number of programmes relevant to social inclusion which serve to reduce cultural disadvantages and school drop-out rates." The Strategy focuses more on internet and digital access than actual interpersonal cultural events and gatherings organised for Roma and non-Roma. "They (i.e. disadvantaged children and young people) should acquire and develop their digital literacy in a sophisticated IT environment in libraries and should acquaint themselves with the use of electronic databases in an informal learning environment." Furthermore, "on a microregional level, the objective is to create community centres, social workshops and training centres which help the Roma enter the realm of learning and work." ([Compendium](#) 2016 p. 20)(For more information about the Social Inclusion Strategy see chapter [4. Social Inclusion](#))

8.10 Current debates and reforms

There are no public, governmental or social debates or plans for dialogue on the topic of creativity and culture.

9. Youth and the World

Informing and training young people on global issues, and dialogue with them is increasingly part of Hungarian public life. Obviously, there are still insufficiency. Most of all, efforts should be made to build a direct link between young people and policy-makers, given that a large number of Hungarian youngsters are not interested in political issues. Nevertheless, a number of programs and initiatives have been implemented over the last decades aimed at attracting as many young people as possible into thinking about social, environmental and global issues, mainly by taking actions.

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 (Concept for Global Responsibility Education)(For more information see sub-chapter [9.1 General context](#).)

The Concept for Global Responsibility Education outlines the core values of global responsibility, namely:

'openness, empathy, holistic approach, taking global perspectives, engaging in social justice, peaceful and effective conflict management, child and youth orientation, (environmental, social and economic considerations), critical thinking and problem-solving abilities.' (Concept for Global Responsibility Education)

In this context, the following thematic weeks can be highlighted, 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

One of the most prominent public opinion polls 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](#), we have created the Our Living Planet ([Élő Bolygónk](#)) website where Hungarians could be informed about the climate protection actions.

The petition available on the website was signed by 196 699 individuals, civil organizations, and schools. The President continued his activity after the climate summit, not only calling attention to the issues on various conferences ([konferenciák](#)), but calling ([felhívás](#)) the leaders of the world to fight for sustainability.

1. Global warming,
2. water shortages,
3. decreasing energy sources and
4. climate change

are the themes of the Week of Sustainability Issues ([Fenntarthatósági Témahét](#)) launched in 2016 to raise awareness of

- young people,
- kindergarten,
- primary and secondary school students.

Global Education

'Global education serves the purpose of globalization as a result of increasing social, economic, technological, political, demographic and environmental inequalities and global processes. Its aim is

- to enhance the participation of society,
- to increase their responsibility for the future generations and
- to develop their attitudes and competences.

This is achieved through the development of a dynamic, active learning process and system development that focuses on the relationship between a constantly changing global society, including the person and his/her near and remote surroundings. It prepares for assessing the place, role, responsibility of an individual, defining individual and community responsibilities in global processes. It aims for

1. open thinking,
2. critical thinking,
3. global solidarity, and
4. conscious co-operation.' [Concept of Global Responsibility Education in Formal and Non-Formal Education in Hungary ([Konceptió a globális felelősségvállalásról nevelésről](#)) a formális és nem-formális oktatásban Magyarországon p. 11.)]

Social inequality, poverty

The issue of social inequality affecting youth appears in the Parliamentary Decision no. 88/2009. (X. 29.) on the National Youth Strategy [[Országgyűlés 88/2009. \(X. 29.\) OGY határozata](#) a Nemzeti Ifjúsági Stratégiáról] which set directives to be implemented in the youth field by 2024. The SWOT analysis of the strategy states that 'there is a significant imbalance in the chances and opportunities of different age groups in terms of access to youth services' and that the employment rate and wages of young people are 'territorially unequal'. (For more information about the National Youth Strategy see sub-chapter [1.3 National Youth Strategy](#).)[[National Youth Strategy](#) 2009-2024 ([Nemzeti Ifjúsági Stratégia](#) 2009-2024 p. 28.)]

Among the goals, it emphasizes that

'today's decisive regional and ethnic inequalities must be significantly reduced. Children should be brought up in a safe environment to reduce the incidence of deviancy destroying life chances. Disadvantaged "child generations" should be allowed for social mobility.' [[National Youth Strategy](#) 2009-2024 ([Nemzeti Ifjúsági Stratégia](#) 2009-2024 p. 44)]

Green volunteering

In the case of many Hungarian environmental non-profit organizations, it is possible to join in voluntary activities, especially in relation to nature conservation. Nevertheless, neither the Hungarian jargon nor the relevant legislation (for example the [Voluntary Law - Önkéntes törvény](#)) nor the organizations themselves use a separate term for volunteers who take part in such type of activities.

Based on the Voluntary Work additional module of the Labor Force Survey, ([Munkaerő-felmérés, 2014. I. negyedévi Önkéntes munka](#) című kiegészítő felvétele) completed in the 1st quarter of 2014 by the [Hungarian Central Statistical Office](#) (Központi Statisztikai Hivatal), it turned out that in 2014, 93 000 people were involved in any kind of environmental and animal protection volunteering activities: 21% of them - on their own account - regularly, 79% of them occasionally. Nearly 90% of them were directly, while

the remaining were involved both directly and through an organization. In 2014, among the volunteers for environmental and animal welfare jobs 58% were men and 42% were women. However, volunteers in the organization have slightly more women than men, roughly 55%. [Voluntary Work additional module ([Munkaerő-felmérés, 2014. I. negyedévi Önkéntes munka](#) p. 10-14)]. There is no data available specially for youth.

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 in Hungary, social participation is neither extensive, nor adequately developed, and the same applies to the advocacy of civic interests. The role of youth in these activities is also insignificant. The adult respondents surveyed in the research often expressed their skepticism about the involvement of young people, saying that 'young people are unable to perform certain tasks on their own and therefore cannot be entrusted with more important tasks'. According to the research, younger generations are only treated as 'subjects' or 'host', and in general they are rather 'considered as a child and not as an adult'. [Support for Small Community Youth Education ([Kisközösségi ifjúságnevelés támogatása](#) p. 60)]

The researchers demonstrated a collection of initiatives as an example for Hungarian decision-makers by J. Tolmann and K. Pittman (2001). The sample projects have had an impact on the community as a whole, and they were realized with participation of young people. In the projects, three common factors have been recognized,

'which characterized the activities organized by young people.

1. 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/organization.
2. Benefits - all the benefits that young people experience in their own lives (e.g. acquiring certain competencies) as an outcome of community collaboration.
3. Opportunities - situations that are created by joint work and which may affect other aspects of young people's life' [Support for Small Community Youth Education ([Kisközösségi ifjúságnevelés támogatása](#) p. 60-61)]

According to the researchers' experience, there is sufficient motivation since young people's work is also acknowledged by their high schools as part of the compulsory community service that is a prerequisite for matura exams at the end of their studies. Nevertheless, in none of the five settlements that were visited by the researchers did young people have any active involvement in the 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 organizations focusing on social participation

The 2016 survey of the Hungarian Youth Research (Magyar Ifjúság kutatássorozat) only partly deals with the social and public participation of young people aged 15-29. It collects data on being connected to civil society organization, movement or community in the year before the survey was administered. 25% of the 8,000 respondents answered yes to the question: 9% are members of a student organization, 2% are associated with a trade union, and an additional 1-1% are members of public affairs organizations, political youth organizations, political parties, local affairs organizations, human rights or peace movement.s [The first results of the Hungarian Youth Research 2016 ([A Magyar Ifjúság Kutatás 2016 első eredményei](#) p 83-84)].

Political and public interests

Active Young People in Hungary (Aktív Fiatalok Magyarországon kutatás)

According to data from the first (2012) and the second (2013) waves of Active Young People in Hungary (Aktív Fiatalok Magyarországon kutatás) which studied Hungarian university and college students, interest in public issues and social problems was higher than their political interest. Nearly two-thirds of the respondents are interested in public issues and social problems, and only one tenth of them are not interested. On the contrary, political interest was lower: only one in three was interested in politics.

The research has pointed out that the more public issues are part of discussions at home or between friends, the higher the level of public interest is. Religiousness and belonging to a religious community also increase public affinity. The public interest of the respondents is explicitly gender-dependent: men are more interested in politics. [Rational Rebellious Students II ([Racionálisan lázadó hallgatók II.](#) p. 89-90)]

'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 popular protest form among students was to sign a petition (29% have done it already). The proportion of those who donated to organizations of parties rose from 16 to 28 % between 2013 and 2016. The third most popular form of participation was collecting signs (27%). 20% of them participated in demonstrations, and 10% in spontaneous movements. [University and College Students in Hungary, 2015 ([Egyetemisták és főiskolások Magyarországon 2015](#) p. 52-53.)]

Hungarian Youth research

Young people in Hungary have low political interest. The above-mentioned Hungarian Youth research also has interesting results in the theme. The lowest average value was measured in 2012 since 2000 (averaging 1.89 on the scale of 1 to 5), and the interest has only slightly increased by 2016.

- 44% of youth are not interested at all,
- 20% are barely interested in politics.
- The proportion of those who are interested in it is 10%.

Age and schooling fundamentally determine young people's attitudes to politics. The younger the respondent is, or the lower the level of their education, the less they are interested in politics. In contrast, they are more open to public interest than to politics. [The first results of the Hungarian Youth Research 2016 ([A Magyar Ifjúság Kutatás 2016 első eredményei](#) p 83-84)].

For more details and other aspects of youth participation see chapter [5. Participation](#).

9.2 Administration and governance

Governance

Concept for Global Responsibility Education in Hungary

In December 2016, the [Hungarian Government](#) published a 'Concept for Global Responsibility Education in Formal and Non-Formal Education in Hungary' ('[Konceptió a globális felelősségvállalásra nevelésről](#) a formális és nem-formális oktatásban Magyarországon'). According to the government's interpretations, the following terms are in the focus of global responsibility education:

- fair trade,
- sustainable development,
- poverty,
- international development,

- intercultural dialogue.

'The aim of education for global responsibility is to prepare citizens to be able to cope with the understanding of the world around them, the challenges of the world of interdependencies, and to become active actors in shaping their immediate and wider world, to stand up to the idea of environmental protection, global solidarity, social justice, thinking systematically for the whole globe, for the Earth and for all their fellow human beings.' [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

Introducing elements of global education before the strategy was accepted

Earlier, there was no Hungarian strategy for global education, but at the same time 'ministries and other institutions providing foreign and educational tasks, as well as civil organisations' have been supporting and helping to introduce elements of global education for years. In this context, we have to mention 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](#)).

However, the government sought to eliminate the deficit, and as a result of a 'widespread social consultation', the above-mentioned concept was completed, which is 'in line with the [National Core Curriculum](#), and with the patriotic national education mentioned in it'. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

Spreading the Sustainable Development Goals of the United Nations

According to the concept, Hungary is committed to promoting and spreading the [Sustainable Development Goals](#) [Fenntartható Fejlesztési Célok (FFC)] adopted by the United Nations in September 2015, and to participate in the achievement of the stated goals. Nevertheless, an important factor in the development of education for global responsibility in Hungary is the so-called '[Millennium Development Goals Declaration](#) (Millenniumi Fejlesztési Célokat tartalmazó nyilatkozat) accepted by the UN in 2000, and the [Agenda 2030 on Sustainable Development Goals](#) replacing the previous one at the [UN General Assembly](#) on the September 2005'. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

The stated purpose of the Concept is to rethink global education in both formal and non-formal education through a unified approach and inter-ministerial co-operation in the spirit of Agenda 2030.

Governmental measures

In the 2014 [International Development Cooperation Strategy](#) [[Nemzetközi Fejlesztési Együttműködés \(NEFE\) Stratégia](#)], awareness raising in formal education has become a task. The Strategy underlines, that the target groups of global education are primarily young people. In this context, the country intends to give more emphasis on enlightenment work and awareness raising in connection to volunteering. At the same time, expansion of the knowledge of Hungarian companies on this issues is also an objective. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

The Government Decree no. 110/2012 (VI. 4.) on the National Core Curriculum [[110/2012. \(VI. 4.\) Korm. rendelet](#) a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról] has a priority development area for sustainability education.

Prior to that, the National Environmental Education Strategy ([Nemzeti Környezeti Nevelési Stratégia](#)), led by the [Hungarian Environmental Education Association](#) ([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 ([Koncepció a globális felelősségvállalásra nevelésről](#))]

National Environmental Education Strategy

The latest (3rd edition) of the National Environmental Education Strategy ([Nemzeti Környezeti Nevelési Stratégia](#)) was published by the Hungarian Environmental Education Association (Magyar Környezeti Nevelési Egyesület) in 2010. The Strategy intends to give the instructors a 'cradle to grave' communication and attitude-forming tool. (p. 20.) It is intended to provide recommendations to the 'environmental educators' in addition to 'awareness-raising'. The Strategy consists of five parts and a total of 37 chapters:

The theoretical foundations of the National Environmental Education Strategy are

- Pedagogy of sustainability,
- Private life,
- Social environment,
- Institutional environmental education,
- Towards realization.

Pedagogy of sustainability:

1. Values and principles;
2. Pedagogical background of environmental education;
3. Quality assurance in environmental education.

Private life:

1. Material culture;
2. Family, Household, Lifestyle;
3. Health Promotion;
4. Leisure, tourism;

Social environment:

1. Traditions; Arts;
2. Science; Religion; Economy;
3. Law; Local Government;
4. Civil public life; Environmental information;
5. Communication, media;
6. Financing environmental education;
7. International cooperation.

Institutional environmental education:

1. Specificities of the ages;
2. Environmental education prior to school age;
3. Class, subject;
4. Extracurricular environmental education;
5. Renewal curricula;
6. Non-school environmen.

Towards realization:

1. The tools of environmental education;
2. For the Implementation of the Strategy.

National Environmental Program 2014-2019

The National Environmental Education Program 2014-2019 ([Nemzeti Környezetvédelmi Program 2014-2019](#)) 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 [2011/CXC act on National Public Education \(A nemzeti köznevelésről szóló 2011. évi CXC. törvény\)](#) provides guidelines to educate environmental awareness and healthy way of life, suitable to the age of the child.

Since 2008, within the framework of the Green Kindergarten program (Zöld Óvoda Program) and based on annual plans and local needs, kindergartens has begun to implement the special program. 'In the framework of the Green Kindergarten program, 515 kindergartens were operating throughout the country in 2012. [...] The number of eco-schools reached 657 by the beginning of 2013.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#), p. 14)]

In addition, several environmental study competitions have been introduced:

- 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](#)),
- Danube Literature Competition ([Duna Ismerettár Tanulmányi Verseny](#)).

In addition, Hungary participates in international environmental education programs, such as the [GLOBE](#) program. In 2012, 27 schools attended in the program.

Cross-sectorial cooperation

Under the provisions of the [2011/CLXXXVII. act on vocational training \(szakképzésről szóló 2011. évi CLXXXVII. törvény\)](#), the Minister responsible for the environmental issues practices his/her duties and competences in the framework of the environmental and water education vocational training in cooperation with the Minister for Vocational Training and Adult Education. (National Environmental Program 2014-2019), ([Nemzeti Környezetvédelmi Program 2014-2019](#) p. 13)

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Currently, no programmes exist in Hungary on this topic that are available for a wide range of youth and are financed by the Hungarian state.

Global issues exchanges with policy-makers at the international level

Currently, no programmes exist in Hungary on this topic that are available for a wide range of youth and are financed by the Hungarian state.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

Formal education

Global issues covered in high school

The aforementioned Concept on Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#)) outlines the core values of global responsibility, namely:

- 'openness,
- empathy,
- holistic approach,
- taking global perspectives,
- engaging in social justice,

- peaceful and effective conflict management,
- child and youth orientation,
- (environmental, social and economic considerations),
- critical thinking and problem-solving abilities.' (p. 12.)

The intention is that by acquiring all of 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 emphasizes

- peace education,
- education for democracy, civic responsibility, participation,
- education of activities,
- awareness,
- respect and observance of human rights,
- education for self-knowledge,
- knowledge of other cultures and appreciation of education,
- environmental education and
- sustainability education. (p. 13)

The Concept also urges the expansion of the topics of global education in the [Eco-School Education and Training Program](#) ([Ökoiskolai nevelési-oktatási program](#)), taking into account the following areas:

- 'respect for human dignity and solidarity,
- education for democracy,
- active citizenship education,
- human rights awareness, awareness raising and respect for other cultures,
- respect for education,
- education for the environment and sustainability,
- education for development'. [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#) p. 16.)]

The appearance of global education in high schools

The Global Responsibility Education Concept does not detail the exact integration of global issues in high school and higher education. However, in addition to environmental education clearly appearing in elementary school environments, and classes in biology, chemistry and geography in secondary schools, there are a number of lessons available to schools to incorporate the issues of global education into their curriculum.

Most of the available lessons are related to environmental education or the topic of sustainability, for example

- the Sustainability Weekend Lessons ([Fenntarhatósági Témahét](#)),
- Kölcsey Ferenc High School Environmental Education Program ([Kölcsey Ferenc Gimnázium Környezeti Nevelési Program](#)),
- Mihály Vörösmarty High School Environmental Education Program ([Vörösmarty Mihály Gimnázium Környezeti Nevelési Program](#)),

but the development of relevant competences is also supported by

the Digital Agenda Week ([Digitális Témahét](#)) and the so-called 'Money7' - Lessons of Financial and Business Issues Week (['Pénz7' – Pénzügyi és Gazdálkodási Témahét óratervei](#)).

The appearance of global education in higher education

According to the Concept, 'the social function of higher education is the mediation and transfer of modern knowledge, providing sustainable development in the scientific and technical development of the country, the cooperation of education, research and economy.' [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#)) p. 9] In higher education, most courses that can be completed include training related to environmental awareness or other global issues.

However, there are separate degrees both in the field of environmental science, like

- environmental economics engineer ([környezetgazdálkodási agrármérnök](#)),
- nature conservation engineer ([természetvédelmi mérnök](#)),
- environmental engineer ([környezetmérnök](#)),
- environmental culture ([környezetkultúra](#)),
- regional and environmental economics ([regionális és környezet gazdaságtan](#)), and
- environment ([környezettan](#)),
- and other current global issues, for example Gender Studies ([Társadalmi nemek tanulmánya](#)).

In addition, graduate and PhD programs in nature conservation are available in Hungary in the [University of Debrecen](#), [University of West Hungary](#), Pannon University ([Pannon Egyetem](#)), [Szent István University](#), [Eötvös Lorand University](#) (ELTE) and the [University of Szeged](#). It is also possible to obtain qualifications in the field of higher technical education, which was introduced in 2011, especially in the field of agricultural education.

Non-formal education

Eco-schools

Previously, the Ministry of Education (Oktatási Minisztérium) and the [Ministry of Environment](#) (Környezetvédelmi Minisztérium) launched the [Eco-school Program](#) ([Ökoiskola Program](#)) at the turn of the millennium. The aim was to create foundations for the education of sustainable development. In the framework of the Program, schools can acquire the so-called 'Eco-school' title, awarded directly by the ministers responsible for public education ([Köznevelésért Felelős Államtitkárság](#)) and [the environment](#).

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 ([Koncepció a globális felelősségvállalásra nevelésről](#)) p. 8]

School public service

The Concept links global responsibility education with social responsibility in the frame of the school community service. ([2011/CXC. act](#) on public education, §4, point 15, §6, section 4) ([2011. évi CXC. törvény a nemzeti köznevelésről](#)) The Concept emphasizes the education of global responsibility in all high schools, and it also fits within a complex, carefully thought, active nationality education program. This is the purpose of serving the school community service. According to the concept, the experience acquired here can be used by students in later stages of their life. [Concept for Global Responsibility Education ([Koncepció a globális felelősségvállalásra nevelésről](#))]

No hate speech movement

Hungary has also joined the European level [No Hate speech campaign](#), which was established in Hungary with the support of the State Secretariat of the [Ministry of Human Capacities](#) for Sport ([Sportért Felelős Államtitkárság](#)) and Family and Youth ([Család- és Ifjúságügyért felelős Államtitkárság](#)) of which the National Youth Council ([Nemzeti Ifjúsági Tanács](#)) is also a member. For the period 2013-2018 the campaign aims to reduce hate speech on the Internet, to sensitise young people to human rights and to become active citizens.

'The campaign is against all forms of online hate speech, including those that mostly affect young people, such as cyberbullying and internet hatred. The campaign is based on human rights education, participation by young people and the media. The aim is to reduce the presence of hate speech and tackle racism and discrimination online.' [Strategic Dimensions of the Campaign ([A kampány stratégiai dimenziói](#))]

The project primarily focuses on

- awareness-raising,
- lobbying and
- the use of creative tools. [No Hate Speech Movement - young people against online hate speech (No Hate Speech Movement - [fiatalok az online gyűlöletbeszéd ellen](#))]

In the framework of the project the methodological manual called [Bookmarks](#) ([Böngésző](#)) was published in 2015 in Hungarian (then revised in 2016) by the [European Council](#). It contains 25 interactive, cooperation-based, non-formal educational practices to help human rights education and the fight against online hate speech. The book primarily focuses on young people between 13 and 30.

'The topics in the No Hate Speech campaign are the following:

- freedom of expression,
- human rights,
- racism and discrimination,
- digital literacy,
- Internet harassment,
- democracy and participation,
- campaign strategy,
- privacy and security,
- the issue of online hate speech. [No Hate Speech Movement - young people against online hate speech (No Hate Speech Movement - [fiatalok az online gyűlöletbeszéd ellen](#))]

Educators' support - Pedagogue trainings

'Section 7 of the Government Decree No. 277/1997 (II.22) on the training of teachers, the examinations of teachers and the allowances and benefits of those in further training' (A pedagógus-továbbképzésről, a pedagógus-szakvizsgáról, valamint a továbbképzésben részt vevők juttatásairól és kedvezményeiről szóló [277/1997. \(II. 22.\) Korm. rendelet](#)) regulates the conditions for the establishment of teacher training programs in Hungary.' [Concept for Global Responsibility Education ([Konceptió a globális felelősségvállalásra nevelésről](#) p.10)]

The concept suggests that the [Eötvös Loránd University](#) is the only institution providing continuing education in the field of sustainable development. Nevertheless, 'there are currently more than 50 accredited pedagogical further trainings at the Education Office for global education and sustainable development', each with 30, 40, 60, 90 and 120 hours.

The focus of these trainings is

- environmental education,
- sustainability education,
- environment-conscious thinking and behavior.

The Concept explains that although there are many tools available for teachers, they are not structured yet, but were outlined mostly by civil society organizations or by the staff of the [Hungarian Institute for Educational Research and Development](#) ([Oktatáskutató és Fejlesztő Intézet](#)) to help formal and non-formal education.

The Concept recognizes 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 ([Koncepció a globális felelősségvállalásra nevelésről](#) p.10)]

Lesson plans, teaching materials:

1. Eco portal ([Ökoportal](#)),
2. National Public Education Portal ([Nemzeti Köznevelési Portál](#)) by the [Hungarian Institute for Educational Research and Development](#) ([Oktatáskutató és Fejlesztő Intézet](#)),
3. [Eco-school education and training program](#) ([Ökoiskolai nevelési-oktatási program](#)),
4. [Hungarian Environmental Education Association](#) ([Magyar Környezeti Nevelési Egyesület](#)),
5. Suitability Theme Week ([Fenntarthatósági Témahét](#)),
6. Digital Theme Week ([Digitális Témahét](#)), Money7 ([Pénz7](#)),
7. Week 8. [Tempus Public Foundation](#), Methodological Idea Collection and Digital Methodology.

Main programmes or actions that aim to help young people to learn about global issues 'by doing'

The TeSzedd! – Volunteering for a pure Hungary

According to its own self-determination, Hungary's largest volunteer movement is [Teszedd!](#), organized by the [Ministry of Agriculture](#). In 2016, the program was implemented seven times across the country. Its purpose is to volunteer cleaning the participant's neighborhood. By this activity, the students involved can complete 5 hours of community service from their compulsory 50 hours.

Name of the responsible organization: Ministry of Agriculture.

Objectives and scope of the program or action: Clean up public areas throughout the country. 3 days per year (since 2011).

Target groups: everyone, especially young people, students.

Main activities and main achievements: In 2016, 190 000 volunteers, collecting 2 857 tonnes of garbage on 2 240 sites.

Funding: Ministry of Agriculture.

72 hours without compromise

The 72 hours without compromise ([72 óra kompromisszum nélkül](#)) is a social voluntary action organized by the three historical Christian churches. In the framework of the national program, 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 program begins. Their tasks also include preliminary planning before and joint evaluation at the end. The main objective of the program is to ensure broad publicity and to 'make volunteer work visible in youth communities' [Again 72 hours - application for this year's launch ([Megint 72 óra - elindult a jelentkezés az idei akcióra](#))] The tasks are divided into three parts:

- Social,
- Ecological,
- Developer.

Social: Any activity involving people, such as programs, lectures, assistance for the elderly and young people.

Ecological: environmental and nature conservation actions, for example forest cleaning, garbage collection, tree planting.

Developer: Renovation of playgrounds, kindergartens, painting of fences.
[What kind of tasks can you expect? ([Milyen feladatokra számíthatsz?](#))]

Name of the responsible organization: Ecumenical Youth Foundation

Objectives and timeframe of the program or action: To carry out voluntary projects across the country that are known to participants immediately before implementation. They must jointly plan, realize and evaluate.

Target groups: Everyone, especially young people.

Main activities and main achievements: 8 000 volunteers, in 97 settlements, 300 projects (2015).

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 Co-operation Fund ([Nemzeti Együttműködési Alap](#)).

School Community Service

From January 1, 2016, 50 hours of school community service ([iskolai közösségi szolgálat](#)) is a compulsory pre-requisite for graduation. 'The community service is a social, environmental, individual or group activity that is independent of material interest, carried out within the framework of an organized community for the benefit of the local community of pupils' [[2011/CXC. act](#) on National Public Education, §4, Section 15 (Nemzeti köznevelésről szóló [2011. évi CXC. törvény](#) 4.§ 15)]

The name of the responsible organization: Minister responsible for education

Objectives and scope of the program or action: to develop the personal and social competencies of students, to strengthen their sense of responsibility and to prepare them for teamwork.

Target groups: high school students

Main activities and main results: No data available.

Financing and funding source: No data.

According to the rule, School Community Service activities can be carried out in the following areas:

- 1.healthcare,
- 2.social area and charity,
- 3.education,
- 4.culture and community,
- 5.environment and nature protection,
- 6.disaster recovery,
- 7.sports and leisure time with children, pupils with special educational needs, elderly people,
- 8.crime and accident prevention for bodies established for the purpose of performing certain police duties.

The official document concerning the School Community Services is the Decree no. 20/2012. (VIII. 31.) of the Ministry of Human Resources on the operation of educational institutions and the names of public education institutions, Sectio 133 (2)[A nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról szóló [20/2012. \(VIII. 31.\) EMMI rendelet](#) 133. § (2)].

For more information about the School Community Services see sub-chapter [2.1 General context](#) & [2.5 Youth Volunteering at national level.](#))

Youth-targeted information campaigns on global issues

Specific contact points for the knowledge and understanding of global issues in Hungary and Hungarian websites do not exist. However, there are initiatives that young people also have access to.

Our living planet

Hungary was the first to join the initiative launched by former US Vice President [Al Gore](#). In Hungary, [János Áder](#), President of the Republic, has launched the Our Living Planet ([Élő Bolygónk](#)) campaign, which anyone can join on the project's website. The aim of the website is to raise public's attention to climate change issues and to encourage the best possible agreement for the participants of the [Paris Climate Summit in December 2015](#). The initiative was signed by 194 699 people in Hungary.

Information providers

The Equal Treatment Authority

'The [Equal Treatment Authority](#) ([Egyenlő Bánásmód Hatóság](#)) is an institution safeguarding human dignity as an autonomous state remedy forum for monitoring the implementation of the requirement of equal treatment. It seeks to achieve positive effects in discrimination processes, by recognizing 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 sensitizing and publications also target youth.

Tempus Public Foundation

The [Tempus Public Foundation](#), established in 1996, is a public benefit organization under the [Ministry of Human Capacities](#), which provides mobility programs in Hungary.

The **objective** of the Tempus Public Foundation is

- to represent and mediate common European values and goals in the field of education, training;
- to introduce the Hungarian education and training system internationally, and
- to represent its interests.

Its **main task** is

- to help the Hungarian education and training sector and human resources to efficiently and effectively exploit the opportunities offered by European integration,
- coordinating domestic and international tendering programs,
- developing and implementing training and expert assistance.

Tempus Public Foundation handles a number of application programs that offer opportunities for all actors in education and training. For example:

1. [Erasmus+](#) ([Erasmus+](#)),
2. [CEEPUS Program](#) ([CEEPUS program](#)) ([Summer semester 2017/2018 Hungary](#)),
3. EGT Fund Mobility Grants ([EGT Alap Mobilitási ösztöndíjai](#)),
4. Interstate Scholarships ([államközi ösztöndíjak](#)),
5. Hungarian State Eötvös Scholarship ([Magyar Állami Eötvös Ösztöndíj](#)),
6. Collegium Hungaricum Program ([Collegium Hungaricum program](#)),
7. [Stipendium Hungaricum Program](#) ([Stipendium Hungaricum program](#)) for foreign students studying in Hungary,
8. ACES Program ([ACES program](#)),
9. [Pestalozzi Program](#) ([Pestalozzi program](#)),
10. [Europe for Citizens Program](#) ([Európa a polgárokért program](#)),
11. Campus Mundi Program ([Campus Mundi program](#)).

Tempus Public Foundation also acts as a contact point for the [National Europass Center](#) ([Nemzeti Europass Központ](#)). It offers special training courses for teachers and educators on how to use EU funds in their activities.

Key initiatives

Thematic weeks

Decree no. 12/2016. (VI.27.) of the Ministry of Human Resources on the 2016/2017 school year, Sectio 10 (1) [[12/2016. \(VI. 27.\) EMMI rendelet](#) a 2016/2017. tanév rendjéről 10. § (1)] regulates the so-called 'Thematic Weeks'. This program shall be promulgated by the minister responsible for education in the referred teaching year according to the following dates:

1. a week of financial consciousness and economy between 6 March 2017 and 10 March 2017,
2. a digital theme week between 3 April 2017 and 7 April 2017,
3. a week of sustainability and environmental consciousness April 24, 2017 and April 28, 2017.

Week of sustainability and environmental consciousness

The Week of Sustainability ([Fenntarthatósági Témahét](#)) is an initiative of the [Ministry of Human Resources](#). The aim of the program 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 recognize that Earth is a fragile ecological system, whose preservation is a shared responsibility of present and future generations'.

The curricular elements of the program were adapted to specific age groups. For secondary school students, in 2017, as part of the 'Step Smaller (Ecological Footprint Reduction)' theme the 'Active Students/Passive House' (['Aktív tanulók / passzív ház'](#)) lessons helped students learn about the operation of passive houses. In addition, they also participated in a school competition, where high school students could plant vegetable garden plants in the school garden. The program included three competitions in secondary schools this year:

1. Sustainability Cup,
2. Questionnaire on the lifestyle of the ages, and
3. Selective waste collection competition.

Results 2017

1. 4 682 students attended the Active Students / Passive House program.
2. Nearly 300 students visited the passive house in Székesfehérvár.
3. 7 applications were received for the Energetic Schools tender.
4. In the Sustainability Cup, 2 500 students from 833 elementary school teams and 950 students from 316 high school teams participated.
5. 742 people collected 13 313 kg of batteries.
6. In the used phone, e-widgets collection program 375 people collected 5008 pieces of waste.

Results 2016

1. In the 2016 Sustainability Week, a total of 60 000 students from 3 000 classrooms in nearly 700 schools participated.
2. Downloadable content reached 54 569 students in 2 689 classes of 423 schools.
3. In the Sustainability Cup, 959 teams (teams of 3 students) participated in 233 schools.

4. On the selective waste collection, 500 students collected 3 179 used mobile phones and 10 741 kg of used batteries.
5. On the drawing contest, 1 038 students attended from 274 schools.
6. At the 2017 Sustainability Week, a total of nearly 1 909 schools attended with 350 thousand students.

The week of financial consciousness and economy

In 2015, Hungary joined for the first time in a 23-day Financial Awareness and Management Week ([Pénzügyi tudatosság és gazdálkodás hetéhez](#)) to another 23 countries, aiming to 'help support consumers with financial knowledge and increase financial awareness'. Between 2015 and 2016, the [Hungarian Banking Association](#) coordinated the program in cooperation with the Money Compass Foundation ([Pénziránytű Alapítvány](#)) as the main organizers.

From 2017, the Ministry of Human Resources as a project promoter, included the curriculum to the official schedule of the school year. Due to the support from the [Ministry of National Economy](#) and the [Junior Achievement Foundation](#) (Junior Achievement Alapítvány) the program was expanded, in addition to financial awareness, the development of entrepreneurial competences and fundamental knowledge on entrepreneurship are also presented in the curriculum.

'Lessons are complemented by a variety of interactive programs to help students expand their skills with the widest possible range of tools.'

Results

1. In 2017, 1 117 schools and more than 160 000 students were involved into the project.
2. 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.'
3. In 2016, 788 schools attended with 1 435 teacher and 102 000 students.
4. In 2015, about 650 primary and secondary schools with nearly 90 000 students joined Money7.

Digital theme week

'The main objective of the Digital Theme Week ([Digitális Témahét](#)) is to promote and spread the methodology of digital pedagogy in public education. An important aim of the program is the development of digital competences beyond IT classes, to incorporate it into other subjects as well. Participating teachers and students can develop their skills in a variety of creative projects through learning supported by technology.'

Results

In the 2015/2016 school year nearly 2 000 digital education projects were implemented by 5 000 teachers and 75 000 students.

9.5 Green volunteering, production and consumption

Green volunteering

There is no explicit state organization or institution promoting green, environmental volunteering in Hungary. Nevertheless, the already discussed publicly organized and maintained 'Teszedd!' Movement (['Teszedd!' Önkéntesen a tiszta Magyarországért](#)) and 72 hours of without compromise ([72 óra kompromisszum nélkül](#)), could be mentioned that all include nature conservation volunteering activities. (For more information see sub-chapter [9.4 Raising awareness about global issues](#).)

Green source

The [Ministry of Agriculture](#) announced in each year from 2014 to 2017 ([2014](#), [2015](#), [2016](#), [2017](#)) the so-called 'Green Source' ([Zöld Forrás](#)) through which sustainable and

cost-effective public functions can be supported by civil organisations with environmental and nature protection objectives that are compatible with the following principles of the National Environmental Program ([Nemzeti Környezetvédelmi Program](#)):

1. 'The quality of life and the environmental conditions of human health repair;
2. Protection of protected natural values and resources;
3. Improving resource efficiency and efficiency.' [Green Source 2015 - National Environmental Protection Program for Environmental and Nature Conservation Non-Governmental Organizations Taking Over Public Functions - ([Zöld forrás 2015](#) - állami feladatokat átvállaló környezet- és természetvédelmi civil szervezeteknek Nemzeti Környezetvédelmi Program)]

Each year, a total of HUF 70 million (about EUR 230 000) has been allocated in the program:

- in 2017 HUF 600 000 to HUF 2 million (about EUR 1 932 to EUR 9 659) were available per grant,
- in 2015/2016 HUF 500 000 to HUF 3 million (about EUR 1 610 to EUR 6 439), and
- in 2014, HUF 400 000 to HUF 2 million (about EUR 1 288 to EUR 6 439).

Green production and consumption

Recycling, reuse - European Waste Reduction Week

The [European Waste Reduction Week](#) ([Európai Hulladékcsökkentési Hét](#)) launched in Hungary in 2009, is organized in the last week of November each year. In the framework of the program, volunteers can implement their own action ideas 'to draw attention to the prevention of waste generation and the reduction of waste generated, the reuse of products and the recycling of materials'. In Hungary, the National Office for Environmental Protection ([Országos Környezetvédelmi és Természetvédelmi Főfelügyelőség](#)) and [National Waste Management Directorate](#) (NMWD) [[Nemzeti Hulladékgazdálkodási Igazgatóság](#) (OKTF NHI)] is the national coordinator.

1. In 2016 476,
2. in 2015 150,
3. in 2014 28, and
4. in 2013 7 actions were realized In Hungary,

Energy Conservation - The Warmth of Home Program

The Warmth of the Home Program ([Otthon Melege Program](#)) was launched in 2014. Within the framework of the program, individuals can be granted non-refundable subsidies from the [National Development Ministry](#). The program offers the opportunity to modernize and renovate family houses, and to exchange refrigerators, washing machines and other household appliances to higher energy efficiency new equipments. It is not a youth targeted program. [HGCS/2017 Warmth of the Home Program ([HGCS/2017 Otthon Melege Program](#))]

Environmentally friendly transportation - European Mobility Week and No Cars Day

'The [European Mobility Week](#) ([Európai Mobilitási Hét](#)) and Car Free Day ([Autómentes Nap](#)), is held every September since 2002. It sends the message of environmentally friendly transport to more and more people. The aim of the program 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.' The message of the European Mobility Week reached many people this year too.

In September 2017, 250 000 people took part in Mobility Week's Family Weekend (Családi hétvége) in Budapest. More than 200 local governments joined (the third largest in Europe), of which 169 organized car free days. The [National Development Ministry](#) contributed with HUF 70 million (about EUR 225 381) non-refundable subsidies

to the programs 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.

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 co-operation, to strengthen the international relations of civil society organizations, to promote the development of local, regional, national and European identities, to establish a wide-ranging co-operation with other organizations and networks with similar goals, promoting the social integration of young people, individual and group consultations, recruiting youth work, and competency development programs.'

The office focuses mainly on the system of services provided to young people and institution building. The projects focus on exchanges of experiences with youth organizations and common methodological developments. The purpose of the office is to maintain cultural diversity and to organize intercultural events. 'In developing cooperation, the development of communicating with the Hungarian organizations, professional associations and the communication with them is important.'

Development cooperation activities

Currently no programmes exist in Hungary on this topic that are available for a wide range of youth and are financed by the Hungarian state.

9.7 Current debates and reforms

There are no public, governmental or social debates or plans for dialogue on the topic of Youth and the World.

Glossary

Ifjúsági Szakmai Egyeztető Fórum: The National Youth Expert Forum was set up in March 2013 as a co-ministerial body with the aim of coordinating youth-related policies. The Forum is chaired by the [Ministry of Human Capacities](#) and comprises a number of experts outside the public field as well. (For more information see sub-chapter [1.5 Cross-sectorial approach with other Ministries](#))

Együttműködési megállapodás: Internship agreement is to be set up if the practical education of the student does not exceed 40% of the education. Apprenticeships are based on student contracts and last until the end of the student's studies. Student contracts are set up between the student and the employer, internship agreements are between the educational institution and the employer. [a website concerning Labor Law issues ([munkajog.hu](#))](Employment & Entrepreneurship [3.5 Traineeships and Apprenticeships](#))

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](#))

Fiatalokból felnőttkorba való átmenet kitolódása (extension of youth transition): The period of youth has grown to span a much longer time due to an increase in length of schooling, the changing characteristics of the labour market and also the alteration of social values and social expectations towards young people. (Gábor, 2008 Referred in: Youth Policy Review 10. p.)(Social Inclusion [4.1 General context](#))

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](#))

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 Referred in Obádovics – Bruder – Kulcsár, 2011)(Social Inclusion [4.1 General context](#))

Házi orvos: a general practitioner 'provides personal, continuous, wide scale, long term basic health care service (health promotion, prevention and treatment diseases). At settlements where no local paediatrician service is available, he/she treats also children'. ([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

Házi gyermekorvos: a family paediatrist 'provides basic care to children up to age of 14. Upon request, he/she may continue to provide care to people aged 14–18 years. If the size of child population is less than 600, General Practitioners treat children as well'.([KSH Yearbook of Health Statisticsm 2012](#))(Chapter 7)

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)

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)

Gondozók: dispensaries 'provide regular care for patients found through screenings and patients assigned to or voluntarily participating in medical examinations. Patients in dispensaries: all attendances of patients in dispensaries over the year – either due to illness or in order to prevent diseases. Addictology patients registered: registered alcohol addicts, drug addicts, medicine addicts and persons dependent on the combination of these factors'. ([KSH Yearbook of Health Statistics 2012](#))(Chapter 7)

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 Statistics 2012](#))(Chapter 7)

Mentőszolgálat (ambulance services): 'Simple patient transportation tasks belong fully to alternative ambulance services'. ([KSH Yearbook of Health Statistics 2012](#))(Chapter 7)

Közköztatás: 'Public education is a public service which establishes the conditions for the long-term development of the Hungarian society for the sake of the rising generation, and whose general framework and guarantees shall be provided by the State. The whole of public education is determined by knowledge, justice, order, freedom, fairness, the moral and intellectual values of solidarity, equal treatment and education for sustainable development and healthy lifestyle. Public education shall universally serve the common good as well as private objectives respecting the rights of others.' ([Act CXC of 2011](#) on National Public Education)(Chapter 8)

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)

Zöld önkéntesség (green volunteering): There are environmental civil-non profit organizations in Hungary (their proportion was 4 percent among all civil society organizations in 2015). (Statistical Mirror 2016 p. 2) ([Statisztikai Tükör 2016](#) p. 2.)(Chapter 9)

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