

NATIONAL HIGHER EDUCATION EQUITY POLICY

Hungary



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

- Act CCIV of 2011 on National Higher Education
- Shifting of Gears in Higher Education - Mid-Term Policy Strategy 2016

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

- Support for socially disadvantaged students as part of the normative-based funding of higher education institutions.

These sums are given to the student subject to institutional rules, except for specific groups of students, where required by law. In the case of eligibility, socially disadvantaged students can receive them according to the conditions (e.g. dormitory). The award of these or the amount of the grant is institutional competence, but in some cases the exact amount or the minimum to be granted to each target group is also prescribed at legislative level.

- The amount of support for socially disadvantaged students has been increased: 40% increase in the social scholarship part of student grants from 1 January 2019: integration of the increase at the system level into normative-based funding.

Student loans: Student loan 1: general purpose loan for any students with state-subsidized interest rate, Student Loan2 available for students studying in self-financing form, with an annual interest of 0%.

- Academic and career guidance and counselling

Mentoring programs: the HÖÖK (National Student Organisation) Mentoring Programme is designed to assist first-year students, who enter higher education with disadvantages (due to their social circumstances). Eligible students are supported for one academic year.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

No.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- Students with disability
- Students with care experience, orphans, youth without parental care
- Other: Students who are on unpaid leave for childcare purposes, or receive maternity benefit, childcare assistance, child-raising allowance or childcare benefit. Students whose families receive particular social benefits; whose parents have a low educational attainment; who are from low work intensity 2 households; who experience severe housing deprivation or come from segregated neighbourhoods; who have dependent children.

Does the country have concrete targets for the participation of specific equity groups in higher education?

No.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

Ministry for Innovation and Technology (as the Ministry responsible for higher education).

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Civil society organisations
- Student Organisations/Association
- Other: Other ministries whose tasks involve equity-related tasks.

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

No.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

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Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

The Educational Authority.

What instruments, methods and data are in place to carry out the monitoring and evaluation?

Statistical data on the participation of equity groups.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

No information was available.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Facilitating peer learning, exchange of experience among countries
2. Policy setting
3. Technical assistance and capacity building
4. Financial assistance (grants, loan financing, scholarships)

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

No information was available.

Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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