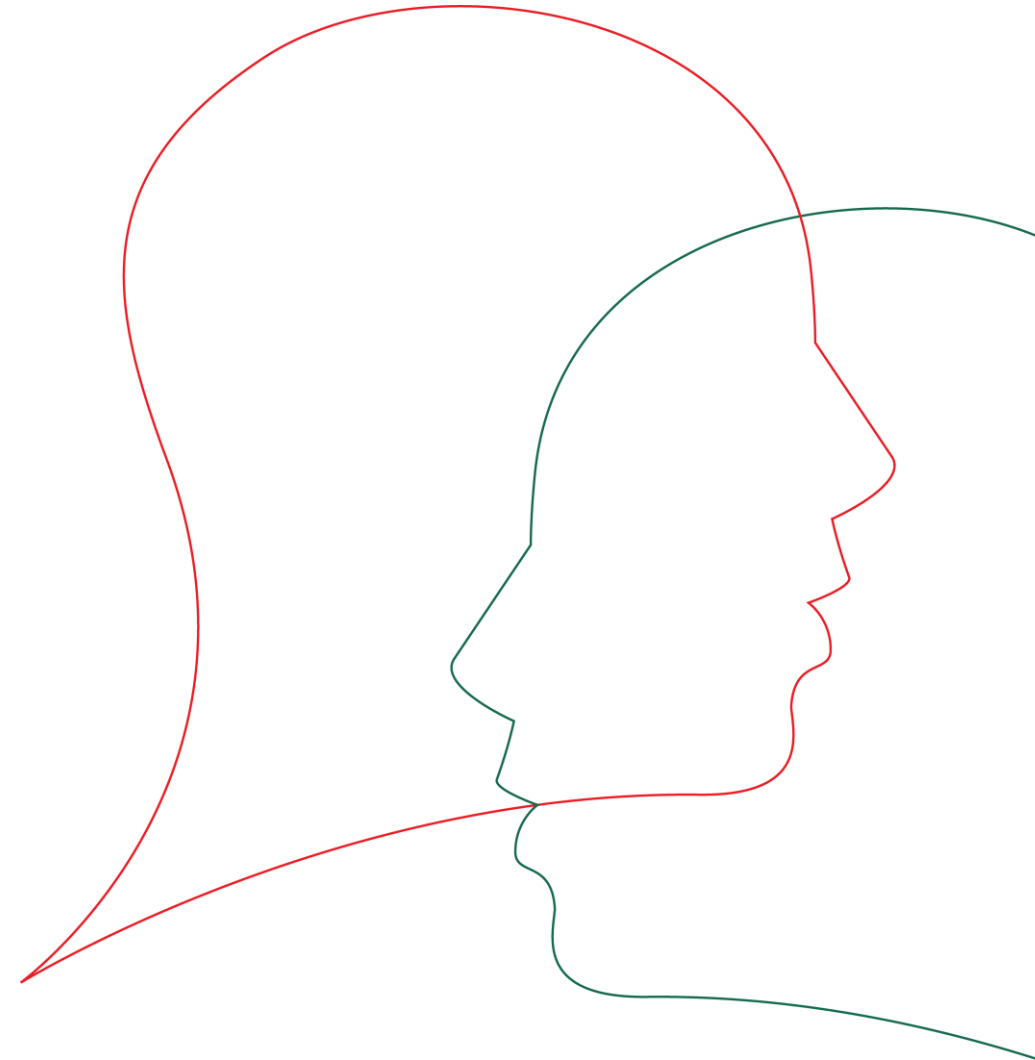




KULTURÁLIS  
ÉS INNOVÁCIÓS  
MINISZTERIUM

# Central European Joint Infoday 2022 Budapest



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2022 - Dr. Laura Sinóros-Szabó , 10 November 2022.



Kulturális és Innovációs  
Minisztérium

# Shifting of Gears in Higher Education Mid-Term Policy Strategy 2016

The Hungarian government is committed to making the whole system of higher education in Hungary and also all its stakeholders - students, teachers, researchers and staff - as successful as possible.

Better ranking at international level and also internationally recognized results.



A key objective is for universities to play a central role in research, development and innovation, as well as to further strengthen their corporate and international links.

Hungary can become a regional knowledge hub by building a high-quality training infrastructure.



These foundations provide public services, either directly or through the institutions they maintain, in a private form independent of the government.

The State as the primary strategic partner in the achievement of social and economic objectives, should provide long-term funding with long-term guarantees under the new legal code.



# Model change in higher education

## Shifting of Gears in Higher Education (2016):

- 2019 marked the first step in the new operating model of Corvinus University of Budapest
- Further model changes from 1 August and 1 September 2020
- Fits in with economic and social policy objectives
- Necessary to create an innovation ecosystem in higher education

- More flexible, faster response to economic needs**

- More modern and predictable operating environment**

**Universities restructured along different funding principles from Corvinus University of Budapest, model changers from 2020**



**Employment:** Labour code + special rules for teachers and researchers in the national law on higher education



**Management:** End-of-year approach, accrual accounting, individual performance incentives in a management approach, public procurement facilitation, easier cooperation with market actors



**Funding:** medium-term funding for public contracts, pre-defined performance indicators taking into account the specificities of the different tasks (training, research, infrastructure, public service missions undertaken)



**Responsibility, interest, motivation:** performance-related differentiated pay, motivation, flexible employment rules

**GOAL: TO MAKE THE HUNGARIAN YOUTH THE WINNERS OF THE FUTURE**



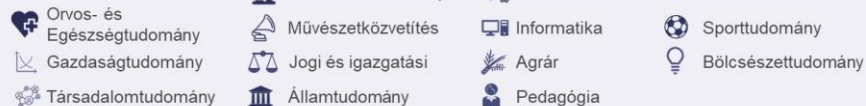
# State recognized higher education institutions - The public interest trust reservation is the key

## Public interest trusts (21)

### Képzési adatok



### Képzési területek



### Állami támogatás



## Religious (24)

### Képzési adatok



### Képzési területek



### Állami támogatás



## Public (6)

### Képzési adatok



### Képzési területek



### Állami támogatás

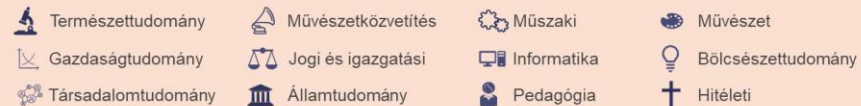


## Private (12)

### Képzési adatok



### Képzési területek



### Állami támogatás



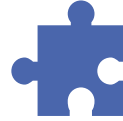
# Support for higher education training activities



## Basic support

- **Normative support for existing and new entrants.** Within the limits set by regulation. We agree with the maintainers on the number of students and the fees, broken down by year, by department. **The basis of a student training contract.**
- **Commitments are also made for the number of self-financing students.** This is not financed by the state, but by the 'market'. **Fees for paying students** may deviate from state support by up to 20% and upwards indefinitely.

Distribution and concentration of training capacities



## Additional basic support

- No additional support for the student, **only the KEKVA institutions are entitled.**
- It allows for a **positive derogation from the limit set in the regulation.**
- It is paid **on an eligibility basis in relation to the number of students.**

KEKVA additional support, increase of wage bill



## Performance support

- Funding provided on the basis of performance indicators, which may be 30% of the basic grant in the first year, 40% in the second year and 50% in the third year. For training:
  - graduation in the required time,
  - reducing dropout,
  - rewards the **time of post-graduate placement** as well as **the regional retention of the university** and the **placement in the profession according to the degree.**

Encourage fast and quality graduation

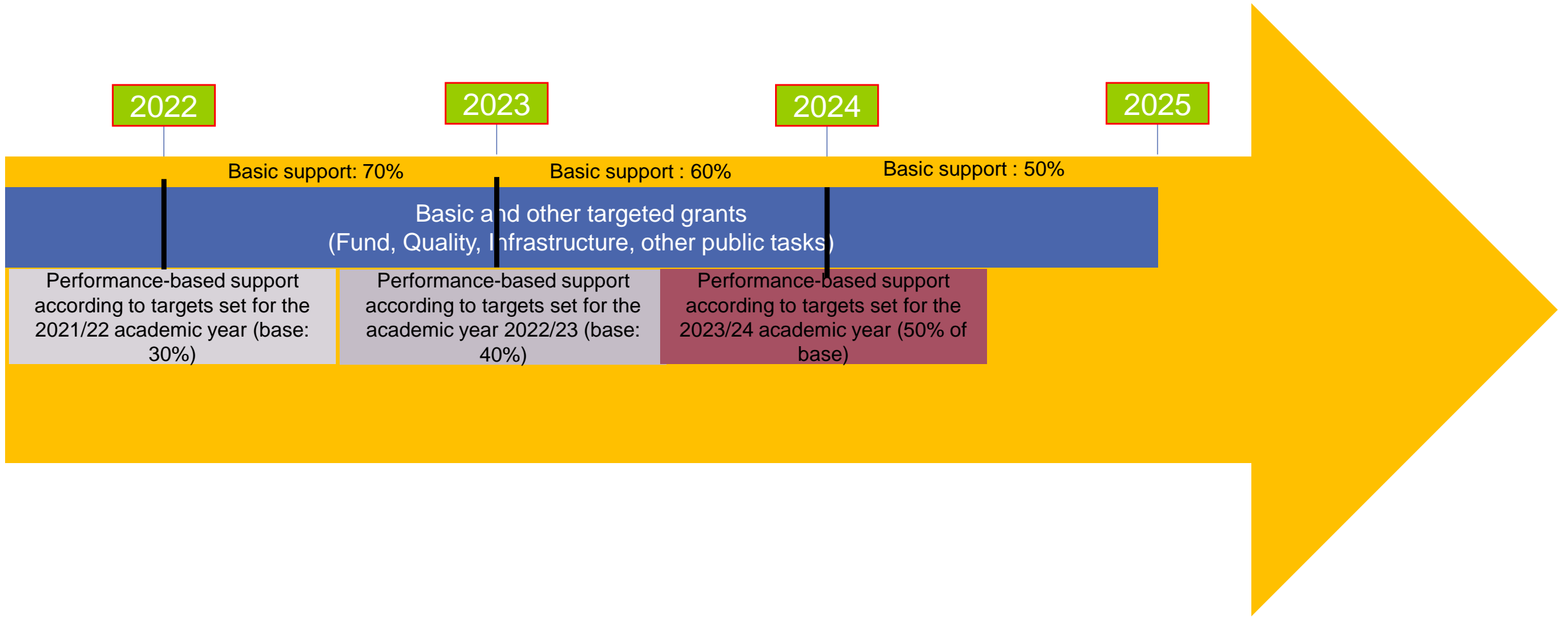


## Student benefits

- Funding under the items and calculation mechanisms set out in the regulations.
- It is paid based **on the number of state-financed students.**
- It can be considered as a **current item** in terms of financing.

Student scholarships and social benefits

Within the 6-year funding cycle, the basic grant is paid in advance for the given year, the performance-based grants are paid afterwards (for the first time in the autumn of 2022)



# Infrastructure support



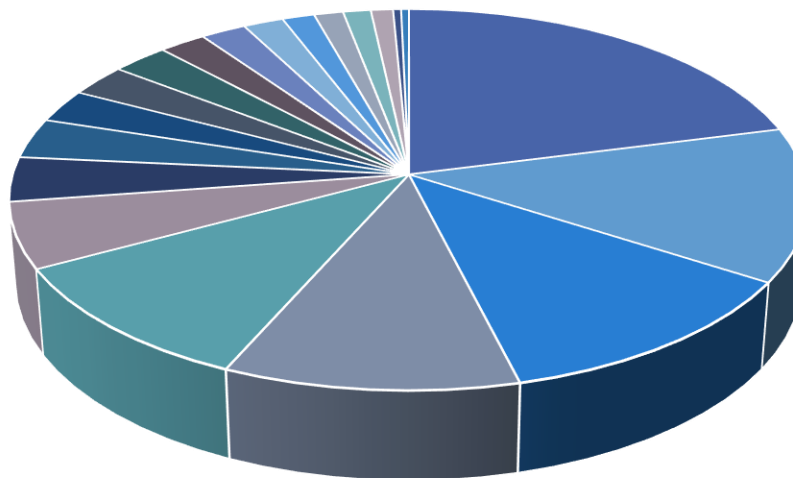
## Infrastructure basic support

It is allocated on the basis of **the useful m2 used by the institutions**, provided that

- **the laboratory rooms will be highlighted** (by providing additional resources compared to the educational rooms)
- **the clinical premises are taken into account with 25% of the useful m2.**
- The total volume is calculated on the basis of the average annual depreciation of the total value of the real estate portfolio. This is divided by m2.

Contribution to  
infrastructure operation

## Real estate useful m2



- Debreceni Egyetem
- Pécsi Tudományegyetem
- Szegedi Tudományegyetem
- Semmelweis Egyetem
- MATE
- Széchenyi István Egyetem
- Miskolci Egyetem
- Pannon Egyetem (Georgikon és AKK negálva)
- Testnevelési Egyetem
- Óbudai Egyetem
- Nyíregyházi Egyetem
- Budapesti Corvinus Egyetem
- Soproni Egyetem
- Budapesti Gazdasági Egyetem
- Dunaújvárosi Egyetem
- Neumann János Egyetem
- Állatorvostudományi Egyetem
- MOME
- Magyar Táncművészeti Egyetem
- Színház- és Filmművészeti Egyetem

# Objective: to implement the Klebelsberg 2.0 program

## Klebelsberg program

### Klebelsberg, 1922-31

1. Establishment of a Hungarian higher education network after Trianon
2. University constructions of Pécs, Szeged, Debrecen - development of educational, research and clinical infrastructure
3. Establishment of a Collegium Hungaricum network to support the supply of scientists
4. Establishment of a foreign scholarship system
5. Establishment of the College of Physical Education, strengthening of sports education
6. Recall of Hungarian researchers living abroad (eg. Albert Szent-Györgyi)
7. Strengthening natural, medical and technical sciences (education, research)

## Klebelsberg 2.0 program

### 2016-2022

1. 75% of students attend 21 model changers and 16 church universities.
2. 25-year strategy, 6-year performance financing contracts: HUF 1,000 billion per year, 2% of GDP.
3. Campus developments, replacement of 50 PPPs worth HUF 150 billion, HUF 2,700 billion development.
4. For 172,000 Hungarian students, more than 30 scholarships, HUF 72 billion a year.
5. Every year, 10,000 students take part in part-time study abroad. Since 2013, the number of foreign students has increased by 65%. In 2021, 40 thousand people.
6. Out of 28,000 higher education institutions in the world, 11 Hungarian universities belong to the TOP 5% (SE: 236). Two thirds of Hungarian students attend these institutions.
7. The graduate has an 80 percent wage advantage and a 1.2-month placement after graduation.

### 2022-2030

1. **At least 1 TOP 100 and 3 EU TOP 100 Hungarian universities.**
2. **Graduate labor shortages are falling below 10% in all sectors.**
3. **The number of international students is doubling (80,000), and Hungarian mobility is doubling (20,000).**
4. **The proportion of graduates in the 25-34 age group rises to 40.9%.**
5. **The proportion of Hungarian graduates abroad exceeds the average of the given country, and half of them study in an institution with a Hungarian identity**



## Advancing internationalisation II - the success of our universities, Times Higher Education World University Rankings 2021-2022

**A huge leap of 190 places forward in rank from 2021's 426th place for Semmelweis University:**

**University ranked second highest for improvement in ranking and is currently ranked 236th.**

**Looking at each indicator, it can be seen that the most significant improvement was in the improvement of the indicator related to teaching:**

**Which is the Semmelweis University efficiency gains and methodological improvements and methodologies.**

**Times Higher Education World University Rankings 2021-2022: Top 1600 universities in 100 countries**

**The list of universities has increased by two, the Óbuda University and the University of Pannonia.**

# Achievements in internationalization in Hungarian higher education

## Increasing number of mobility programs and participants



### Erasmus+

**49 Hungarian higher education institutions** were involved in Erasmus+ mobility programs in 2021.  
**7208 students** participated in Erasmus+ mobility programs in 2021.



### European Universities

**11 Hungarian universities** participate in European Universities Alliances, which is the 6th best result in the EU.



### Central European Exchange Program for University Studies (Ceepus)

**700 scholarship months** have been supported by the Hungarian Government. 67 Hungarian universities participate in CEEPUS networks in 2022.



### Stipendium Hungaricum Scholarship Program

**11696 students** participated in Stipendium Hungaricum Scholarship programs in 2021.  
**Increasing the number of foreign students**, 40 292 foreign students study in Hungarian higher education institutions, around 20% of total number of students.



### Visegrad Fund Scholarship

**8 Hungarian students were awarded** out of 137 winner applicants in 2021 and **8 Hungarian higher education institutions** host students from partner countries with IVF scholarship.

# Hungarian Universities in European Universities Alliances

- **11 Hungarian universities** participate in European Universities Alliances.
- The initiative contributes to the integration of Hungarian higher education into the **European education, research and innovation area.**
- **Hungarian government provides support** to these universities
  - ✓ by payment of own contribution,
  - ✓ by operating legislation working group
  - ✓ by operating monitoring working group
- Simplifying the initiative and quality assurance of **international joint training programs**



EU4ART  
ALLIANCE FOR COMMON  
FINE ARTS CURRICULUM



Eötvös Loránd University

Hungarian University of Fine Arts

University of Pécs

University of Szeged

John von Neumann University

University of Technology and Economics of  
Budapest

Semmelweis University

Széchenyi István University

Hungarian University of Agriculture and Life  
Sciences

University of Theatre and Film Arts

University of Debrecen

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## Assessment Tool and Incentive Systems for Developing Higher Education Teachers' Performance

### Partners

#### Hungary

- Ministry of Culture and Innovation
- Tempus Public Foundation

**Austria** - Federal Ministry of Education, Science and Research  
**Czechia** - Ministry of Education, Youth and Sports

**Georgia** - National Center for Educational Quality Enhancement


**Croatia** – Ministry of Science and Education

**Serbia** - Foundation Tempus (Erasmus + National Agency)

### Aims and results

1. ✓ Benchmarking: mapping institutional strategies and practices in higher education institutions in the participating countries in relation to the assessment, development and promotion of teachers, reviewing research findings and relevant literature.
2. ✓ Peer learning activities: Organization of 3 international peer learning activities (PLA) on teachers' roles, skills and relations to students/stakeholders to determine the focus and questions of the teachers' performance assessment tool.

Achieved

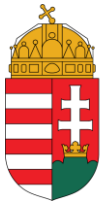


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3. ✗ Elaboration of a teachers' performance assessment tool : finalising and customising the assessment tool - teacher, student, institutional, external and self-assessment.  
PLA consultations are ongoing.

4. → Piloting and testing the assesment tool: in one institution in each partner country.
5. → Collection of good practices based on the evaluation system criteria in an online best practice database through the International Higher Education Award Call.
6. → In addition to the evaluation/assessment system, make recommendations for the establishment of an incentive scheme at institutional, national, EU and EHEA level.

Next steps



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**Thank you for your attention.**

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2022 – Dr. Laura Sinóros-Szabó , Budapest, 10 November 2022.



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