

*“...So they can make it better!”*

## **National Youth Strategy 2009-2024**

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**Budapest, October 2009**

**Parliament**  
**Resolution**  
**88/2009. (X. 29.) OGY**  
**on the**  
**National Youth Strategy**

being aware of the fact that young age groups form a key basis of our nation's rising and our society's renewal, and recognizing the necessity of the social integration of these generations and supporting their role in the creation of a responsible society, the development of community relations and the establishment of equal chances, and aiming to promote the economic activity of the population and increase their social involvement, in order to strengthen national values and self-esteem, the Parliament – in accordance with the Constitution, as well as the objectives of the European Union and the Council of Europe, makes the following resolution:

1. adopts the strategic programme attached hereto as the Annex to this resolution under the title "National Youth Strategy 2009–2024" (hereinafter referred to as: National Youth Strategy);

2. calls on the Government to

*a)* enforce the principles, action plans and the relevant implementation concepts adopted in the Youth Strategy within the scope of its legislative and executive activity;

*b)* provide for – in consideration of the current budget lines – a set of tools, including measurable indicators for the implementation of the stated objectives and priorities, the required tools and their coordinated use within the framework of two-year action programmes and for the period between 2022-2024 a three-year programme, and to make sure in the course of planning the central budget that the executive officers of the organizations supervising the relevant budget chapters take the goals set in the National Youth Strategy and the experiences of the youth surveys to be conducted in every four years into account, in accordance with the age limits used therein (years 15-29);

*c)* elaborate a governmental action programme for the first years, that is, for 2010-2011, designating the tasks, the responsible persons and the required budgetary funds within 31<sup>st</sup> December 2009 the latest;

*d)* inform the Parliament on the implementation of the National Youth Strategy first at its spring session in 2014 and then in every four years.

3. This Resolution shall enter into force on the day after its promulgation.

4. Upon the entry into force of this Resolution, Parliament Resolution 95/2007. (X. 31.) OGY on adopting the report on the situation of children and youth and changes in their living conditions, as well as on the related governmental measures taken in 2005 shall be repealed.

Dr. Katona Béla  
Speaker of the Parliament

Béki Gabriella  
Parliamentary Recorder

Tóth Gyula  
Parliamentary Recorder

**“... SO THEY CAN MAKE IT BETTER!”**

**NATIONAL YOUTH STRATEGY**  
**2009–2024**

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## 1. INTRODUCTION

The ageing society, the prolonged learning period, the increased ratio of people continuing their studies and the corresponding lower ratio of active young workers, the vulnerability of the youth in respect of education, the labour market and leisure activities, the loss of their confidence in the institutional system, their definite aversion from active participation in public life, as well as the negative processes experienced in the society encouraged the Member States of the European Union to redefine youth-related governmental actions in the White Paper on Youth.

Also in Hungary, we can see the outlines of processes, which require up-to-date, modern and progressive actions in the field of youth policy after assessing and evaluating the situation that has evolved after the uncertain values that characterized the period of the political changes.

It is necessary in our country, too, that we regard young people as a resource with continuous, innovative and up-to-date knowledge, capable of renewing society and taking an active role. We look at *the members of youth generations as decisive individuals who can shape the future, and provide them with the opportunity to exploit their abilities.*

The Government's commitment undertaken in its youth program of 2006 states: it is the Government's responsibility to enhance the social integration of young people. For this purpose, it sets up the National Youth Programme, which aims to provide young people with equal chances in the fields of learning, employment, housing and family so as to become successful adults. Instead of the National Youth Programme the strategy is launched under the name National Youth Strategy, which better expresses the need for long-term planning with respect to the field of youth. As a framework, the strategy makes it possible to plan on a shorter run with goals and directions spanning over the cycles of government, using specific action programmes as an instrument for achieving the objectives of the National Youth Strategy (hereinafter referred to as: Strategy or NYS).

*The target group of the Strategy – in its denotative meaning - extends from the appearance of the peer group to responsibility taken for one another.* At present, more than 27% of the Hungarian population belongs to the youth age groups, which more or less corresponds to the European average<sup>1</sup>.

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<sup>1</sup> This time horizon classifies people aged between approx. 8-12 years and approx. 25-30 years into the youth age groups (the international and national practice of law defines childhood as the age group between 0-18 years). However, trends evolving in society and professional dilemmas imply that from the aspect of youth approaches, derived from individual characteristics and considerations independent of ages, should be given a higher degree of freedom, which reach beyond simple age limits. Although classifications by age groups provide a theoretical basis proven by scientific procedures, they do not prevail over the principle - which is so characteristic of the youth policy – that the individual is one-off and unreproducible, and can be confined into categories only with reservations also because of his/her social status and biological development.

## 1.1. THE NEED FOR THE STRATEGY

The State must assume *responsibility* for the successful integration of its citizens into society and for enabling them to enforce their rights set forth in the Constitution. In the case of youth ages this responsibility requires special actions and attention. It is also the *interest* of the State to ensure that the growing age groups are aware of and accept the social norms in which we live and that they are able to transmit such norms themselves. In the process of becoming adults the life of the concerned age groups is a single and indivisible issue, that is, it should not be handled as a specific field<sup>2</sup>. Therefore, politics must have a trans-sectional concept on tasks relating to the emerging generations. The Strategy is a summary and embodiment of the State's responsibility for youth.

The findings of Hungarian youth surveys are in line with the main trends measured in Europe. Young people form a diverse group, they become actors of the labour market and have a family later and later, they have alternate periods of working and studying and, above all, their individual life paths are much more variable than ever before. The school, the university, the workplace and the social environment no more have the same integrating role than they used to. Young people become independent later and later in life.

All this is reflected in the life feeling of youth: in the increasingly uncertain existence, the loss of confidence in current decision-making mechanism and the dissatisfaction they feel in respect of traditional forms of participation in public life or in youth organisations. Some of them feel their own problems are not addressed by the directives of public youth policy formulated by older generations. Some people seek refuge in indifference or individualism, while others opt for extreme self-expression, which may sometimes challenge the boundaries of democratism. The majority would like to influence public matters, but they have not found an appropriate way of articulation yet.

Nevertheless, members of these age groups have a lot to say, as they are exactly those people who are the first to experience the consequences of economic changes, demographic imbalances, as well as globalization or increasing cultural diversity. We expect them to establish new types of social relationships, find new forms of expressing solidarity, and adopt new ways of coexistence with such differences, which add content to their lives – while having to face further uncertainties.

Amidst these more complicated social and economic circumstances those concerned are less capable of adapting to the existing situation in certain fields of life, while in

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<sup>2</sup> The State 'can see' them, when they are at school, but cannot, if they are outside. It can see them, if they are acute patients, but cannot, when they are putting their health at risk. It can see them, when they become unemployed, but cannot, when they fail due to their lack of working capacity. It admits them, if they are in need of help and those concerned are notified of this fact, but it 'does not care' about them, if they do not get in contact with the system due to a lack of such notification, etc.

other areas they far surpass the achievements of their predecessors. It is a crucial task to help them find their real, responsible role.

## **1.2. PREPARATION OF THE STRATEGY**

In September 2007, the ministry responsible for youth within the division of governmental work asked a group of experts to draw up a possible version of the national youth strategy.

The government ordered the preparation of a document, which the European literature calls ‘complex approach’ and ‘integrated youth policy’. In practice, this approach means that the work analyzes the situation of youth by policies influencing the life situation of young people, reveals the social context surrounding them, and summarizes – based on sectoral logic – the youth-related tasks of each sector, as well as the possible solutions of learning democracy and socialization, as some of the issues belonging to the scope of youth policy.

The documents used in the course of the work did not only include national sectoral strategies and documents relating to the youth policy of EU Member States, but also the youth guidelines of the Council of Europe and the European Union, as well as the 2<sup>nd</sup> National Development Plan and the related documents. The contents of these documents are obviously reflected in the approaches applied below, including both the structure and the content

The approach used is of a developmental type. The recommended solutions look at youth as a potential resource, so they do not focus on the forms of support and benefits, but on the possibilities of individual and community developments. The work meets the expectations of the Council of Europe, which call upon Member States to draw up their youth policy on a factual basis. Consequently, the partial objectives set forth are not organized along different socio-political views. This approach makes it possible to implement – in the case of shorter programming periods - various socio-political goals within the youth action programmes, which include the specific tasks, responsible persons, deadlines and the sources required.

The structure allows for dynamic interaction between youth research, policy objectives and youth actions/services, while it also has a coercive power that the recommended partial objectives have to be achieved with a measurable outcome.

An exact definition of the terms used in the Strategy is available in the National Youth Information and Documentation Archive.

*The time interval of the Strategy is 15 years.*

The data necessary for evaluating the accomplishment of the National Youth Strategy are collected by the organization appointed by the ministry responsible for youth matters. The temporary achievement of the target indicators of the National Youth



Strategy must be ensured by means of regular youth surveys based on large samples and statistic data collection on youth. The conclusions drawn from the data are evaluated by:

- the competent committees of the Parliament,
- the competent ministry,
- the professional board authorized to prepare the Strategy.

Such evaluation must take place regularly, as specified – for the first time in the first half of 2014 – along with a review of the partial objectives (on a rolling basis).

In the methodology of planning priority is given to ensuring publicity and evaluating the entire process as well as the results achieved.

As regards publicity, it is an important goal to set up a communication mechanism for the provision of information and for raising awareness, which is suitable – in the course of implementation of the objectives of the Strategy – for supplying comprehensive information to those taking part in planning, implementation and the evaluation of results, as well as to organizations involved in implementation, about processes relevant to the specific characteristics of the partial objectives and the real achievements of the actions taken. In planning on a rolling basis, it is important to ensure that the concerned organizations can directly express their opinions. With respect to the special situation of youth age groups, when the communication and reconciliation of the Strategy is planned special attention should be paid to reaching those not affiliated to any organizations and providing them with opportunities to express their opinions. In this regard, the most important task is to draw the attention of the target groups to the responsibilities and opportunities, the operation of the institutional system and the ways of accomplishing the objectives.

The publicity-related activity has to be reviewed on a regularly basis, but at least once in every quarter, in accordance with the evaluation process.

### **1.3. STRUCTURE OF THE STRATEGY**

The document defines comprehensive, horizontal and specific objectives and the related partial objectives. The method and order of and the persons responsible for the implementation of the partial objectives must be included in the current short term action programmes relating to the Strategy and have to be approved by the Government. In addition to the governmental, local governmental and market actors the non-profit sector may also undertake significant roles in the implementation of the Strategy.

The National Youth Strategy aims to be free of ideologies, avoiding the presentation of differences of opinion arising from the socio-political views of the parties. The

document outlines goals, but leaves the designation of the path to such goals to the scope of the current Government. In addition, the Strategy is not indifferent to values, as it lays an emphasis on issues (such as the family, prevention, social safety), which are of key significance from the aspect of the life situation and success of children, adolescents and young people.

## 2. SITUATION ANALYSIS<sup>3</sup>

### 2.1. THE LIFE SITUATION OF YOUTH

#### 2.1.1. DEMOGRAPHIC SITUATION, FAMILY, SOCIAL SUSTAINABILITY, LONG TERM IMPACTS

The size of the age groups 0–14 and 15–29 and their proportion to the entire population are continuously decreasing. On 1st January, 2006 there were somewhat more than one and a half million children and 2.1 million young people of 15-29 years of age. These two groups made up 36.5 per cent of the Hungarian population.

In Hungary, there are 9.9 live births per every 1000 inhabitants (2006). Our country belongs to those Member States of the EU where the fertility rate is low; its value is 1.31 [the fertility rate is the lowest in Poland (1.24) and the highest in France (1.94)]. The rate required to sustain the level of the population would be 2.1. The primary reasons for the low rate lie in the changing life cycles: people get married and have children later.

As regards the number and ratio of marriages, basically there has been stagnation since 2001. Young people become "adults" later and later in life: they get married, have children, complete their studies and enter the labour market later. The number of marriages per 1000 inhabitants is 4.4 (the EU 25 average is 4.8), while the number of divorces is 2.5 (the EU25 average is 2.1). In 2005, in the case of men below 20 years, there were 16.6 divorces out of 1000 married men of the same age. In the case of women, this number was 20.1. Divorces have shown a slight decline and stagnation in the past decade, which is also related to people's lower aspiration to get married.

The ratio of children born outside of marriage reaches 35%. 85% of such births are attributable to single and 14% to divorced women. There are minor children in 73% of marriages broken up. Some 84% of dependent children are raised by their mother and only 16% of them live with their father. According to the data of 2005, the average age of the first marriage was 29.3 for men and 26.9 for women. 15% of the couples live in the form of partnerships.

Despite the above, there is no anti-marriage feeling among the youth. A great majority of young people between 18–29 years (76%) think that the ideal form of life is marriage after cohabitation. The proportion of those who prefer living together out of marriage or who opt for lifelong partnership is only 10-10%, respectively (2004).

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<sup>3</sup> The sources of the data contained in the situation analysis are the Central Statistics Office, the Ministry of Social Affairs and Labour and its background institutions, as well as the databases of Eurostat.

The ratio of mothers who undertake to raise their children alone is getting higher. For women, the average age of the first childbirth is 27 years. In 2006, 73% of all women between 18-29 years had no children, while in this age group the ratio of men without children was approximately 79%. According to the surveys, 84% of those 15-29-year-old young people who do not have any children definitely plan to have one. 15% of couples suffer from fertility problems.

80% of young people find their own housing circumstances appropriate. A rather low ratio of youth rent an own home after entering a stable relationship or moving away from their parents. They attempt to solve their housing problem using state subsidized loan facilities.

Two-thirds of the young people live with their parents, while one-fifth of them live in their own or their spouses/partner's flat or house. The remaining 14% live in rented flats, in youth hostels or with some acquaintances in most part of the year.

Two-thirds of the 15–29-year-old youths (65%) live with their parents. Many of those who already have their own families still live with their parents, too (9%).

Based on OECD2, one-third of the single-parent families (29%) live below the poverty line (60% of the median income per capita).

#### 2.1.2. EDUCATION, TRAINING, TALENT DEVELOPMENT, SOCIAL MOBILITY

The population forecast regarding the number of school age children until 2010 show that the highest degree of decrease will be experienced in the case of youths attending the upper grades of elementary school. These four age groups will have some ninety thousand less members in 2010 than in 2004. The number of those aged 6-9 and 14-17 years will drop by nearly half of the above figure in the forthcoming years.

While the number of children in secondary education have increased in the past 15 years, by 2005/2006 the number of those taking part in vocational training without a secondary school certificate dropped by 59.9% as compared to 1990/1991. At vocational schools the dropout rate is extremely high (20–25%).

While in the 1980s 10% of the relevant age group attended higher education institutions, in the academic year 2007/2008 24% of the 18-29-year-old people (44%, if we calculate with the 18-24 age group) took part in tertiary education.

According to the PISA survey carried out by OECD, one-third of Hungarian 15-year-old students lack basic reading literacy. Taking the results of 57 countries into consideration, the reading comprehension and discourse competence of Hungarian students average around the 23rd and 30th positions.

The output of labour force with technical and scientific qualifications required for creating the human conditions of innovation-driven economic growth remains far

behind the EU average (their rate within qualified people was 18%, while the EU average was 26.1%).

In 2006, nearly 70 thousand people took part in extensive governmental and non-governmental talent development programmes. Every year the most excellent students achieve outstanding results at the various reputable international contests (e.g. student olympics, EU Contest for Young Scientist, Intel ISEF contest) and art festivals.

Only one-third of Hungarian young people speak at least one foreign language at a certain level. Most of them mention English, and those who speak two or more foreign languages constitute some 10% of the youth.

The modernisation of public education has been started and continuously implemented by legislative means as well as by providing opportunities through development programmes financed from EU and national sources. These development programmes cover fields such as the application of information and communication technologies in education, the development of foreign language learning, interventions supporting social integration, the development of competencies serving as a basis for lifelong learning, and a reform of the content and institutional framework of secondary vocational education and training.

As regards the introduction of the Bologna system, as a result of which the dual training system was replaced by the linear one, we lack sufficient experience and relevant analyses. On the other hand, other tendencies of higher education are to be criticised, and their reform is essential. In tertiary education, the quantity approach and the related financing aspects prevail over the quality approach. The existing quality control requires further development in higher education. Institutions offer few opportunities for spending extracurricular time in a useful way.

In several cases there is a lack of harmony between training and labour market needs, in some areas there is overeducation, while other areas are characterized by undereducation.

The significant increase in the number of students necessitated a sudden expansion of the teaching staff. At universities, the approach and practice of the conscious education of intellectuals has been pushed into the background, the disadvantages of which are already apparent.

### 2.1.3. EMPLOYMENT RATE, LABOUR MARKET SITUATION

As compared to the European Union, the labour market activity of youth is rather low in Hungary. 26.8% of young people aged 15-24 are active in the labour market, while the EU average is 45.1%. While the employment rate of youth is low (Hungary. 21.7%, EU25: 37.3%), the rate of unemployment of young people had not exceeded the EU average until 2005. However, today 19.1% of Hungarian 15-24-year-old

people are unemployed, as compared to the EU average of 17.3%. Unregistered work characterizes this age group to a higher degree than adults.

The structure of the labour market has also gone under some changes: the ratio of active young people doing white-collar work increased, while that of blue-collar workers declined. In accordance with this trend the average qualification level of young employees has become higher, as well

As compared to the EU average (EU: 15.5%), the rate of atypically employed youth and young entrepreneurs is very low in Hungary. Only 3% of active young workers are entrepreneurs.

The average educational attainment of females is higher than that of males, consequently, a higher rate of them are employed in white-collar jobs requiring a higher educational degree than men. The unemployment rate of males is higher, however, females are in a disadvantaged position on the labour market, and having children may increase this drawback.

The employment chances of young people with a lower level of education are much worse than those of university or college graduates, although the working opportunities of the latter group are also deteriorating. More and more people work in jobs below their qualifications.

Young people who have completed the 8 years of primary school at the maximum are in the worst situation. The employment chances of Roma youths are considerably worse than those of non-Roma people.

24% of the youth of Budapest and an average of 34% of Hungarian youth have been under the necessity of being unemployed.

The rate of unemployed university or college graduates has tripled relative to 2000; every fourth young school-leaver 'begins' his/her career as an unemployed person. It is primarily the first generation young intellectuals of the country who encounter the most difficulties in finding a job.

The employment of young school-leavers is influenced by the number of available jobs, the inappropriate choice of profession, the lack of professional experience and the educational attainment. Youth unemployment is structured unemployment, that is, the labour market demand and supply do not match. Today, the requirements of the labour market do not only refer to the level of education and the attained qualifications, but to various personal competences, as well as professional and practical skills. These competences are highly determined by the young people's family and socio-cultural background, which the educational system can counterbalance only in part. Those starting from a more favourable situation will find a job more easily, while those living in more difficult circumstances are ab ovo at a disadvantage in the labour market competition.

The average amount of wages and salaries is different: for the same work young people are paid more in Budapest and in the Western Transdanubia region than in the eastern regions. The smaller the settlement, the lower the number of young white-collar workers having a university or college degree and the higher the rate of blue-collar employees with a secondary school certificate is. There is also a regional imbalance between labour demand and supply.

#### 2.1.4. MARGINALIZATION, SOCIAL EXCLUSION

The poverty line used in international comparative studies is 60% of the equivalent income specified on the basis of the OECD2 scale. According to this, 16% of the EU's population belongs to the category of poor people. This rate is the highest in Poland and Lithuania (21%) and the lowest in the Czech Republic (10%), and 13% in Hungary.

In Hungary, one-fifth of dependents under the age of 20 years, that is, 420 thousand young people live under the poverty threshold. The number of youth living below the subsistence level is nearly twice the above (850 thousand). 25.2% of children aged between 0–15 and 18.3% of 16-24-year-old young people are poor. 20.5% of households with children are poor.

About half of the households living in poverty are in villages. As compared to the national average, it is three times more probable that we find families with at least three dependent children there.

The Roma population, which is the most disadvantaged on the labour market, lives in settlements belonging to disadvantaged micro-regions characterized by the lowest employment rate. A majority of disadvantaged young Roma people drop out of the first or second grade of vocational schools. The rate of early school-leavers is the highest in vocational schools of the lowest reputation.

5.6% of the population live with some disabilities. There are disabled children in 62 thousand families, nearly one-third of which are single-parent families.

#### 2.1.5. CONSUMPTION, ECONOMIC SITUATION, CULTURE, MEDIA, INFOCOMMUNICATION

In the households of youth (aged 15-19) the monthly net income per consumption unit (first consumer) was HUF 63,753 on average (in 2004), however, when we examine regional data we can see great differences: in the Central Hungary region the average income per consumption unit was HUF 79,119, while in Northern Hungary it was only HUF 51,465. Comparing the households by type of settlement we find even larger gaps: HUF 85,005 in Budapest and HUF 53,594 in villages.

In their leisure time, young people spend an average of 2.14 hours on weekdays and 3.52 hours at weekends watching television. Compared to TV watchers the ratio of

youths regularly reading daily (38.8%) and weekly newspapers (47.6%) is relatively low. More than 50% of young people use the Internet on a daily basis, while much fewer read books regularly (26% of them read at least one book a month).

3% of youth do sports regularly in their free time. 4.1% of this age group goes to a museum, 4.6% to a classical music concert and 9.1% to a theatre at least once a month. Only one-third of young people go out to a multiplex cinema showing mass culture at least once in every month.

The smaller the size of homes, the less equipped they are with means of infocommunication, the less chances young people have to take part in virtual communities, and so the lower the number of formal youth communities and their young participants is. Access to infocommunication is influenced by age: this rate is 90% in the case of 14–17-year olds and 75% in the age group of 25–29-year-old youths. Two-thirds of young people aged 25–29 are Internet users.

#### 2.1.6. YOUTH AND HEALTH (STATE OF HEALTH, LIFE QUALITY, HEALTH AWARENESS)

Life expectancy at birth, used as an indicator of life chances, is increasing in the case of both genders, however, it is still rather low as compared to the EU25 countries. Hungarian men live six years shorter and women live four years shorter than an average citizen of the European Union (in Hungary, the average life expectancy is 77 years in the case of women and 69 in the case of men, while the EU25 average is 81 and 75 years, respectively).

Based on their self-reports the state of health of young adults is considered to be good. There are hardly any diseases that adversely influence or permanently restrict life. The most frequent diseases are backbone deformities, eyesight problems and asthma. It is clinically proven that 4–8% of adolescents suffer from depression. The life prevalence of depression symptoms (an event that occurs at least once in the life of a given person) in age groups below 18 is 18–20%. This corresponds to the value estimated for European countries (17–22%).

According to statistics accidents and suicide are the most common reasons for teenage mortality in the case of both genders.

Based on the BMI data of the 2<sup>nd</sup> National Growth Study, 6–23% of 3–18-year-old boys and 7–24% of girls of this same age are overweight or obese. The occurrence of malignant tumours in youth shows a growing tendency. This increasing trend is characteristic of leukaemia (the incidence of new cases rises by 1.2% per year), tumours of the central nervous system (the incidence growth is 4.2%/year) and solid tumours, as well.

According to the 2006 survey on the health behaviour of school-aged children (HBSC) more than 80% of 15–16-year-old youngsters and over 90% of youth aged 17–18 have already tried alcohol. 71% of 17–18-year-old boys reported to have been drunk several



times, while in the case of girls this percentage is nearly 50%. About two-thirds of 15-16-year old young people and three-quarters of 17-18-year-olds have tried smoking. More than 25% of youths aged 15-16 years and over one-third of the 17-18-year-olds smoke at least weekly.

20.3% of the 2877 secondary school students (in 9<sup>th</sup> and 11<sup>th</sup> grade) asked in the 2006 HBSC survey reported to have consumed some kind of illegal substance or abused pharmaceuticals and/or inhalants in their lives. The indicator of cannabis consumption is the highest among all illegal substances with a life prevalence of 17.3%. The second most frequently used substances include pharmaceuticals as well as the simultaneous use of pharmaceuticals and alcohol (14.7%), while the prevalence value referring to the use of other illegal drugs mentioned in the report is 12.4%. Based on the overall results of the national survey of 2006 the trial use of substances shows a slight increase.

Predominantly, it was the 15-16-year-olds who first tried the use of substances: 70% of the first users of cannabis tried the substance around the age of 15-16, while this percentage is 75% in the case of other drugs. Approximately 10% of those using substances first tried them before the age of 14.

Based on life prevalence data drug addiction is the highest, 30.6% in the capital city, while this percentage is much lower in county seats and towns, as well as in smaller villages and farms. Consequently, the incidence of drug abusing behaviour is in proportion to the size of the settlement.

Regarding their age, the health behaviour of young people can be influenced in a positive direction, their attitudes to health can be changed, unless we wish to influence them by means of prohibition and deterrence. Several national and international surveys highlight that health awareness and willingness to invest in health can be considerably increased at this age. Most of the risk behaviours (smoking, alcohol, drugs) have an anti-stress role, they have an immediate tranquillizing effect in this accelerated world, where we must adapt to changes quickly. In fact, the harmful consequences of this behaviour become apparent only after quite a long time, so the risk of morbidity or mortality is hardly assessable.

#### 2.1.7. YOUTH AND CRIME, DEVIANCES

The relatively high percentage of youth delinquency is not in itself a specific feature of the current Hungarian situation, as compared to other democracies. Relative to the peak in 1998, the number has dropped (53 thousand persons in 1998, 42 thousand in 2005), and the percentage of youth improved to some extent as well (fell from 38% to 32%).

The exposure of young people is higher than the average: from the age group of 15-18-year-olds 39 and from among 25-29-year-olds 41 out of ten thousand people have been victims of some kind of violent crime.

Although the quantifiable criminality data of minors (registered delinquency) have not deteriorated dramatically in absolute terms in the past year, we can say that they actually increased, since the ratio of this population has been falling for a long time in demography. Nevertheless, it is worth noting that youth delinquency is surrounded by a high degree of latency, therefore the actual number of real offences (where young people are either offenders or victims) can only be estimated.

On the other hand, it can be established that a major part of indictable offences committed by members of these age groups are of a lesser degree, primarily crimes against property. Furthermore, there is an apparent trend that most young people do not follow any deviant forms of behaviour after their adolescence.

The pre-trial detention of juvenile offenders is executed by two institutions applying different sets of criteria (reformatory institutions and detention centres).

#### 2.1.8. COMMUNITY, PARTICIPATION, PUBLIC LIFE

There is a high degree of mistrust with respect to certain elements of the political institutional system. The acceptance of the democratic institutional system is low. The confidence index of the Parliament and the parties regarded as the keystones of representative democracy is strongly negative. The Government, the press and the churches also belong to the negative range. The positive range includes the armed forces, the courts and the police – although the judgement of these latter two organizations may have changed to some extent in the past years.

An important dimension of public life activity is membership in a non-governmental organization. Less than one-sixth (15%) of young people are members of some kind of organization. The most preferred ones are sports associations, sports clubs and church organizations. Other relevant organizations are cultural, tradition preserving groups, as well as student and voluntary organizations.

The more interested a young person is in politics, the more likely it is that he/she belongs to an organization. Youths who are members of organizations joined primarily upon the motivation of their friends or community (38%). In the order of responses the opportunity for advocacy is in the second place (14%), the school's motivation is the third (influence of fellow students, teachers, 10%), and 7% of youths mention their commitment to important issues and the opportunity to do something good to the community.

The majority not having any membership claim that the reason for their absence is the lack of interest and time (36%).

29% of the age group of 14–29-year-olds do some voluntary work in its broad sense.

### 2.1.9. GEOGRAPHICAL MOBILITY, MIGRATION

The number of immigrants was 25,582 in 2005, and 44% of them belonged to the age group of 15–29 years. 23.5% of the 9870 people granted citizenship were 15-29 years old. As regards the group of those arriving with the purpose of permanent settlement, the percentage of those under 14 did not reach 20%. The largest group of immigrants comes from beyond the borders, with the percentage of families with children being lower than the average.

34% of young foreign citizens residing in Hungary are under the age of 29, with a balance of genders.

37.5% of domestic migrations are attributable to young people aged between 15 and 29. Each year some 7.6% of people belonging to this age group move to other settlements. The percentage of changes in residence (movements) within the settlement is 5.6%. The highest rate of migration to foreign countries with the purpose of studying is seen in the case of young people participating in tertiary education, or in postgraduate and PhD courses. The percentage characteristic of OECD countries is 3-5%, while it is 1% in Hungary.

## 2.2. YOUTH-RELATED PUBLIC TASKS AND THEIR PERFORMANCE

### 2.2.1. LEGISLATIVE ENVIRONMENT (LEGAL REGULATION OF YOUTH-RELATED PUBLIC TASKS, ENFORCEMENT OF RIGHTS)

In the present division of governmental work child and youth affairs belong to the competence of the Minister of Social Affairs and Labour, as laid down in Government Decree 170/2006. (VII. 28.) Korm. on the responsibilities and authority of the Minister of Social Affairs and Labour.

Currently, there is no accurate definition specifying the scope of youth-related public tasks and the framework of their performance. Therefore, it is necessary to review these.

Although the laws describing the operation of the institutions and pertaining to the sectoral-professional rules (labour, work protection, health care, social affairs, transport, culture, law enforcement, etc.) contain some special rights for youth age groups, they are not always coordinated.

For this reason, in order to enforce child and youth rights and define youth-related public tasks and their institutional system it is recommended to analyze and review the relevant laws from a synchronistic and horizontal viewpoint.

Act LXV of 1990 on Local Governments assigns the responsibility of “performing child and youth tasks” to the general scope of responsibilities of local municipalities,

however, it does not provide any definition of its meaning. The Act lists “tasks relating to the enforcement of child and youth rights” among the mandatory duties of county governments, however, in practice, we hardly find any signs of performance of such tasks in any form or in any way.

99% of the cases of violation of children’s rights remain latent, because the victims are unable to enforce their rights, send an emergency message or call for help as other citizens can do. In Hungary, the mechanisms and practice of raising awareness for children’s rights and the Convention on the Rights of the Child adopted in New York in 1989 and enacted in Hungary in 1991 have not been established so far.

## 2.2.2. GOVERNMENTAL, REGIONAL AND LOCAL YOUTH TASKS AND THE INSTITUTIONAL SYSTEM

On the sectoral level, the child and youth field is controlled by the Minister of Social Affairs and Labour. His responsibilities include

- monitoring the enforcement of children’s rights,
- performing tasks relating to the coordination and supervision of the enforcement of the provisions of Act LXIV of 1991 on the promulgation of the Convention on the Rights of the Child adopted in New York on 20<sup>th</sup> November, 1989,
- preparing governmental decisions directly pertaining to youth, which do not belong to the scope of responsibilities of any other ministers, and coordinating their enforcement by elaborating strategies and action plans in cooperation with ministers responsible for and having competence in youth matters,
- performing governmental tasks relating to services that concern children and youth,
- developing and operating a system of services relating to non-formal pedagogical programmes aimed at the provision of access to information required by the upgrowing generation for building their life paths, as well as the skills and community development of children and youth, and elaborating programmes designed to develop the infrastructure of such services,
- monitoring and elaborating the infrastructure and a set of legal instruments for youth tourism, coordinating the strategic issues pertaining to the development of programmes intended to help youth tourism and leisure activities (extracurricular activities for children) and the related tasks of the concerned ministers,
- in addition to the operation of the Hungarian Youth Conference, coordinating, in collaboration with the concerned ministers, the system of cooperation with Hungarian youth beyond the borders,
- operating the system of national consultation in child and youth policy matters, and ensuring that through their representatives young people can take part in the preparation of governmental decisions – with the exception of public education and higher education – directly affecting them, thus enabling children and youth to enforce their rights to the freedom of expression.

- liaising with institutions of higher education and student self-governments, national professional organizations, non-governmental organizations engaged in child and youth matters, as well as with the youth departments of churches and religious communities,
- specifying the system of professional supervision of the field of child and youth policy and elaborating the frameworks of qualification and requirements necessary for performing activities in these fields,
- working out a framework of voluntary and international mobility programmes serving to acquire work experience, implemented under the aegis of child and youth organizations and public educational institutions.

The Ministry of Social Affairs and Labour (SZMM) is responsible for supervising:

- European Social Fund National Programme Managing Nonprofit Agency (ESZA Kht.) responsible for project management;
- 'Mobilitás' National Youth Service (hereinafter referred to as: Mobilitás) operating with partial authorities as an independent budgetary unit of the National Office for Employment and Social Affairs, which is responsible for organizing the professional work. Mobilitás controls and coordinates the professionally independent regional youth service offices (RISZI), and operates the Youth in Action Programme Office, which is responsible for the implementation of the Youth in Action programme supporting non-formal educational programmes in Hungary;
- as the background institution of the Ministry, the Socio-political and Labour Institute performs child and youth research activities.

SZMM supervises the Child and Youth Programme (hereinafter referred to as: GYIA), which supports the programmes, organizations and initiatives of children and youth. The managing authority of the Programme is ESZA Kht., and the secretarial tasks of the GYIA Council are fulfilled by Mobilitás.

The regional proposing agencies of GYIA are the regional youth councils meeting in each region (RIT), acting as a channel for developments on a regional level and raising funds for their relevant regions.

The local level of the youth institutional system is made up of the local governmental youth rapporteurs, as well as the youth information and counselling offices (youth offices) and youth information points. The rapporteurs are primarily responsible for coordinating the youth-related actions of local governments in county seats and towns. In smaller towns and large villages rapporteurs often fulfil youth development and catalyst functions as well. Most of the youth information and counselling offices operate in county seats and are predominantly maintained by the local governments. These institutions, acting as basic human service providers, perform personal information, counselling and youth assistance activities. The information points operate on the basis of these offices and their professional experience, and pursue their

activities with the aim of mediating youth information that are usually associated with other services or institutions.

Due to a lack of necessary statistics, there are no available data on the youth activity of local governments, however, surveys on the participation of non-governmental organizations in local decision-making show that only a fraction of these organizations have an influence on local governmental policies. On the whole, the participation elements of non-governmental organizations are characterized by significant differences by type of settlement. It is mostly the larger settlements that allow participation.

As regards the organization and planning of youth developments, including local, regional or national youth tasks, we can also see that the policies, which otherwise meet the reasonably expected level and content, may possibly change. Although in the past decade major towns and county seats set up youth concepts and strategies, most of these did not prove to come through, they lost their significance, and are therefore not updated today. The principle and practice of a complex, horizontal development of services are not reflected in the development policy, either. Among the operational programmes of the New Hungary Development Plan youth-related developments are interpreted in the context of other sectors (characteristically in social policy and education).

### 2.2.3. PROCEDURES, ADMINISTRATION, TRANSPARENCY

The administrative procedures and project management rules of the youth field have never been reviewed by specific research. There are no data or information on reasonability or efficiency. The accomplishment of project objectives, their social impacts and financial recovery have not been assessed, either, no indicators have been worked out. The monitoring system is restricted to auditing whether financial performance complies with the rules.

Due to the horizontal nature of youth matters, it would be especially important to ensure dialogue among the sectors, but the administrative forums of coordination have not yet been operated efficiently.

In the youth field, the regional institutional systems of governmental services and the allocation of funds have been set up, however, the process of decentralizing resources and decision-making competences has come to a halt.

The evaluation, regulation and accounting system of applications, as well as the financing system itself need to be reviewed and updated from professional, financial and planning aspects alike. It is also required to ensure full publicity with respect to these proposals.

Statistics on the time and human resource requirement of application procedures were first published in 2007, so no earlier data are available.

#### 2.2.4. DIALOGUE, INTEREST RECONCILIATION, NON-GOVERNMENTAL FUND-RAISING, COOPERATION

In the course of the past 17 years since the political changes Hungarian youth organizations have performed their work in an environment characterized by a continuously transformed institutional system of the youth policy and a division of tasks, responsibilities and authorities among the various governmental institutions and institutional levels.

At present, there is no legitimate dialogue between government and the civil society, and there is no civil cooperation representing youth organizations and advocating the interests of youth age groups.

The operation of youth umbrella organizations has mostly been instable - because of a lack of stable organizational, financial and regulatory background – and, at the same time, the participation of young people in non-profit and non-governmental organizations has declined.

#### 2.2.5. YOUTH RESEARCH (MONITORING)

The statistics serving as the basis of Hungarian youth research are reliable and usually available in the appropriate breakdown. A significant information source is the Central Statistics Office, which supplies various basic data on children and the youth tabulated by age.

Youth research takes place in various institutions, primarily in university and academic ones, but the main profile of these institutions is not this type of research. There are also several market survey institutes and think tanks that conduct empirical public surveys on youth, mostly upon the order of the State. Youth research projects directly ordered by the settlements are typical, too.

In Hungarian youth research there is a lack of regular, recurring surveys. A reason for this is the institutional and financing background. Basically, Hungarian youth research is characterized by institutional diversity, which is coupled with fluctuating sources of funding. A large part (80%) of the past years' empirical surveys were carried out using some kind of questionnaire methodology, and one-third of them (37%) were based on personal interviews. The other most common method was the survey technique. About one-sixth of youth surveys (17%) conducted since 1995 have used deep interviews or other qualitative methods.

Every year there are about 50 publications in scientific journals about research on the life situation of youth.

## 2.2.6. BUDGETARY FUNDS FOR YOUTH PURPOSES<sup>4</sup>

A considerable part of the youth-related governmental tasks and the relevant sources traditionally belong to the authority of the competent ministries.

The funds appropriated for youth purposes by the ministries then in charge of youth matters had increased until 2004, and continuously decreased thereafter as a result of the rearrangement or termination of development objectives. The nominal value of the amount, which was hardly over HUF 1.3 billion (0.016% of the total expenditure of the central budget), available for this purpose in 2007 was almost equal to that in 2000, as opposed to the HUF 2 billion allocated in 2006 (0.026% of the total expenditure). Along with the contribution of Mobilitás (HUF 343 million) the costs of maintenance and development of institutions are shared in an equal ratio.

29% of the 3522 applications submitted in the framework of the GYIA's central call for proposals and other central youth programmes were granted a total amount of HUF 991 million. The appropriation of GYIA for was HUF 487.2, which had shrunk to HUF 295 million by 2007. The GYIA Council, which has the right of disposal over the funds, assigns 70% of the amount to the competence of the regional youth councils. These organizations (GYIA and the regional youth councils) financed some 40% of the 4309 proposals submitted in 2006.

From 2007 the domestic funds are supplemented by the Youth in Action Programme. In Hungary, the Evaluation Committee of the Youth in Action Programme has the right of disposal over the decentralized funds. The previous Youth 2000–2006 Programme assisted the international cooperation and national programmes of Hungarian youth organizations with an amount equivalent to EUR 10 million. The total number of financed applications: 2576 (56% of submitted applications). The grant was distributed to 72 thousand young people and youth specialists. Half of the applicants were from the Central Hungary region, a majority of them from Budapest. In 2007 EUR 2.411 million were appropriated for the Youth in Action Programme.

## 2.3. THE YOUTH PROFESSION – CIVIL YOUTH SEGMENT

### 2.3.1. PROFESSIONAL STRUCTURES, TRAINING

A common feature of youth services is that they act as catalysts in the lives of settlements, districts and micro-regions. The number of youth services playing a key role in the development of young people (youth information and counselling offices, youth information points, youth public spaces, street work) has begun to grow in the

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<sup>4</sup> In this case, we are not using the term “funds for youth purposes” in a denotative meaning, but in a restrictive sense, that is, we refer to work only in a tertiary socialization context and the governmental funds available for this purpose, not including budgetary funds appropriated for the age groups by the specific sectors, as laid down in the Budget Act. Funds for youth purposes mean funds available in the budget chapter of the ministry responsible for youth matters, under the title youth tasks.



past years, however, they have not been extended to a degree that would provide young people with equal access and chances of use at a national level or even within the same settlement type. Generally speaking, the inter-sectoral cooperation of various service providers has only partly been established, so most of the youth age groups can rely on a "fragmented" human service system. Such circumstances leave significant service providing potential unutilized. The operation of network- or system.-based youth services has not been developed yet, and there is no inter-sectoral cooperation between the different services, either.

The number of youth rapporteurs differs by region (Southern Great Plain: 15, Northern Great Plain: 20, Northern Hungary: 19, Southern Transdanubia: 15, Central Transdanubia: 9, Western Transdanubia: 17, Central Hungary: 4), so a total number of 99 rapporteurs work in 75 settlements. The employment of rapporteurs and the financing of their operation belong to tasks undertaken on a voluntary basis; for a few years their job used be supported in the framework of a central grant application scheme, which is not available any more. From an administrative and professional viewpoint, the scope of duties and responsibilities of youth rapporteurs has not been regulated, nor has their role within the system of youth services.

Tertiary vocational education in youth assistance was launched in Hungary in 2003 (the number of first grade students was 239 in 2004, 378 in 2005, 488 in 2006, and 504 in 2007). At present, this qualification can be obtained in 14 institutions, either financed by the state or available for a tuition fee, in the form of full-time or correspondence course.

In 2006, the "youth specialist advanced training" (tertiary education) course was started in Pécs. The purpose of the course is to provide the employees of institutions and organizations engaged in youth matters with specialized, professional education and training.

The experimental Kompas program aimed at the introduction of training on human rights is being implemented at various levels of public education.

The degree of awareness and acceptance of regional-scale youth services is high, they help in a better utilization of human resources available in the youth field and act as a catalyst in the self-organization of young people and their communities. The service and institutional development processes of the past years have been primarily focused on specific life situations of the youth.

### 2.3.2. NON-GOVERNMENTAL YOUTH ORGANIZATIONS (PARTICIPATION, SERVICES, VOLUNTEERS, ADVOCACY)

Youth-related organizations constituted not more than 4% of the Hungarian non-governmental sector. They received funds in proportion to their number, so these organizations operated with a total budget of HUF 15.5 billion. In 2005 the average income of one organization was HUF 6.4 million, which was far below the average of

the non-profit sector (HUF 17 million). 6% of the youth organizations had neither any income, nor any expenses, presumably they only existed formally. Two-thirds of the youth organizations operated in the form of associations and 33% as foundations. 2% of all employees, 4% of association members and 5% of regularly working volunteers took part in their activities. One-third of them were affiliated to the Central Hungary region, and a great majority (81%) performed their activities in towns.

The number of civil youth organizations has risen since 1995, however, their membership has fallen to a considerable degree, and the internal structure of this group of organizations has also changed. The group with the highest number of organizations and the largest membership is still that of student sports associations, while the second largest group is represented by child and youth protection organizations having a heterogeneous composition and a diversity of objectives. Youth leisure organizations have undergone the greatest change, their number and membership have dropped to a significant extent. In 1995 they accounted for 28% of the organizations and 39% of all members; in 2004 the same indices were only 23% and 12%, respectively. The indicators of political organizations, comprising a special group within youth organizations, have shown a contradictory change: while their number has fallen from 9% to 3%, their membership has shown rather hectic variations. In the years after the elections they had many more members than in the interim period.

Students of higher educational institutions, religious church members, men and people living in the capital city were more likely to be members of organizations than the average. As regards the public life activity of young people, it deserves attention that, according to a youth survey conducted in 2004, a much higher percentage of young people would have taken part in protest and advocacy actions than before.

Between 1995 and 2004 the number of organizations affiliated to religious youth life increased, but their youth integrating power became less significant, since 1997 their active membership has been continuously diminishing. Nevertheless, it is worth noting that some of the religious youth organizations still belong to local congregations and do not perform their activities as registered youth organizations.

### 2.3.3. (NON-GOVERNMENTAL) FUNDS FOR YOUTH

The budget available for non-governmental organizations, which provide youth services, is rather varied due to their different nature and composition. There is a great difference between the minimum and maximum values. In 2005-2006 the average was HUF 15.8–16.6 million. The minimum values range between 1.5-2 million forints.

There are great differences between the fund-raising methods of the organizations, too. On average, the percentage of governmental funding is around 44% (e.g. NCA, GYIA, ministerial subsidies), and 21% is contributed by local governments.

From other sources of funds the proportion of European Union grants are outstanding, amounting to 26%, but the high deviation implies that only a limited group of organizations can successfully and perhaps repeatedly access these funds. The percentage of funds granted under other aid schemes is 15%, while the contribution of economic operators and the organizations' own income show an equal rate of 12% each.

In addition to European Union and other aid schemes a considerable part of the governmental and local governmental grants are also allocated in an application procedure, which enables more organizations to access smaller amounts of funding.

4% of the amounts contributed from 1% of the personal income tax are actually used, but this source is available to only a limited number of organizations, and the low deviation leads us to the conclusion that this type of revenue constitutes the smallest part of the organizations' budget. In the case of non-governmental organizations (NGOs) it is a common phenomenon that the amount of these 1% contributions is hardly enough to cover the relevant advertising and other administration costs.

### 3. SWOT + T ANALYSIS

For the purpose of working out the Strategy and based on the conclusions of the situation analysis, a SWOT analysis was carried out taking the strengths, weaknesses, opportunities and threats into account. The trends determining the European and national circumstances, which are extremely hard to influence, are presented separately.

#### 3.1. TRENDS

1. The whole of Europe, including most countries, are struggling with demographic challenges.
2. Europe dedicates more and more attention, as well as professional and financial resources to the youth; the countries of Europe are at the stage of integrated youth policy planning.
3. All over Europe competences that can be acquired in non-formal and informal contexts (knowledge + skill + experience + attitude) are more appreciated; the use and spreading of infocommunication means are strongly increasing.
4. In all countries of Europe enterprises dedicate more resources to social purposes and public awareness of this is dynamically growing.
5. In almost every country of Europe the issue of redistributing individual and social responsibility is on the agenda.

#### 3.2. SWOT<sup>5</sup>

Strengths	Weaknesses
<p><b>Demographic situation, family, social sustainability</b></p> <ol style="list-style-type: none"> <li>1. There is no anti-marriage mood among youths. A great majority of young people find marriage after cohabitation the ideal form of life.</li> <li>2. 80% of the youth think their housing conditions are appropriate.</li> </ol> <p><b>Education, training, talent development, mobility</b></p> <ol style="list-style-type: none"> <li>3. 24% of 18–29-year-olds attend higher educational institutions.</li> <li>4. The most excellent young</li> </ol>	<p><b>Demographic situation, family, social sustainability</b></p> <ol style="list-style-type: none"> <li>1. The largest group of young people living without a permanent relationship is that of the least-educated ones, who come from lagging regions, live in small settlements and/or are permanently unemployed.</li> </ol> <p><b>Education, training, talent development, mobility</b></p> <ol style="list-style-type: none"> <li>2. Taking the results of the 57 countries involved in the PISA survey into account, the average achievement of Hungarian students in reading comprehension and discourse competence range between the 23<sup>rd</sup> and 30<sup>th</sup> positions.</li> <li>3. The percentage of vocational school graduates continuing their studies is</li> </ol>

<sup>5</sup> The individual factors are presented in the order of importance.

students achieve outstanding results at international contests and art festivals.

5. The World Language Strategy was established in 2004.

**Consumption, economic situation, culture, media, infocommunication**

6. More than 50% of youths use the Internet on a daily basis, the ratio of Internet users is 2/3–9/10 in this age group.

**Youth and health**

7. Their state of health is considered good based on self-reports.

**Community, participation, public life**

8. 1/7 of young people are members of an organization.
9. 29% of the 14–29-year-olds do some voluntary work.
10. The public life and community activity of the age groups has shifted towards issue-oriented, targeted activities instead of organized forms.

**The youth profession**

11. There are about 50 publications on research about the life situation of youth in scientific journals annually.
12. The number of youth services is growing.
13. The youth assistant and youth specialist training provides a basis for professional training.
14. The experimental programme of the Kompas human rights training has

remarkably low.

4. The output of labour force having technical and scientific qualifications is far behind the EU average.
5. 29% of the entire adult population speak at least one foreign language at some level, while this rate is presumably higher among youth.
6. There is often only an incidental harmony between education and the labour market.
7. At universities the approach and practice of the conscious education of intellectuals are applied to a lower extent.
8. Public education does not comprehensively enable youth to learn basic and key competences required for acquiring applicable and competitive knowledge, it does not provide a basis for lifelong learning.

**Consumption, economic situation, culture, media, infocommunication**

9. The cultural gap is getting wider, less than 1/10 of the age group goes to a museum, classical music concert or theatre and 1/3 goes to the cinema on a monthly basis.
10. There is considerable inequality regarding young people's chances and opportunities to access youth services.
11. Only a low percentage of youth read newspapers and books regularly.
12. The percentage of those playing sports regularly in their leisure time is low.

**Employment, labour market situation**

13. The labour market activity of youth is low, unregistered work is more characteristic of this age group than adults.
14. A quarter of young people living in Budapest and a third of all youths at national level have been under the necessity of unemployment; there is a regional imbalance regarding the work/wage ratio.
15. Compared to the EU average the proportion of atypically employed youths is very low; only 3% of actively working young people are entrepreneurs.

<p>been launched.</p> <p>15. The awareness and acceptance of regional youth services is high.</p> <p><b>Budgetary funds for youth purposes</b></p> <p>16. The National Civil Youth Programme (NCA) and the National Cultural Fund (NKA) have a key role in financing youth organizations.</p> <p>17. 2.4 million Euros were available for projects under the Youth in Action programme.</p>	<p>16. The smaller the settlement, the lower is the percentage of young intellectuals with a higher education diploma.</p> <p><b>Youth and health</b></p> <p>17. A high percentage of the age group are overweight or obese, and many of them smoke.</p> <p>18. The life prevalence of drunkenness is 69 % in the age group.</p> <p>19. 1/4 of all students have used some legal or illegal substances in their life, and 1/10 have abused pharmaceuticals.</p> <p><b>Community, participation, public life</b></p> <p>20. There is a lack of confidence in the elements of the political institutional system, the acceptance of democratic institutions is low.</p> <p>21. There is a low rate of international migration with the purpose of studying abroad, about 1/4 of the OECD average.</p> <p><b>Youth-related public tasks</b></p> <p>22. Youth-related public tasks are not defined and the framework of their fulfilment is not accurately specified.</p> <p>23. The implementation of mandatory local governmental youth tasks (“performing child and youth tasks”, “tasks relating to the enforcement of child and youth rights”) is hardly perceivable in practice.</p> <p>24. There are no mechanisms for raising awareness for the enforcement of children's rights and the Convention on the Rights of the Child in Hungary.</p> <p>25. The youth information and counselling offices only operate in county seats and are maintained by the local governments.</p> <p>26. There are no appropriate data on the youth activity of local governments.</p> <p>27. Some larger settlements may have a youth strategy, but their significance is marginal. Only a fraction of non-governmental organizations have an influence on local governmental policies.</p> <p>28. The development policy does not contain the principle and practice of a complex, horizontal development of services; youth-</p>
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	<p>related developments are only referred to in the programmes of other sectors within the New Hungary Development Plan</p> <p>29. There are no data or information on reasonability and efficiency regarding the procedure, the management and the administration of proposals. The monitoring system is restricted to auditing compliance with the requirements of financial performance.</p> <p>30. The centre of coordination of youth-related governmental tasks is not stable enough, a majority of state tasks and the related funds belong to the authority of the responsible ministries.</p> <p><b>Budgetary funds for youth purposes</b></p> <p>31. The process of decentralization of funds and decision-making competences has come to a halt.</p> <p>32. The evaluation system and implementation of proposals is not fully transparent, it is only partly public, and its regulatory background needs to be extended.</p> <p>33. The budgetary funds appropriated for the performance of youth-related tasks on governmental and local levels are scarce; youth appropriations have been decreasing since 2004. In 2007 HUF 1.3 billion were available for youth purposes (0.016% of the total expenditure of the central budget). Domestic project funds have dropped to a quarter of their initial amount within a few years of time.</p> <p>34. The effectiveness of youth-oriented programmes as development projects needs improvement.</p> <p>35. The governmental institution maintenance and development expenses are shared in an equal ratio.</p> <p><b>Dialogue, interest reconciliation, civil fund-raising, cooperation</b></p> <p>36. Since the political changes the institutional system of youth policy has been under continuous transformation.</p> <p>37. There is a lack of civil cooperation</p>
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	<p>representing and advocating the interests of youth organizations and age groups.</p> <p>38. The administrative forums of youth coordination are not efficient in practice, there is no legitimate dialogue between government and civil society.</p> <p><b>The youth profession</b></p> <p>39. There are few youth services at a national level.</p> <p>40. A majority of the members of youth age groups can rely on a “fragmented” human service providing system.</p> <p>41. There are too few youth rapporteur statuses, the scope of duties and responsibilities of rapporteurs lacks regulation, and so does their function within the system of youth services.</p> <p><b>Civil youth organizations</b></p> <p>42. Youth-related organizations have made up only 4% of the Hungarian non-governmental sector, and the number and membership of youth leisure organizations have also fallen. The participation of youth in non-governmental organizations has decreased in general.</p> <p>43. The average income per organization is far behind the average of the non-profit sector.</p> <p>44. The financial resources of civil youth service organizations vary to a considerable degree, only a limited group of organizations have access to EU funds.</p>
<b>Opportunities</b>	<b>Threats</b>
<p><b>Demographic situation, family, social sustainability</b></p> <p>1. Life expectancy at birth is increasing (although it is still far behind the EU average).</p> <p><b>Employment, labour market situation</b></p> <p>2. The average qualification level of young employees has become higher.</p> <p><b>Marginalization, social exclusion</b></p> <p>3. The poverty rate used in</p>	<p><b>Demographic situation, family, social sustainability</b></p> <p>1. Besides the already low fertility rate, the size of youth age groups and their ratio to the entire population are continuously diminishing.</p> <p>2. There are minor children in 73% of broken marriages, the proportion of single mothers raising their children alone is growing.</p> <p><b>Marginalization, social exclusion</b></p> <p>3. More than 1/3 of the single-parent families and 1/5 of dependants below the age of 20 live below the poverty line.</p>



<p>international comparative studies is 13% in Hungary 13% (EU: 16%).</p> <p><b>Youth and health</b></p> <p>4. Owing to their age, it is still possible to influence the health behaviour of young people in a positive direction.</p> <p><b>Youth and crime, deviances</b></p> <p>5. The number and ratio of youth delinquencies are getting lower.</p> <p><b>The youth profession</b></p> <p>6. The number of youth services playing a key role in the development of young people has started to grow in the past years.</p> <p>7. Youth assistance is becoming an independent profession, but it will only be able to develop further if it is extended to the entire vertical training structure (post-secondary, graduate and postgraduate training, adult training).</p> <p><b>Budgetary funds for youth purposes</b></p> <p>8. EU funds provide relevant opportunities for youth-related organizations in the future.</p> <p><b>Education, training, talent development, social mobility</b></p> <p>9. In public education, the National Curriculum, which applies the competence-based approach, is used, and elements relying on the up-to-date means of organizing learning have been added to the set of tools of content regulation.</p>	<p>4. 99% of violations of children's rights remain latent.</p> <p><b>Education, training, talent development, social mobility</b></p> <p>5. There is no adequate quality control in higher education and no opportunity to spend extracurricular hours in a useful way.</p> <p>6. In higher education the aspects of quantity and financeability prevail over the quality of education.</p> <p>7. A majority of disadvantaged Roma youths drop out of the first or second grade of vocational schools.</p> <p>8. Every fourth young university or college graduate starts his/her life path as an unemployed person.</p> <p><b>Employment, labour market situation</b></p> <p>9. There is an imbalance between labour demand and supply also on a regional level.</p> <p>10. Females may get into a more disadvantaged situation in the labour market if they have children.</p> <p>11. Youths with a lower educational attainment have worse chances to find a job than university or college graduates. Young people who only completed the 8 elementary classes are in the worst situation. The percentage of early school-leavers is the highest in vocational schools of the lowest prestige.</p> <p>12. Roma youths have considerably worse employment chances than non-Roma people.</p> <p>13. Apparently, it is mainly the first generation young intellectuals living in the country who have difficulties in finding a job.</p> <p><b>Consumption, economic situation, culture, media, infocommunication</b></p> <p>14. The monthly net income per consumption unit shows regional differences among the youth.</p> <p>15. There is a wide gap between the incomes of youth households with respect to settlement types.</p> <p>16. The smaller the place of residence, the less equipped it is with means of</p>
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infocommunication.

**Youth and health**

- 17. The risk exposure of youth age groups is higher than the average.
- 18. The life prevalence of depression symptoms in youths under 18 is 18-20%.
- 19. The incidence of malignant tumours in youth shows a rising tendency.

**Youth and crime, deviances**

- 20. Youth delinquency is relatively high

**The youth profession**

- 21. In the past years the feedback of state-funded youth research projects to decision-making is less efficient, there is a lack of regular, repeated surveys.
- 22. Those living on or near the periphery (from both geographical and social aspects) are excluded from access to youth services.
- 23. The youth policy lacks sectoral planning, missing strategic developments, which strongly and continuously erodes the quality and reliability of services.

## **4. NATIONAL YOUTH STRATEGY**

The National Youth Strategy defines social objectives relating to youth age groups and the relevant tasks requiring governmental coordination for a time period of fifteen years.

### **4.1. VISION**

The goals and actions of the Strategy are designed to enable the youth of our country to become aware of and recognize democratic values, and thus enforce their rights consciously, get integrated into the adult society smoothly, and use it as a resource continuously renewed with an innovative approach in order to ensure their own and their community's welfare and success. Becoming competitive in this knowledge-based society appears as an essential goal for young people, who will be able to meet their education and training requirements regardless of their regional, social or health status. Children, adolescents and youths will take part in their closer and intercultural communities with an inclusive, tolerant attitude, and both their national and European identities help them in building a sustainable, peaceful society. They can effectively convey their commitment to environment- and health-conscious forms of behaviour and cultural values, as well as their experience in the use of state-of-the-art techniques and technologies both towards the older generations and their own children. The concerned age groups consider having a family and children as a value and a part of successful life, and they actively prepare for their role as parents.

### **4.2. BASIC PRINCIPLES**

The Strategy is based on the following principles:

- **Embedment and participation:** The members, communities and organizations of youth age groups represent a cohesive power in settlements, regions and on a national level, and they are equal participants and influencers in decisions affecting them.
- **Solidarity and responsibility:** To ensure the viability of society self-help is of crucial importance, however, its members are not only responsible for themselves, but also for their fellows who live under more difficult circumstances.
- **Success and value creation:** Youths 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 who bear their burdens.

- Independence and development: With respect to the tertiary socialization context and in resocialization situations, members of the context have a common responsibility for providing resources that reach the “critical mass” able to cope with such situations.

### **4.3. THE OVERALL OBJECTIVES OF THE STRATEGY**

*To help unfold resources inherent in youth and enhance the social integration of these age groups*

The objectives and actions of the Strategy, which recognizes the youth as a resource, must create a social environment, which helps, supports and encourages the members of this age group in their individual and community activities. Members of youth age groups must be enabled to make the most of their talent, knowledge and abilities for the benefit of themselves, their nation and Europe. The State is particularly responsible for ensuring their smooth integration into the adult society, and for operating its institutions and services that support this process, so as to meet the needs of these age groups.

### **4.4. THE HORIZONTAL OBJECTIVES OF THE STRATEGY**

*4.4.1. Enhancing the equality of chances – To prevent the social exclusion and marginalization of youth groups and young people*

In setting up the specific activities of the Strategy it is important to examine the issue of equal access as a separate criterion in each and every case. All activities, services and institutions must be planned in consideration of the special needs of disadvantaged persons. Obviously, in addition to the horizontal approach, it is indispensable to set the specific objectives as well. In the course of planning, implementation and monitoring of the Strategy the criteria of equality between males and females must be integrated, with particular attention to the different needs of boys/girls and young women/men.

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

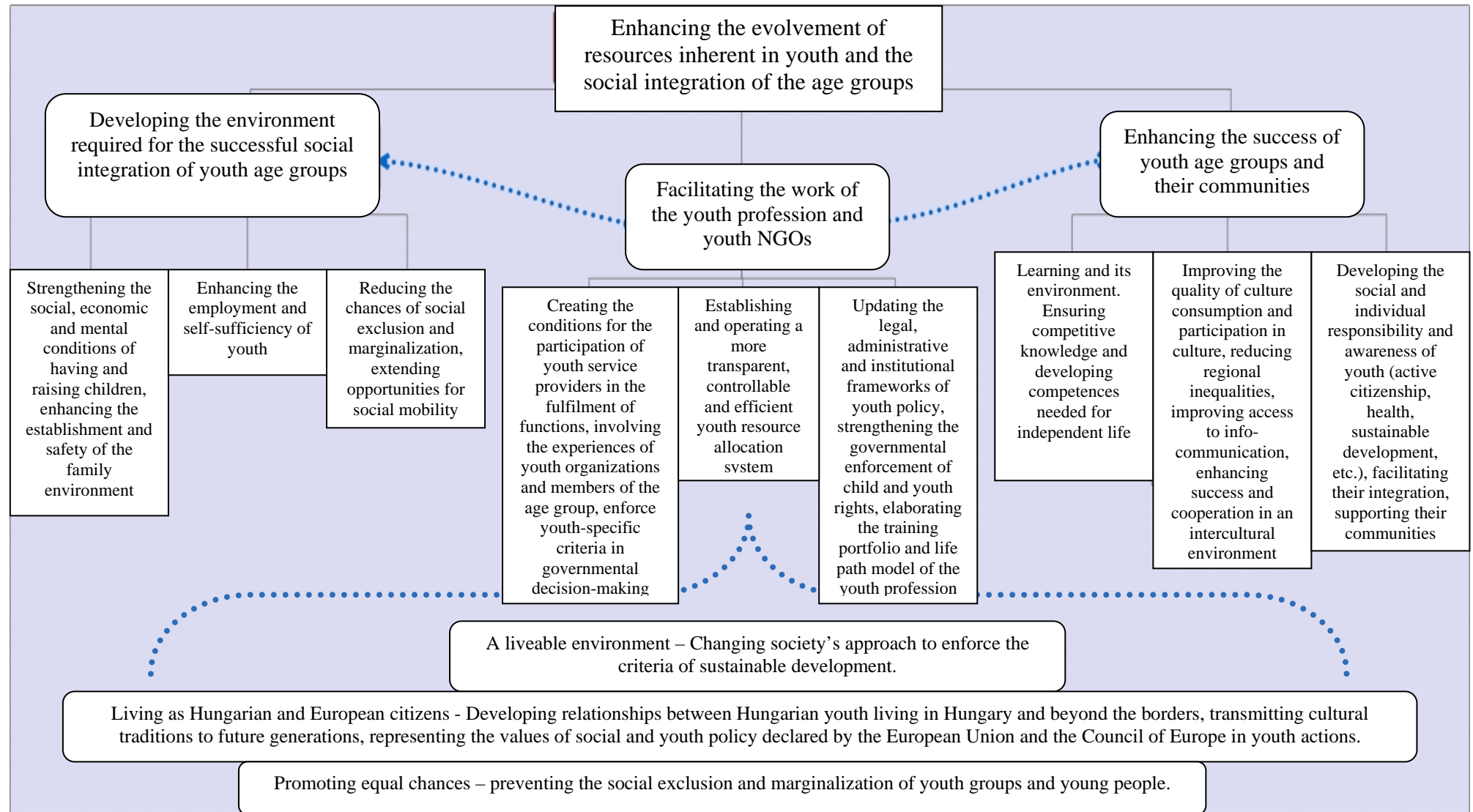
National youth policy objectives need to be harmonized with the objectives and values declared by the decision-making and cooperation forums of the Council of Europe and the European Union. In determining the specific activities of the Strategy the requirement of using potentially existing European standards and the possibility of their adoption must be assessed as a separate criterion in each and every case. With respect to each activity, it is necessary to check if they contribute to the development

of the European awareness of young people and to what extent the specific national initiative can add to the values of the European community. Furthermore, in the course of planning the concrete actions of the Strategy, their impact on Hungarian youths living beyond the borders must be assessed as a separate criterion in each case. We must aim to ensure that the relevant actions efficiently strengthen the establishment and reinforcement of relationships between Hungarian youths living in Hungary and beyond the borders. As a priority goal, we must develop a tolerant, local, national and European identity based on a real historical approach, and make sure that we help people beyond the borders in living as Hungarians.

#### *4.4.3. A liveable environment – To change society's approach in order to meet the set of criteria of sustainable development*

In the process of defining the specific activities of the Strategy, in each and every case it must be assessed whether the criteria of sustainable development are met. Sustainable development is aimed at the continuous improvement of social welfare while preserving the sustainability of the environment in a way that the needs of present generations are fulfilled without compromising the ability of future generations to meet their own needs. In this process economy is an instrument, while the environment is the criterion of implementing the social objective.

#### 4.5. THE SET OF OBJECTIVES OF THE STRATEGY



## **4.6. THE SPECIFIC OBJECTIVES OF THE STRATEGY**

### **4.6.1. DEVELOPMENT OF THE ENVIRONMENT REQUIRED FOR THE SUCCESSFUL SOCIAL INTEGRATION OF YOUTH AGE GROUPS**

**4.6.1.1. 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

The family environment is an essential context of socialization. The most important task is to avoid famililess life by preventing child pregnancies and helping children grow up in families (keeping them in families, family assistance, family care and family support, adoption, inclusion in the family). It is especially important to prevent conflicts within the family or give assistance in their settlement.

In order to sustain or increase the intention to have children, we need to create an environment where young parents can have a family and build a career at the same time, thus enabling parents to have the number of children they wish to raise. It is necessary to make the complex and integrated system of expert assistance available to those living in smaller settlements, thus providing families with small children with the possibility of intervention in early childhood. To prevent segregation, support early child development and enhance successful educational attainment, it is important to ensure that children have a more extensive access to high standard day-care centres and kindergartens than at present. Awareness should be raised in experts for the performance of certain youth assistance activities based on the professional experience, extensive network and social recognition of the existing childminder service, with the required training programmes. Self-help groups of young people having children should be allowed to gain ground.

While the number of births is falling, the forms of cohabitation are going through changes. Marriages – and partnerships, in particular – are often too weak to have the number of children they want. It is also necessary to develop the competences of youth by means of supporting education and youth communities, which help them to fulfil their desires regarding happy family life. We can see an increasing number of children who grow up in single-parent families: young parents should be given assistance in coping with and processing the natural difficulties of raising children. We must help single parents in raising children and make the service providing system suitable for the proper, high quality daytime care of children, as well as for the temporary assistance of young parents and abused persons. We must provide help in family planning and reducing the number of infertile couples by increasing and promoting health awareness. We need labour market regulators that facilitate the compatibility of family life and work and make atypical employment possible for families having children, especially in a certain life stage of parents with small children. Special attention should be paid to ensuring life path and carrier planning opportunities for women having children. The mechanisms and sets of criteria of adoption and family

inclusion need development in order to place children more quickly and on the basis of more well-founded decisions.

Related partial objectives

### **Family life**

- To develop an educational programme package required for laying the foundations of family planning competences and the parental competences of young adults, and to enhance its adaptation in formal and non-formal education, as well as to disseminate such services.

### **Having children**

- To elaborate and operate a child-raising support scheme that enhances and, if necessary, ensures equal chances for children and with respect to the financial and income position of the families.
- To increase the capacity of childcare institutions (day-care centres, kindergartens, alternative day-care services).
- To encourage young parents through the system of child-raising state aids to share childcare tasks (genders and generations).

### **Compatibility of family life and career**

- To develop and encourage working opportunities while raising children; to promote part-time work and atypical forms of employment.
- To enable parents who receive childcare allowances and stay at home taking care of their children to take part in training courses that strengthen their labour market position.
- To operate a child support system, which does not make employers disinterested in the employment of women who plan to have children.
- To promote the development of a company culture that takes the family life of employees into much more consideration, and to encourage the assumption of responsibility.

### **Family assistance**

- To standardize the family assistance service and develop its profession and methodology.
- To prepare family assistance experts for the special youth assistance tasks.
- To further develop the system of child protection services in order to make the social integration of endangered children and those released from childcare facilities more successful.
- To review the organization and provision of basic social services with respect to the special requirements of youth and young parents.

### **Family violence**

- To review the procedural and institutional conditions by means of proper



legislation ensuring the enforcement of distancing.

- To encourage and raise awareness for more effective action against family violence for all those concerned.
- To develop crisis services available to all target groups in crisis situations that may occur in families in connection with child-raising and marriage.

### **Creating chances**

- To improve the situation of disadvantaged groups, particularly the Roma people and reduce their segregation and exclusion.
- To improve the situation of disabled children and their families, take their requirements into account and meet them more sensitively.
- To reduce the disadvantages and exclusion of lagging settlements and regions.
- To improve the efficiency of information, and their more effective dissemination especially to those who are disadvantaged in this field due to their poverty.

### Relevant indicators

• Number of live births per 1000 persons
• Ratio of those planning to have fewer children than what would be ideal for financial reasons to the total number of 15-29-year-olds
• Ratio of those postponing the first child for financial reasons to the total number of 15-29-year-olds
• Ratio of youths aged 18-29 who have sex but do not use any modern means of contraception to the entire age group
• Number of couples suffering from infertility
• Ratio of those who find it a difficult and hindering factor to reconcile childbirth, child raising and employment among 15-29-year-old working or job-seeking people who live in marriage or partnership
• Ratio of children aged 0-3 accommodated in day-care facilities as compared to all 0-3-year-olds
• Ratio of children aged 4-6 accommodated in day-care facilities as compared to all 4-6-year-olds
• Number of settlements without a day-care facility and/or kindergarten
• Average time required for adoption or placement
• Ratio of children living in two-parent households compared to all children
• Number of persons receiving child assistance service in proportion to people exposed to the risk of marginalization based on level 1 of Laeken indicators
• Number of family assistance experts per 1000 inhabitants

#### **4.6.1.2. Self-sufficiency** – To enhance the employment and housing of young people

The most important elements of achieving self-sufficiency is to enter and successfully stay on the labour market, create one's own home and start a family. In the forthcoming period it is necessary to reduce the number of young people looking for their first job, and the time of job-seeking should be considerably shortened. To this end, the relationship between training providers and labour market actors should be strengthened, the possibilities for assessing the efficiency of vocational training institutions need to be improved, and on the basis of such assessments the key information required for career choices should be provided. In order to acquire early work experiences it would be necessary to introduce a validation system, which includes all civil and community activities and the competences young people can acquire in the course of their voluntary work and community activities (e.g. YouthPass, EuroPass). Employers must be encouraged to employ youths with no work experience in special jobs. The channels and dissemination of information should be extended and surfaces reaching the most possible target groups should be created, enabling youths to receive up-to-date information on job opportunities, as well as skills and vocational qualifications, the acquisition of which may improve their chances to find a job. The scope of statistical data disclosure must be extended so as to measure movements within the European labour market.

Gender discrimination experienced in job-seeking must be eliminated.

The State must help youth living in a disadvantaged financial situation in creating an own home. In this respect, it is primarily necessary to increase the volume of housing programmes which facilitate mobility.

For young people one way to become self-sufficient, have a flexible form of life, start a career, apply innovative ideas and thus to contribute to the economic and social development of the entire society is to become entrepreneurs. Making use of the opportunities of education and informal learning, the entrepreneurial mindset should be promoted amongst youth.

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

## Related partial objectives

### **Creating a home**

- To operate a governmental housing support scheme, which gives priority to the interests of young people, who aspire to create their own home but are in an unfavourable financial position and/or are disadvantaged.
- To encourage housing programmes that help young people become self-sufficient.

### **Conscious life path planning**

- To develop an effective career orientation and counselling system based on individual skills, competences and ambitions, capable of objectively reveal the labour market effectiveness of training courses with respect to professional youth service providers, public education, tertiary education and adult education.
- To increase labour market adaptability – parallel with the transformation of the structure of vocational training – by involving youth experts in tasks relating to the further development, renewal and operation of the system of career choices.
- To ensure the validation of knowledge acquired in informal and non-formal education and a system of recognition of work experiences in formal education, as well as in employment.
- To provide for the teaching and dissemination of information on labour law in accordance with the special requirements of young people and raise their awareness for such knowledge.
- To ensure the collection and publication of career follow-up data indispensable for conscious career choices and the comparability of the performance of higher educational institutions.

### **Acquiring work experience, employment**

- To encourage young people to acquire working experience and employment competences and provide an opportunity for this during their higher educational studies.
- To facilitate the operation and maintenance of enterprises started by young people.
- To promote the acquisition of economic, financial and labour market knowledge and experience in public education.
- To encourage the employment of youth in part-time and atypical forms of employment and to increase the motivation of employers for hiring career starters.
- To help young people exposed to the risk of second generation unemployment in acquiring working culture through formal and non-formal education and training.

- To help young career starters gain work experience abroad, encourage young people employed abroad to return home and facilitate their multidirectional mobility within the country borders.

### **Prevention and elimination of youth unemployment**

- To reduce the number of or terminate vocational training courses that have not been adjusted to the demand, and increase the prestige of vocational training.
- To ensure that youth institutional systems are related to the establishment and operation of services that help young career starters to find a job, so as to facilitate the mediation of employment and labour market information within the framework of an active labour market policy.
- To ensure equal chances for disabled youth in the field of vocational training and the labour market.
- To extend the scope of statistical data disclosure so as to measure mobility within the European labour market
- To support the availability of a single database, containing job vacancies in the governmental sector, to the competitive sector as well as to all young people.

### Relevant indicators

• Activity rate of 15–34-year-olds
• Number of registered unemployed career starters
• Ratio of employees within the group of youth who are not students or pensioners
• Time period between the date of school-leaving and the first day of employment in youth groups with different qualifications
• Ratio of youth aged 15-29 living in households independent of their parents to those who aspire to live independently
• Ratio of young entrepreneurs as compared to all young people who are not students or pensioners

**4.6.1.3. Equal chances, solidarity** – To reduce the chances of social exclusion and marginalization and increase the possibilities of social mobility

The goal to be achieved is that members of youth age groups actively reject all forms of negative discrimination in the spirit of the Constitution and the Universal Declaration of Human Rights adopted by the United Nations. For this, however, it is essential that they become aware of the content and meaning of such rights.

They must be given the opportunity to get familiar with the culture of minorities and the difficulties they have to encounter in educational institutions, as well as in the course of voluntary work and domestic exchange programmes. The opinion-shaping power of the relevant age groups must be utilized in order to spread the ethos of social integration. We must aim to eliminate the segregation of socially excluded people living in colony-like housing areas so as to enhance social mobility.

The full integration of people living with disabilities into society must be ensured, with particular attention to accessibility and the settlement of their labour market situation. We must provide young people with an opportunity to get a closer insight into the everyday life of disabled people. One of the goals, also with respect to people living with disabilities, is to enable them to reach the social circumstances and statuses characteristic of the average population. It is intolerable that the life path or the subsistence of a person be destroyed as a result of a disease or an accident. We must make it possible for them to perform their work efficiently, without any obstacles

The youth, as well as the child protection and social services should be democratized: young people must be involved in making institutional decisions impacting on their life situation. We must reduce segregation resulting from regional inequalities, that is, the social exclusion of people living in lagging regions.

It is essential to change the extent of child poverty, and the number of those concerned must be reduced. It is a priority objective to decrease the proportion of poor children and families within a generation. The extreme forms of child exclusion and deep poverty must be eliminated. We need to transform those mechanisms and institutions, which reproduce poverty and social exclusion today. From the early childhood, the conditions for healthy life must be assured, and so must a better evolvment of abilities with the help of early child development. The nowadays crucial regional and ethnic inequalities must be reduced to a significant degree. We need to ensure that children are brought up in a safe environment, thus reducing the incidence of deviances that ruin their life chances. Social mobility must be an available option for disadvantaged “child generations”.

The key elements of school reform include reducing the inequality of chances and ensuring equity, efficiency and quality. In order to increase the success of youth with multiple disadvantages, including Roma students, in elementary education, it is a primary goal to remove educational segregation, reduce dropout rates within the

grades of school, improve their further educational attainments and qualification levels, redirect school-leavers to school-based education and training, involve them in remedial education, and provide services and aids relating to training within the framework of complex programmes. Another objective is to assure and support the inclusive education and school integration of children with special needs, including those living with disabilities, to approve the equivalence of their vocational education, and to provide special assistance in their social integration so as to increase their labour market acceptance and employment. We must aim to disseminate practices and methods supporting and facilitating individual learning paths. Individual learning paths are especially important in the case of children with outstanding abilities or learning problems, particularly those completing elementary education with functional illiteracy.

Priority should be given to the elimination of child work, which is hard to track due to its high degree of latency. The punishment of the illegal employment of minors needs to be reviewed and aggravated.

Related partial objectives

#### **Equal access to knowledge capital**

- To set up and promote an efficient school structure.
- To reduce negative, selective mechanisms which strengthen segregation in the education system (professional and financial support of integration efforts, punishment of segregation efforts).
- To promote flexible, ‘new chance’ and ‘second chance’ type programmes offering tailor-made learning paths with the aim of reintegrating those leaving the educational system into school-based education, and to create new, employment-compatible opportunities.
- To apply administrative and development measures, which reduce disadvantages resulting from territorial segregation in public education.
- To launch complex programmes designed to reduce the regional inequalities of the educational system and encourage the concerned students to stay in disadvantaged regions.
- To implement pedagogical developments assisting the education and integration of students with special needs within the majority school system, provide methodological services and support their application in practice and to extend the group of institutions using an integrating educational approach.
- To provide community youth services in disadvantaged settlements lacking schools and organize programmes to enhance success in school within the framework of such services.
- To provide the youth of small settlements with travel allowances if they use transport for educational, cultural or leisure purposes.

#### **Reducing child poverty**

- To diminish the poverty of children and their families to a fraction of the present degree, and, at the same time, approximate the chances of further education and the life prospects of children.
- To radically decrease the extreme forms of children's social exclusion, segregation and deep poverty, and reduce the incidence of deviances that ruin their life chances.
- To fundamentally reform the operational method and approach of institutions and services, which currently contribute to the reproduction of child poverty and exclusion.
- To review the possibilities and ratios of providing financial and in-kind forms of social aid in relation to child poverty.
- To take more rigorous action against employers engaged in illegal child work.

#### **Promoting a tolerant, accepting attitude**

- To develop a positive attitude towards minorities and marginalized groups of society within the concerned age groups.
- To provide the parents and family members of disabled children, adolescents and youths with mental-hygienic support.
- To support the development and adoption of educational programme packages aimed at the promotion of tolerance and antidiscrimination.

#### **Encouraging community actions**

- To establish an institutional and service providing system, which supports and coordinates youth community activities and voluntary projects (volunteering, community activities, community learning, as well as self-organizing youth groups and the building of networks); to increase and improve the capacities of the already existing institutional network.
- To amend the operational rules of youth and social service providers by adding mechanisms which ensure the active involvement of the young people concerned.
- To assist the work of non-governmental organizations operating in the concerned areas.
- To launch domestic volunteer programmes and to support and develop existing programmes.

#### Relevant indicators

- |   |
|---|
| • Ratio of young people living in households with an income below 60% of the median income (or equivalent)  |
| • Percentage of those having prejudices in youth age groups   |
| • Ratio of students taking part in school testing programmes  |
| • Ratio of students taking part in health testing programmes, organized outside the school and financed from by the central budget, within the youth age groups |

<ul style="list-style-type: none"> <li>• Number of children, adolescents and youths involved in extracurricular, state-financed integrated programmes organized with the participation of disadvantaged students belonging to the concerned age groups</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of youth civil service providers and organizations relying on the active participation of members of the age group as compared to all institutions</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of local governments and local governmental institutions relying on the active participation of members of the age group.</li> </ul>
<ul style="list-style-type: none"> <li>• Number of organizations providing extracurricular programmes with the participation of disadvantaged youths belonging to the concerned age group</li> </ul>
<ul style="list-style-type: none"> <li>• Decrease in the dropout rate in vocational schools</li> </ul>
<ul style="list-style-type: none"> <li>• Increase in the number of students taking part in remedial vocational education</li> </ul>
<ul style="list-style-type: none"> <li>• Number of students with multiple disadvantages taking part in special vocational school programmes</li> </ul>
<ul style="list-style-type: none"> <li>• Percentage of students with multiple disadvantages obtaining a vocational qualification</li> </ul>
<ul style="list-style-type: none"> <li>• Percentage of youths with multiple disadvantages who have a vocational qualification and have found a job</li> </ul>
<ul style="list-style-type: none"> <li>• Number of disadvantaged young people belonging to the age group who have obtained a vocational qualification</li> </ul>



## **4.6.2. EMPOWERING YOUTH AGE GROUPS AND THEIR COMMUNITIES**

**4.6.2.1. Learning and its environment** – To provide competitive knowledge and develop competences required for independent life

In Hungary, there are too many social and economic obstacles to equal learning chances. Above all, improving the quality of education and training should mean that we provide open and continuous access to lifelong learning in all fields of life. Educational institutions should be open to the real economic and social situation and requirements of the society. To meet the criteria of sustainable development our country needs citizens with up-to-date knowledge.

To ensure the efficient operation of public educational institutions, it is advisable to describe the performance of institutions with performance indicators that can be considered objective, measured with reasonable costs and are comparable. Performance indicators calculated with this method should be linked with the activity of the individuals constituting the institution, and based on such indices incentive systems should be elaborated, which could motivate teachers, school principals and school operators for creative adaptation, learning and better performance.

In public education, we have to strengthen person-centred education and development and transition to methods and learning organization models, which provide individual-based help. Extended opportunities are required for the renewal of pedagogical content and methodology by enhancing the introduction and dissemination of new pedagogical methods and best practices and by working out curricula and educational programmes, which, instead of the traditional curriculum, transmit up-to-date and applicable knowledge along key competences, as expected in everyday life.

Economic operators should be involved in the elaboration and implementation of pedagogical programmes using the instruments of experience-based learning, which help practical training. We must endeavour to extend teaching elements to cover several fields of literacy and science, so as to enable students to acquire applicable and competitive knowledge. It is important to familiarize as many young people as possible with alternative dispute settlement and conflict management procedures and extend their application to all areas of public education. The ultimate goal is to create an educational environment, which supports student-oriented teacher-student-parent relationships and democratic participation. Schools should facilitate the participation of their students in the formation of their own education. In public education, it is necessary to continue the dissemination of a pedagogical culture and a set of pedagogical tools, which enable development that meets the requirements of children and students and is adjusted to their individual degree of development, in order to assure access to high quality education regardless of the students' family background. For this reason, it is essential to renew the content of teacher training, and prepare teachers for the application of modern pedagogical methods, which also means they have to use a new type of treatment with respect to their students.

The reasons for referring a student to the private student status need to be reconsidered and, if necessary, reviewed, so as to facilitate reintegration.

In order to improve the adaptation of the vocational training system to labour market changes and the mobility of labour force, the structure, content and methodology of vocational training must be further developed. The prestige of skilled work must be restored. Special attention should be paid to the popularization of vocational training in the context of youth continuing their studies. It is important to promote a market-oriented approach, which reduces segregation. In teaching human, social and natural sciences schools need to enhance the application of new, differentiated pedagogical methods, which support integrated education and concentrate on abilities based on successful EU examples. It would be necessary to use new motivation tools to encourage enterprises to regularly receive vocational students for the purpose of apprenticeship (from different levels of vocational training) and also to employ them later as career-starters. The state of vocational school infrastructure and the content and method of education need substantial improvements, too. Priority should be given to the reduction of the dropout rate in the case of post-secondary vocational grades and the promotion of participation in post-secondary vocational education. We should elaborate a single framework of reference to ensure the transparency of skills and abilities acquired in vocational training; a credit system should be established also in the field of vocational training, similar to the scheme used in higher education. It should be ensured that all vocational training providers can apply the quality assurance system set up on the basis of the European Quality Assurance Reference Framework for Vocational Education and Training.

The introduction of the modular vocational education and training system enhanced the coherence of school-based and non-school vocational training courses, extensive trade-based foundation courses, and the establishment of the structure of relevant vocational qualifications, thus making credit transfer possible and reducing the duration of training. We must aim at the full and mutual recognition of diplomas and passes among EU nations.

In higher education we need to monitor changes in the quality of education and work out programmes to fulfil the needs of talented students requiring additional opportunities. To this end, the possibility of (mostly civil based) talent development should be created both within and outside the school system. The quality control of higher education needs to be reinforced, with its key actor being a strong representative student system.

The elements reducing the efficiency of university education and vocational education and training should be reviewed, and a more economic management-financing system should be set up in order to coordinate high quality education and the labour market.

Common principles should be formulated with respect to the acceptance of non-formal and informal learning. Career counselling needs development, so as to implement career orientation activities and lifelong learning more effectively. The possibility of establishing and maintaining student communities should be extended. In this regard, it is necessary to review the applicability of non-formal and informal learning tools. In public education, we must integrate efforts, which aim to enable members of the

concerned age groups to get familiar with the function, significance, power and values of the civil sector. Based on European and existing Hungarian examples, a so-called “portfolio system” should be designed, which recognizes knowledge acquired from practical experience as a result of voluntary work performed in a community or in church or non-governmental organizations in the course of studies.

In teaching foreign languages in public and tertiary education more opportunity should be given for practicing the spoken language. It is important to assure and encourage the acquisition of competences required for employability not only in school-based vocational education and training, but also in adult training.

We must support the advancement of relationships between educational institutions operating in Hungary and beyond the borders. Schools should be involved in promoting the development of relationships between the members and communities of youth age groups.

Students must be made aware of public service and public benefit activities and organizations.

Related partial objectives

#### **Improving the quality of education**

- To encourage the maintainers of public educational institutions to offer alternative pedagogical programmes to parents and students.
- To strengthen problem-centred approach in public education, requiring students to acquire knowledge themselves via infocommunication in Hungarian and in foreign languages, and to lay the foundations of learning to learn and lifelong learning with the aim of acquiring applicable and competitive knowledge.
- To create more space and tools for practising the spoken language in foreign language teaching within the context of secondary and higher education. Language teaching must be started as early as possible in public education. In higher education, with respect to either the input or output requirements, it should be assured that the graduates have foreign language competences that are related to the specific training.
- To use efficient mechanisms for motivation and recognition so as to respect outstanding teacher personalities and make use of their pedagogical abilities.
- To increase the standard and prestige of teacher training and modernize training in a way that career aptitude is defined as an output criterion.
- To extend teacher training to the subject matters of community development, health education and socialization.
- To develop vocational education and training and adapt it to market demands.
- To encourage the dissemination and application of Hungarian pedagogical developments and best practices in Hungarian educational institutions beyond the borders.

- To support the building and development of professional, methodological and leisure relationships between Hungarian educational institutions operating in Hungary and beyond the border.
- To familiarize vocational education and training among those who aspire to continue their studies.

### **Extending the educational functions of the school**

- To reconsider the socializing and value creating functions of the school and define the relevant tasks.
- To strengthen and develop the social and emotional competence of children as a prioritized task, and to assure access to skills development, which is vital for all children. To promote the presentation of such topics in the schools' pedagogical programmes, as well as among curricular objectives.
- To organize and implement regular skills assessment helping the career orientation of adolescents and young people and provide tailor-made counselling services based on the results of the assessment-evaluation.
- To introduce and familiarize the techniques of the restoring approach and the peaceful settlement of conflicts (student-student, teacher-student, teacher-parent), for resolving conflicts both at school and at home.
- To encourage the creation of student clubs and public spaces with internet access and with cultural and community building programmes.
- To promote a healthy and physically active lifestyle amongst youth, in the context of which it is necessary to create and maintain an environment that makes physical activity possible in public and higher educational institutions.
- To support campaigns which familiarize a healthy and physically active lifestyle.
- To provide and extend opportunities for everyday physical activity.

### **Fulfilling individual, special training requirements**

- To adapt and disseminate new teaching/educational methods, which allow for tailor-made development, prepare teachers and renew teacher training based on successful international examples.
- To support talent search programmes, extend and strengthen talent development services and service providers, to further develop and expand existing talent development initiatives (e.g. National Talent Programme). To improve the conditions of school-based and extracurricular talent development.
- To support the acquisition of the technique of learning and information search and develop the ability of independent learning within the framework of formal and non-formal training.
- To familiarize the methods of non-formal pedagogy and enhance their acquisition by professional experts dealing with those concerned (pedagogues, social experts, community developers, education organizers, etc.), thus supporting training and retraining programmes.

### **Improving the quality of participation and involvement in educational institutions**

- To strengthen the system of student interest representation and, in addition to providing student welfare services, it should be made even more suitable for the effective performance of advocacy and democracy enforcement tasks.
- To encourage initiatives aimed at improving the relationship between the school and parents.

#### Relevant indicators

- |  |
|--|
| • Ratio of those with low reading comprehension performance among all 15-year-olds   |
| • Ratio of children taught on the basis of an education plan, which takes special learning needs into consideration in schools               |
| • Percentage of early school-leavers among youth aged 18–24  |
| • Ratio of students attending technical and science faculties as compared to all higher educational graduates                                |
| • Number of students taking part in talent development programmes at the specific school levels  |
| • Dropout rate before the completion of the eight elementary classes   |
| • Ratio of those starting vocational school but not obtaining a vocational qualification   |
| • Ratio of those starting secondary school (providing a secondary school certificate) but not graduating with a secondary school certificate |
| • Percentage of students with special educational needs taught in an integrated scheme as compared to all students having special needs.     |
| • Number of recognized EuroPasses and YouthPasses  |

**4.6.2.2. Creation of cultural values, culture mediation** – To improve the quality of cultural consumption and participation in culture, reduce regional inequalities, improve access to infocommunication, enhance success and cooperation in an intercultural environment

In addition to the tasks of the state-run institutional system of education and training and the requirement of lifelong learning, young people should be given help in accepting and adding to national and European culture, unfold their individual talents and take part in shaping our social-cultural relations in a creative way. To this end, they need approval from the part of their environment, that is, their family, neighbourhood, from the institutional systems, as well as the persons representing them.

In order to create more opportunities for the cultural consumption of the concerned groups, the regional inequalities inherent in their place of residence should be diminished. Access to infocommunication must be increased. It is important everywhere to enrich the possibilities of spending leisure time, so that the values and socialization of these age groups and the development of their basic competences would not depend on the living standard determined by the family and the place of residence to such a great extent. We need to reduce inequalities regarding access to cultural goods (the widening cultural gap must be closed). The passive receiver-consumer behaviour that essentially characterizes the cultural consumption of youth should be moved to the direction of active participation. It is necessary to develop young people's ability to find their way amidst this huge amount of information and to form an opinion and attitude that rejects increasingly business-oriented culture.

We must support initiatives strengthening local identity and the attitude of accepting and tolerating otherness. It is essential to create space for young people - individuals and groups - to express their own culture.

The globalization and localization processes have strengthened the intercultural nature of the world. Individuals are increasingly expected to learn how to cope in such multicultural circumstances. In a borderless Europe, the free choices of travelling, gaining experience and working constitute an endowment, which cannot be disregarded on the level of individual life strategies, either. Another challenge is the migration phenomenon, for which Hungarian society has not been prepared at all, and it is up to this youth generation whether they will be able to handle the phenomena that will emerge as a result of the expected wave of migration. In setting up migration policies special emphasis should be laid on the preparation of the concerned age groups. Given its special instruments, youth work can do a lot in favour of intercultural learning. In the context of youth tourism, youth exchanges, volunteer work performed in an international environment, special training courses and information and counselling activities formulated in the language of those concerned, particular attention must be paid to the involvement of young people who belong to social groups living in disadvantaged regions or struggling with socio-cultural disadvantages.

The cultural values and traditions of the Hungarian nation must be made available and accessible to children, adolescents and young people. The elements produced and found in regions inhabited by Hungarians beyond the borders are an integral part of this cultural property. We must assure that people in Hungary can get to know such cultural values as well. In addition, we are responsible for bringing the achievements and events of Hungarian cultural life closer to youth living outside Hungary.

Related partial objectives

#### **Facilitating access to cultural values**

- To lay special emphasis on expanding youth-oriented community and cultural opportunities within the complex programmes aimed at reducing regional inequalities.
- To digitalize public collections and establish knowledge bases and make them available so as to enable young people to get familiar with our national cultural property. To promote - in addition to virtual services – the traditional culture consumption of the youth as well.
- To ensure that major cultural events reach the disadvantaged regions, too. To this end, it is required to enhance the creation of youth leisure organization networks and coordinate the programme offers of local and regional civil youth organizations.
- To review the regulation pertaining to the broadcasting time of films with age restrictions.
- To promote entertainment opportunities that are specifically designed for minors, not in the late hours, and excluding the possibility of consuming drugs, alcohol and tobacco products.
- To promote the production and presentation of programmes and media contents acquainting young people with national and European cultural values.
- To ensure that broadband internet access is available in all settlements (digital infrastructure development).
- To provide high standard, but easily perceivable internet content for children, adolescents and young people. To assist those concerned in producing own content with financing programmes and scholarships.

#### **Developing the relationship between the culture mediating institutional system and the age group**

- To assure a better integration of public internet access points in youth service providing institutions, cultural facilities and public spaces in order to ensure long term sustainability in disadvantaged settlements. To provide access – in addition to high quality internet connection - to other cultural opportunities as well.
- To enable and encourage institutions engaged in culture (arts, sciences) and cultural mediation to perform special youth-related tasks.
- To enhance the broadcasting of cultural works designed for the youth in the

mass media.

- To provide surfaces (not only online), which allow space for cultural contents produced by members of the age groups.

### **Encouraging intercultural experience**

- To encourage the international mobility of youth, as well as individual and community activity aimed at learning languages and gaining work and cultural experience.
- To improve the system of international relationships of settlements and institutions, and to encourage, within this context, the implementation of youth exchange programmes.
- To provide youth with assistance in using the International Voluntary Service and improve the communication of the programme.
- To support non-formal training programme packages developing intercultural knowledge and competences and their adaptation.
- To enable disadvantaged young people living in lagging regions to acquire international experience.
- To promote the “Hosting” volunteer programme and youth exchange programmes.
- To develop the set of criteria for volunteer work in the governmental, local governmental, non-profit and market sectors and encourage participation in such schemes.
- To encourage exchange programmes and cooperation between Hungarian youth communities living in Hungary and beyond the borders.
- To improve the possibilities of youth tourism within the country borders.

### Relevant indicators

• Number of hours spent with cultural activity in an average week
• Ratio of youth never engaged in any cultural activity among 15-29-year-olds
• Ratio of those speaking at least one foreign language within youth age groups
• Ratio of young people staying in a foreign language environment continuously for more than a week annually within the age groups
• Percentage of youth who reject foreigners and minorities
• Number of foreigners belonging to the relevant age groups taking part in youth exchange programmes held in Hungary
• Number of culture-related exchange programmes and cooperation between the Hungarian youth communities living in Hungary and beyond the borders



**4.6.2.3. Awareness and social integration** – To enhance the social and individual responsibility and awareness of youth age groups (health, sustainable development, etc.), facilitate their integration and develop their communities

The development of a positive self-image and self-awareness is of particular importance for laying the foundations of the awareness and social integration of children and members of youth age groups, so special emphasis should be laid on their improvement.

A basic goal is to develop the institutional and service providing system, which serve to improve the individual and community competences of members of the age groups. Activities should be defined in utmost consideration of the aim of reducing disadvantages arising from the unfavourable socio-cultural environment, poverty and social exclusion of those who belong to the relevant age group, whether they are excluded on the basis of their ethnic origin, disability or their 'own fault'. Competence development must endeavour to increase the 'self-protection ability' of those concerned against negative social impacts. To achieve this, it is indispensable to develop and make available services and institutions fostering the positive self-image of members of the generation, improve the health awareness of youth, as well as to extend and make available institutions assuring the possibility of a health-conscious lifestyle. In this context, the competence-based training, further training and self-awareness development of experts working in the field of pedagogy and youth protection are essential. We must strive to achieve that specialists do not only perform their task in accordance with their qualifications, but also on the basis of their personality traits, and this should be taken into account in their further training, too. The development of social awareness should be focused on combating phenomena that are harmful to the health of the persons concerned (e.g. school violence, compulsive gambling, dependences and addictions, HIV virus and other sexually transmitted diseases). One of the priority tasks is to promote environment-conscious behaviour, while developing critical, selective and creative media use. It is important to increase the efficiency and scope of actions in the field of health protection, health development, disease prevention, accident prevention and work safety in the youth field.

From the aspect of the economy and society, prevention is the best strategy in all age groups; however, it is the youth age when results can be achieved the most successfully. Therefore, the improvement of problem-solving skills is the key objective we should set in order to prevent addictions. One of the most efficient means of healthy lifestyle and community building is sport. A better access to leisure sports and youth tourism should be promoted at local and central levels, and in the context of developing health and environmental awareness young people should be encouraged to take an active part in youth tourism. The availability of opportunities for sports should be assessed, the efficiency of physical education at schools should be checked, and regular physical exercise should be supported also in the disadvantaged regions.

In regard of those living with disabilities, all obstacles impeding them have to be removed, so that they can live as full-fledged citizens. In addition to full physical and communication accessibility, it is important from early childhood to ensure that their disability or the restriction arising from their disability can be reduced to the highest possible degree with the help of development experts and services. Integration should be a key principle in actions aimed at improving the life situation of disabled children, adolescents and young people. Cooperation among the various fields of expertise is the most efficient way to support the utilization of resources inherent in people living in poverty and social exclusion and their successful integration into society.

Based on the age-specific statistical data collection system, which has been comprehensive also in relation to youth delinquency since 2009, the youth-specific procedures of criminal justice (applicable to children, minors and young adults), as well as the penal systems and methods require (further) development, primarily with the aim of strengthening their educational effect, which is of high importance and potential in the criminological situation of youth. It is a priority objective to establish the personal and property security of the age groups. We have to carry out a targeted educational work, which develops young people's skills to create and maintain such security for themselves, while they must be protected from crime. We need programmes that prefer conscious, law abiding behaviour and responsibility for one's actions (prevention of becoming offenders), and provide solutions with respect to the prevention of becoming victims. In addition to awareness-raising aimed at crime prevention, we need actions where experts in public education and youth services regularly teach young people to recognize conflicts at their early stage and resolve them in an amicable way. Particular attention should be paid on 'cybercrime', which is especially dangerous to youth age groups.

It is important to strengthen the catalyst role of youth services, that is, to increase young people's chances to reach and want to reach professional institutions and services, which are able to fulfil their requirements and resolve their problems in a professional manner. This aim, however, can only be achieved if we reinforce the real, systemized and standard-based cooperation of child and youth protection and social services. It is indispensable to renew youth public life and the social integration of youth.

Active participation in public life becomes a reality on the local level, where the result of personal commitment is directly experienced. While taking part in the everyday work of schools, neighbourhoods, districts or local organizations young people can gain experience and self-confidence, which will enable them either now or in the future to take the next step in public life participation – even at national or European levels. A key criterion of participation in public life is to assure the appropriate legal framework. We must give help in the transformation of the relevant structures and apply the theory of education for democracy. Another urging task is to support all forms of participation, whether traditional or completely new. The prerequisite of this is to recognize and support existing and new, future structures. It is essential to

integrate the opinion of youth age groups into decisions and disseminate the relevant information.

The formal and non-formal public activity of youth age groups must be increased and encouraged with the involvement of an extended network of specialists. It is important to provide assistance to those ambitious to take part in target-oriented community activities with the set of tools of community development and contribute to changing apolitical attitudes through involvement in local social and society building processes. A national communication forum would be required for mediating samples of volunteer work and civil activity. It is vital to create public spaces suitable for spending leisure time together.

Related partial objectives

#### **Increasing individual responsibility and awareness**

- To develop consumer awareness in youth age groups. To elaborate a non-formal programme package and support its adaptation. To extend and develop the subject matter of consumer protection in the National Curriculum and to encourage its use in school-based pedagogical programmes.
- To support the establishment and adaptation of training programmes, which prepare members of the age groups for becoming self-sufficient, active Hungarian and European citizens. To increase and extend knowledge required for learning “eurocitizenship” roles in the National Curriculum, and encourage its use in school-based pedagogical programmes and non-school training courses.
- To develop health awareness by means of education, training and mass communication. To implement age- and problem-specific attitude changing programmes. Complete and further develop knowledge and methods required for developing skills and abilities relating to healthy lifestyle within the National Curriculum and school-based pedagogical programmes, and promote their application in the pedagogical programmes of schools

#### **Preservation of health, education for healthy lifestyle**

- To support the programmes of non-governmental organizations engaged in issues relating to health awareness, health education and environmental awareness.
- Impose more stringent legal action against entertainment and catering facilities which allow youth under the age of 18 to access alcohol and tobacco products.
- To enable families to prevent the evolvment of drug problems, mediate norms and values propagating the advantages of drug-free life, thus making children capable of developing a constructive lifestyle and refusing drugs.
- To include basic health development knowledge in public education, higher education and adult education – adding the relevant content to the curriculum – and integrate it into the system of teacher training and further training, while

using the existing programmes efficiently.

- To propagate the physically active lifestyle, sports and leisure activities, and open sport infrastructures for the purpose of the leisure sport activities of youth.
- To extend youth-specific forms of healthcare services.
- To improve the culture and material conditions of leisure sport.
- To support community actions in order to develop the individual skills of healthy lifestyle.
- To recognize youth diseases, prevent the evolvement of diseases and complications, elaborate the methodology and programme of testing physical and mental health and extend them to a national level, and implement a system of lifestyle counselling (secondary prevention).
- To carry out regular testing programmes at certain life stages with respect to the entire youth population. To use the results of such tests for personal counselling, launching public health campaigns, and for promoting psychological and relationship culture.

#### **Increasing opportunities for community and voluntary activities**

- To support the own initiatives of local youth communities.
- To support the creation and development of public facilities and multi-functional spaces which meet the needs of the age group.
- To encourage the establishment and development of professional networks assisting and increasing community activity, collect and disseminate good examples.
- To use incentives and motivation tools that encourage youth actions, activities of common interest and public activities.
- To increase the capacities of youth organizations in a targeted way, with particular attention to information on fund-raising, communication, organization development and programme organization.
- To promote and support the age-specific self-organizations of youth communities living outside Hungary.
- To encourage and motivate social and civil service institutions in the employment of young volunteers.

#### **Developing the need and opportunities for active citizenship and participation**

- To strengthen and extend the institution of youth interest representation at regional and national levels. These should be available to those who do not belong to such organizations and must be politically independent. Decision-makers at regional and national levels have to consult these councils before making any decisions that have a significant impact on the situation of members of the youth age groups.
- To encourage those local, regional and national initiatives, which support the participation of youth in public life at all levels and in all forms, with special attention to educational institutions.
- To encourage national and local printed and electronic media to provide space or surface for presenting the initiatives of those concerned.

- To develop the self-evaluation and self-advocacy of children and youth in the framework of education; to support non-formal communities taking part in the development of young people's positive self-image and in training courses.
- To encourage a more active participation of citizens, especially the concerned age groups in matters affecting them.
- Ensure the full accessibility of youth service providers and services. State funds can only be used for financing programmes and services that assure integrated and equal access.

### **Developing legal awareness**

- To strengthen rights and legal approach and enforce children's rights.
- To disseminate curriculum on the rights of children and youth in public educational institutions, tertiary vocational education and higher education, adapt it in youth service institutions performing youth-related public tasks and train teachers.
- To enhance the enforcement of child and youth rights in the field of healthcare.

### **Crime prevention, preventing youth from becoming offenders and victims**

- To implement age and life situation specific crime prevention programmes in the concerned generations.
- To develop activities aimed at crime prevention in public education and youth work.
- To include legal and practical knowledge relating to crime prevention in public education, higher education and adult education – adding the necessary content to the curriculum – and integrate them in the system of teacher training and further training.
- To coordinate the activities of authorities and non-governmental organizations engaged in crime prevention more efficiently.
- To start complex crime prevention projects targeting wandering children, adolescents and youths, and to extend already operating programmes to a national level.
- To disseminate public benefit work and alternative forms of punishment enforced in community: to organize the damage restoring work activity of the condemned offenders in order to provide remedy for the harm done to the victim of the criminal offence and the injured community.
- To develop the supervision of juvenile offenders by probation officers and the mentor system in order to enhance social integration. To link organizations assisting the gradual release of adolescents and young people leaving reformatory or penal institutions, including social workers, probation officers, family therapists and youth assistants, and to coordinate and optimize their work.
- To prevent youth from becoming victims and help victims: to increase the self-protecting ability of potential young victims by revealing the reasons and circumstances of the criminal offence and by disseminating and processing the

resulting information with the involvement of experts. To set up and adapt professional standards and information tools.

#### Relevant indicators

<ul style="list-style-type: none"> <li>• Ratio of youth taking part in community and public benefit activities within youth age groups</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of organizations providing attitude development programmes as compared to the total number of organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of young people aware of and using health-conscious forms of behaviour to all youth</li> </ul>
<ul style="list-style-type: none"> <li>• Number of children, adolescents and youths with or without disabilities taking part in state-financed integrated programmes</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of organizations providing integrated programmes for children with or without disabilities as compared to the total number of organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Percentage of children, adolescents and youths playing sports regularly on a weekly basis amongst all youth</li> </ul>
<ul style="list-style-type: none"> <li>• Number of active youth organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Number of the active members of youth organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of 15-29-year-olds affiliated to youth organizations/communities</li> </ul>
<ul style="list-style-type: none"> <li>• Public space for youth purposes per one thousand persons concerned (m<sup>2</sup>)</li> </ul>
<ul style="list-style-type: none"> <li>• Work performed by adolescent and young volunteers (HUF)</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of members of the age groups to all offenders</li> </ul>
<ul style="list-style-type: none"> <li>• Number of young people having access to state-financed prevention programmes</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of organizations providing prevention programmes as compared to the total number of youth organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Ratio of those aged 18-30 who have already committed an indictable crime as compared to all 18-30-year olds and all offenders in this age group</li> </ul>

### **4.6.3. ENHANCING THE WORK OF THE YOUTH PROFESSION AND NON-GOVERNMENTAL YOUTH ORGANIZATIONS**

**4.6.3.1. Civil society** – To create the conditions required for the participation of youth in the activity of youth service providing organizations, and to involve the experiences of youth organizations and members of the age group and represent youth-specific criteria in governmental decision-making

It is necessary to create real scopes of authority for youth organizations and involve them actively in decision-making processes.

In order to ensure that non-governmental service providing and professional organizations can perform their public benefit activities successfully and efficiently, the governmental and local governmental duties that can be fulfilled also by youth organizations must be defined and the ways of performing such service must be standardized. Unless the legislative and reliable, plannable financing conditions of fulfilling the service are created, the state's function will remain to be predominant for a long time, and this makes the activity of the youth profession unreliable and centralized. Youth organizations must be prepared for taking part in the performance of the service, primarily through the development of their capacities. In addition to creating the possibility of participation in the service, it should be assured that those concerned can take part in determining how to fulfil such public service functions.

Participation means that those involved are given an opportunity to undertake responsibility and commitment. This principle helps the development of responsible and active behaviour in the community. At governmental and local governmental decision-making levels the legal and institutional frameworks must be created and awareness resulting from these must be raised in order to assure that no youth-related decision can be made without involving the youths themselves. This is mostly targeted at defining the scope of authority of youth advocacy organizations representing children, adolescents and young people and establishing the frameworks of their participation. The state is also required to support youth organizations in fulfilling their tasks and create the necessary conditions. It is essential to support efforts aimed at ensuring that youth organizations can take part in the operation of social, cultural-communal, sports and other institutions and in the fulfilment of public service functions. Those concerned should be involved in elaborating the relevant professional criteria and defining the standards of institutional operation.

Priority should be given to the regular, organized supply of information in various subject matters, reaching all target persons. It is important to support initiatives aimed at the development and practising of skills and abilities required for participation, particularly those targeting disadvantaged people.

## Related partial objectives

### **Extending the opportunities of youth service providers**

- To take it into account that experts and qualifications are required for the specification of governmental and local governmental youth-related tasks and the methods of their performance.
- To determine the competence limits of those engaged in the fulfilment of the service (government, local government, sectoral and local governmental institutions, as well as outsourced providers), as well as the terms and conditions and the mechanisms of assigning duties.
- To prepare youth service providing organizations for performing the tasks and taking over public service functions with targeted training programmes by means of methodological materials, curriculum development and the renewal of existing curricula, internal training, familiarization with the legislative frameworks and by meeting and introducing professional-ethical requirements with respect to the service provision.
- To enhance the support and capacity development of organizations fulfilling public service functions. For this purpose, the institutional system needs to be developed from a professional-methodological aspect, and the national minimum requirements must be set.
- To enhance the organization and networking of service providers engaged in youth tasks at national level.
- To elaborate an evaluation method for assessing the performance of non-governmental organizations and governmental agencies taking over public service functions in a standard quality assurance system.

### **Increasing the participation of non-governmental youth organizations in national decision-making**

- To specify the mechanisms of governmental, regional and local governmental youth participation, the group of participants and their scope of authority.
- To encourage youth communities and organizations to establish their own national representation network, which is capable of advocating the interests of the age group in governmental decision-making and at international representation forums with cooperation guarantees laid down in law.
- To set up a national register of youth organizations and communities, on the basis of which the potential participants of advocacy can be taken into account according to specific criteria.

### **Increasing the participation of non-governmental youth organizations and communities in regional and local decision-making**

- To encourage local governments to set up an independent organizational unit dealing with youth matters and engage in social dialogue with the age group.
- To encourage the establishment of youth councils and local child and/or youth self-governments operating as an equal or special partner of local governments.



- To encourage a better cooperation among the professions, institutions and sectors, as well as state-run and local-governmental agencies, civil organizations and church and non-profit institutions.

### **Developing knowledge and attitudes required for active participation**

- To create space for learning and participating in democracy by assisting student self-governments in the educational system, promoting child and youth advocacy forms at the local level and supporting micro-regional, county or regional forums at regional level.
- To develop content aimed at establishing frameworks for the evolvement of independent, conscious and active civil attitudes, the reinforcement and application of communication skills, the integration of disadvantaged people and the extension of age-specific community relationships.
- To ensure the dissemination of relevant knowledge and curricula in schools and other educational and training institutions, as well as in non-governmental youth organizations by training trainers, providing further training for experts and supporting non-formal training programmes.
- To develop youth information services.

### Relevant indicators

<ul style="list-style-type: none"> <li>• Number of non-governmental youth service providers undertaking to fulfil public service functions</li> </ul>
<ul style="list-style-type: none"> <li>• Amount of funds allocated to youth organizations for the purpose of fulfilling youth-related public service functions according to budget activities</li> </ul>
<ul style="list-style-type: none"> <li>• Number of youth organizations and communities taking part in decision-preparation and decision-making</li> </ul>
<ul style="list-style-type: none"> <li>• Number of active members of formal organizations within the age group taking part in decision preparation and decision-making</li> </ul>

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

It is crucial to operate a clear and transparent resource allocation system, which reliably supports youth assistance work and provides help in the implementation of youth initiatives. In addition to restructuring the current project-based financing scheme and making access simpler and more transparent, it is necessary to elaborate, with the involvement of the youth organizations, a support system, which facilitates operation according to the accreditation criteria applicable to the activity/institution.

Relying on the present decentralized system, a project financing scheme encouraging the initiatives of the members of youth age groups must be established. In addition to using the existing experience, the application system must be created with the fundamental aim of ensuring that decisions are made by decision-making bodies set up on the basis of the "principle of cooperation", in which youth advocates make up half of the decision-makers. In order to increase the proportion of non-governmental resources, market operators must be motivated. Youth organizations have to be prepared for cooperation with market operators, and so do market operators for working together with the youth.

Related partial objectives

**Systemization of youth-oriented resources**

- To enforce youth initiatives and the principles of governmental-civil cooperation, transparency, incompatibility and decentralization laid down in the National Youth Programme aimed at developing the profession of youth assistance.
- To encourage the private sector and the market to undertake youth-related social responsibility.

**Developing the fund-raising capacities of youth organizations and committees**

- To design a training programme package in order to develop the fund-raising competences of youth organizations and committees and encourage its application.
- To simplify the current multi-channel, fragmented youth-related resource allocation system, eliminating overlaps.

## Relevant indicators

<ul style="list-style-type: none"><li>• Amount of budgetary and EU funds allocated for youth purposes according to budget activities</li></ul>
<ul style="list-style-type: none"><li>• Number of youth organizations and committees receiving budgetary and EU funds</li></ul>
<ul style="list-style-type: none"><li>• Amount granted to youth organizations by enterprises for youth purposes</li></ul>

**4.6.3.3. Youth policy, the youth profession, youth work** – To strengthen youth policy and the enforcement of child<sup>6</sup> and youth rights, to elaborate the training portfolio and life path model of youth assistance and the youth profession

It is necessary to set up the framework of reference of an efficient governmental youth policy serving the objectives of the Strategy. This requires a more effective governmental coordination and institutional system and a conscious allocation of youth matters in the organizational structure of the government. Besides increasing the efficiency of the State's performance of tasks, it is important to develop the set of criteria of local governmental youth work, define the tasks and support their performance in methodological terms. The educational objectives of youth work should be strengthened in the entire organizational and institutional system of youth policy. Parallel with the improvement of administrative performance, we need a better operational environment for youth communities, the protection of youth interests and the specification of tools for youth interest reconciliation.

Responsibility for the fulfilment of youth-specific public service functions and the enforcement of child and youth rights must be undertaken on a governmental level so as to ensure that it can exercise authority over the sectors and ministries. The enforcement of children's rights and the promotion of the advocacy of youth rights and interests – as public tasks - require special tools and new resources: special instruments in the field of legal protection (e.g. a commissioner in charge of youth matters) and new resources (e.g. for the preparation of professions and occupations directly dealing with youth for becoming aware of, advocating, disseminating and teaching child and youth rights).

In accordance with European practice, it is necessary also in the Hungarian youth work and youth field to set the criteria of recognizing the equality of the professions of youth assistants and youth specialists, who directly and multilaterally deal with the concerned age groups. Based on the experience of the past years, we need to elaborate the qualification requirements and training standards of the youth assistant and youth specialist professions, as well as the norms relating to jobs to be fulfilled with such qualifications. In higher education, the related professional fields (adult education, social worker, educational manager, community developer, fields of pedagogy, etc.) should be taken into account in establishing a coherent system of tertiary vocational education and tertiary youth assistant training. In addition, there is a need for PhD programmes and for the support of professional publications. In the context of specializations priority should be given to the acquisition of knowledge and competences required for working with lagging social groups. The rules and frameworks pertaining to the qualification and competences must be aimed at ensuring that neither in institutions, nor in non-governmental organizations can persons without these competences deal with members of these age groups.

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<sup>6</sup> Law uses different categories, here we left the term "child and youth rights".

It is similarly important in the related professions to make an optimal use of the resources inherent in experts working in the fields of pedagogy and youth protection. Only a synergic combination of qualification and personality can serve as an example for youth age groups, because their members will only accept help from authentic persons with an adequate level of self-awareness.

Related partial objectives

### **Ensuring the implementation of the National Youth Strategy**

- To analyze the legislative criteria and the tools required for implementing the Strategy.
- To define the special rules of creating, implementing and monitoring the action plans serving to execute the National Youth Strategy.

### **Systemizing youth-related public service tasks**

- To review the legislative background and financing situation of youth-related public service tasks.
- To establish a framework for cooperation among sectors and boards engaged in youth-related governmental tasks.
- To standardize the performance of public youth tasks, and to build a quality control system with respect to the accreditation of service providers, institutions and organizations that are capable of performing such tasks.
- To check whether a certain group of youth services can be assigned to local governments as a compulsory duty.
- To set up and improve the efficiency of an institutional system for the fulfilment and coordination of youth-related public service tasks at governmental and other administrative levels.
- To specify the scope of public youth tasks, as well as the procedural and institutional systems of civil participation in their performance and of social cooperation.
- To set the rules of statistical data collection relating to youth, the regulations pertaining to the implementation of surveys aimed to follow up the life situation of youth and the accomplishment of the Strategy, and establish mechanisms for channelling the results of such surveys into decision-making.

### **Enhancing the advocacy and enforcement of children's rights**

- To guarantee special governmental tools and procedures designed to enforce children's rights and enhance the enforcement of the rights of youth age groups.
- To work out curricula and methodologies on child and youth rights, their advocacy, enforcement, and violation for the purpose of the (further) training of experts working at various levels of education (primary and secondary education, higher education), as well as in institutions and services performing youth-related (public) tasks.

- To launch programmes aimed at increasing social sensitivity with respect to human rights, as well as child and youth rights.
- In youth-specific institutions providing public educational, child protection, social and healthcare services, the maintainer and the head of the institutions must be required to assure a permanent, organized forum for the articulation and legal remedy of injuries of child and youth rights, and a methodology for investigating signals and evaluating requests irrespective of the professional, work division and budgetary interests of the institution.
- To regularly control and provide professional support (supervision) to experts dealing with youth.

### **Extending the set of criteria of the youth assistant and youth specialist professions**

- To describe the jobs to be fulfilled with youth assistant competences, as well as entrepreneurial and service providing activities to be performed with a licence.
- To elaborate the contents and forms of multilevel expert training, as well as the relevant elements of quality assurance.
- To elaborate the professional portfolio of youth assistants and youth specialists (application of the standards of youth work and profession, competence map of youth assistants and youth experts) and the relevant life path model.
- To review the criteria of admission to youth assistant and youth specialist training programmes and, if necessary, make them stricter.
- To encourage the employment of youth assistance experts in services and programmes targeting youth.
- To present the competences of qualified youth assistants and youth specialists to potential employers.
- To build a system of indicators measuring the employment and success of qualified youth assistants.
- To set up a national praxis of the work experiences, initiatives and services of youth assistants and youth specialists.
- To support international programmes designed to develop the youth profession.
- To support developments and methodological training courses facilitating a change in the approach of experts dealing with the target group.
- To ensure that the professional requirements pertaining to the activities of youth assistants and youth specialists are met in the project-based financing of youth services.
- The State must encourage the employment of youth assistants. In addition to legislative requirements, it must support the further training of local governmental experts, as well.

## Relevant indicators

<ul style="list-style-type: none"><li>• Amount of budgetary and EU funds directly appropriated to youth-specific purposes, according to budget activities</li></ul>
<ul style="list-style-type: none"><li>• Number of local governmental youth rapporteurs</li></ul>
<ul style="list-style-type: none"><li>• Number of accredited youth service providing institutions</li></ul>
<ul style="list-style-type: none"><li>• Number of young people reached by accredited youth service providing institutions</li></ul>
<ul style="list-style-type: none"><li>• Number of registered cases affecting child and youth rights</li></ul>
<ul style="list-style-type: none"><li>• Number of persons reached by programmes financed from the budget and designed to disseminate legal awareness</li></ul>
<ul style="list-style-type: none"><li>• Ratio of organizations providing programmes targeted at raising legal awareness as compared to all organizations engaged in youth-related activities</li></ul>
<ul style="list-style-type: none"><li>• Number of qualified youth assistants</li></ul>
<ul style="list-style-type: none"><li>• Number of jobs available for qualified youth assistants</li></ul>

