Hungary

Good Practice: HU GP1

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"Ethnic Minority Colleges"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/ frequency	Type of funding for GP
Basic skills	Non-profit	Education, youth and social sectors	Local level	Continuous	Continuous	State funding, and EU

1. What – Focus (theme, orientation)

In the GP we analyzed three [ethnic minority] colleges. In the Colleges, besides the director, the d. teachers and the school administrators are working. (a) The purpose of the training program is to embrace and educate [a religion], mostly [ethnic minority], and disadvantaged students in order to reach the highest levels in their profession and to represent their people's culture and culture credibly. 60% of [ethnic minority] and 40% of non-[ethnic minority] are included in the institution, consciously supporting the communication among them. (b) The College has identified four areas of development in its program, namely "[a religion's] values," "identity, openness to [ethnic minority] culture," "professional excellence," and "community life". (c) Their current complex programs are geared towards talent management. Such is a mentoring program in which all students need to be involved in helping the student's life course.

2. For whom – Target group(s)

The Colleges are dedicated to local [ethnic minority] students, but they also accept non-[ethnic minority] students to support the communication among them. The main goal is to provide advanced education to university students with several courses and programs.

3. Requirements and access

Every College for advanced studies has its' own application process and we do not have detailed information about it. The [ethnic minority] origin is not controlled.

4. Elements of good practice

From 2012 onwards, tertiary education institutions have been tasked with fostering the professional, scientific, artistic and sporting capacity of outstanding and disadvantaged students capable of delivering performance beyond the curricular requirements. This can be accomplished with talent-keeping and catch-up programs, one of which is the establishment and operation of the [ethnic minority] College. In cooperation with a higher education institution, [ethnic minority] colleges may also be established by those who are entitled to the establishment and maintenance of a higher education institution under the Act on Tertiary Education, but they do not have their own higher education institution either. The College is a talent-building organization based on the principle of self-government and self-employment. Its aim is to provide a high level of quality vocational training through the development of its own professional program, helping the talent management and public involvement of outstanding students, the creation of the material and personal conditions for preparing for the intellectual tasks, and the education of the professionally responsible intellectuals sensitive to social problems. The members of the College decide on the professional program of the College and the requirements related to the professional performance of the College, following its own organizational and operational rules and instruments of incorporation. The state

contributes to training of the Colleges if higher education institutions offer professional programs and self-education beyond the curricula for their members that is open to any higher education student.

5. Perceived challenges

The [ethnic minority] College system, together with its own problems would spread as a good practice in the Member States of the European Union as a means of promoting talent and social mobility. Community building, volunteering, [ethnic minority] identity and vocational training can prevent ESL, which is very strong for disadvantaged students in tertiary education. At the same time, the vulnerability of [ethnic minority] Colleges is perceived as uncertain and unobtrusive funding conditions, due to the sometimes discriminatory nature of tenders. The maintainers (foundation, university, religious community) prefer different principles, practices, operation and baseline values, so the movement is fragmented. Yet, based on their founding charter, it is difficult to understand why they are unable to cooperate and exchange experiences for the common goal.

6. Testimonials

One of our summer camps was organised with a title of anti-racism, during which we tried to encourage them to have an active citizenship. There was also some action organized with posters. (…) We do not have such a project element, but there is a compulsory volunteer activity where students can get good experiences in organizations of non-governmental organizations, teachers and disadvantaged organizations. We have also organized a movie club on this topic. We are now trying to bring it to the public, to work with the concept of empowerment, to be able to act as a community and to make their community. We see that one and a half or two years have been needed to recognize this, to organize programs themselves, but the process is well visible. (Educator, [ethnic minority] College)

"The great part our students are women. They are the best, the most intelligent, the most motivated. If we did not care, all of our students would women. Or gay man. Our College can provide a community that is the highest proportion of [ethnic minority] gay men in our country. There were some community events where, for example, homosexuality was the central theme and a student did a "coming out". But anyway this is a highly accepting community, much more accepting than, for example, the traditional [ethnic minority] communities." (Educator, [ethnic minority] College

7. More Information

EduMAP project's publications:
Books and articles
Academic publications that address key themes of the EduMAP project
Deliverables and reports
EduMAP's official deliverables, related reports and publications
Good practice cases
Key features from 40 'good practice' cases from 20 countries
Working papers
A selection of findings from desk and field research in 20 European countries
Other resources
Other types of resources made for the project (illustrations, comics etc.)