

Hungary

Good Practice: HU GP2

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"Student Mentoring Programme"

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 (NGO)	Education, youth and social sectors	Local level	Continuous	Continuous	State funding, and EU

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

Research aimed at presenting a student mentoring program, as this 10-year program is twice as good practice as regards the relationship between training and active citizenship. On the one hand, it is a good practice to support the learning of disadvantaged (primarily [ethnic minority]) children and young people, and to develop their competences as they contribute to the success of their studies and to improve their labor market chances. On the other hand, it is a good practice because the training provided for mentoring students and the continuous support of their work also promotes their professional development and the acquisition of experience, strengthening their positions in the labor market as well as the appreciation of volunteering and civic work in the public as part of their social activity.

2. For whom – Target group(s)

The GP has accredited adult training programs to raise mentorship to a professional level. These are offered for specialists of primary and secondary school children, young people, educators or social workers (eg mentors, animators, community organizers), teachers and other assisting professions, higher education students, and civil servants and state institutions involved in education, law enforcement, disadvantage compensation, but you can choose from several thematic courses around the GPs pedagogical methods and activities.

3. Requirements and access

Only local students can apply, but we do not know the application process in detail.

4. Elements of good practice

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Initially, students enrolled in the program were provided with an undergraduate university course and then developed their own training system in the GP. The theoretical course must be done by all mentors, and it is possible to increase their competences with further training. As outlined in the interviews, there is a great need for mentoring students to be constantly consulted, to exchange professional

experiences where they can discuss the problems that may arise, possible treatment options. The venue for these is the weekly mentor meeting, which is complemented by regular team building training and the opportunity to participate in other professional workshops.

5. Perceived challenges

Unfortunately, the modification of the amendment of the Higher Education Act, which will enter into force in 2020 (the university can only be admitted with the state-recognized B2 complex language exam), will have a further disadvantage for the [ethnic minority] and segregated youth. Is ESL be prevented due to non-accession to higher education? Does the state make the possibility of language training so far, if it is well known, has been the family background the most determining factor for student inequality and success in Hungary for decades?

6. Testimonials

“(our goal is) ...to be successful and happy people. It is not necessarily a goal to get a degree, we do not consider it a criterion of success, sometimes it would be an almost impossible mission, but it is definitely the goal to be self-conscious people.” (Head of the GP2)

“(...) our most important goal is to educate self-conscious people who have an impact on their environment, who will be active, who take part in it, who wants to shape it, wants to make our environment better, who wants to stand up for themselves and have an opinion. But in this context, volunteers working in our organization could be called the definition of active citizenship.” (Program Coordinator, GP2)

“We can see that within the poor families, the classic separation of gender roles are much stronger. There is a different kind of relationship, and on the one hand, it is because if the mother takes more children, she is out of the job market, her relationships are closed, she has more at home, she is also the “father” of the outside world. This, in my opinion, leads to an inequality, a situation that a low-income culture typically has a bit of strengthening.” (Program Coordinator, GP2)



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.)