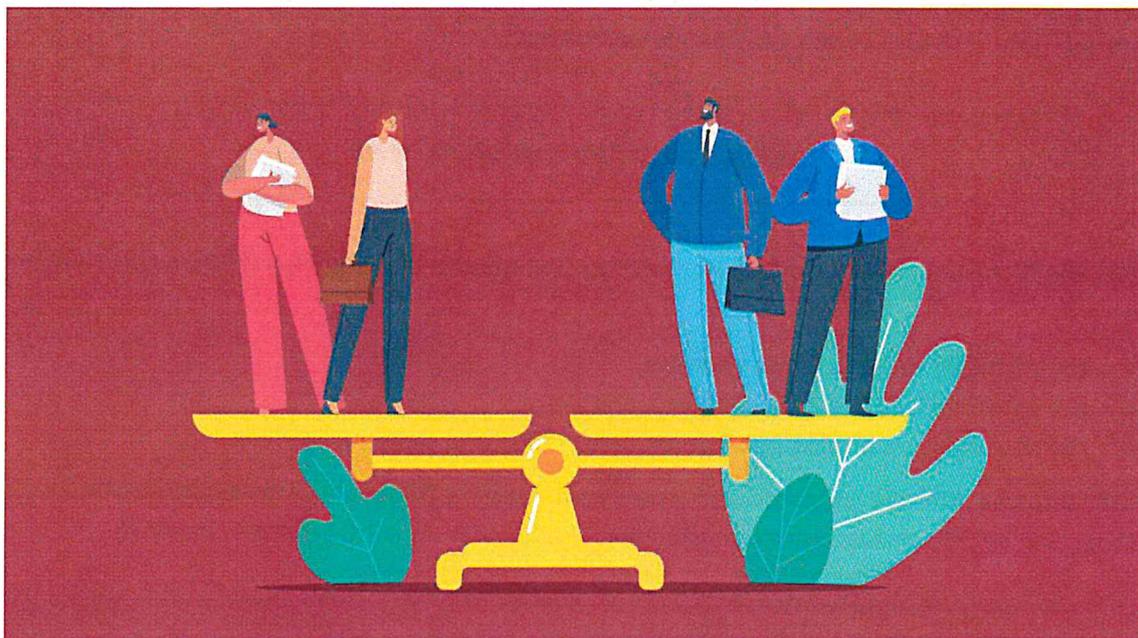


## 2025. ANNUAL GENDER EQUALITY REPORT



Prepared: 15/03/2026

### **Foreword**

The **Hungarian University of Agriculture and Life Sciences (MATE)** is pleased to present its **2025 Annual Gender Equality Report**, providing an overview of the institution's activities, achievements and strategic progress related to gender equality, inclusion and organisational culture.

The year 2025 marked a major milestone in MATE's gender equality journey. Alongside the successful implementation of the AGRIGEP Horizon Europe project, MATE received outstanding international recognition by being awarded the **HR Excellence in Research Award** in November 2025, becoming the only Hungarian university to hold this distinction.

As another milestone, the first GEP plan implementation has ended, while, as part of the Horizon Europe AGRIGEP project activities, a new, next-generation, tailor-made **GEP 2.0** was developed. The events, trainings and institutional developments presented in this report clearly demonstrate that gender equality is embedded as a strategic priority at MATE and is closely linked to its research, education and human resources development objectives.

  
*Dr. Nikoletta Dragovác*  
Director General for Coordination of MATE

## Achievements of 2025 at MATE

Below, we provide a short list of activities and achievements completed in 2025 in relation to MATE's GEP implementation strategy. The AGRIGEP Horizon Europe project, which started on January 1, 2023, supported these activities as part of its implementation.

---

### *Institutional and Strategic Framework*

---

In 2025, MATE continued the implementation of its first **Gender Equality Plan (GEP)** in close alignment with:

- the **AGRIGEP Horizon Europe project**,
- the university's **MATE 2030 Strategy**, and
- the development of next-generation, tailor-made and sectorial **GEP 2.0**.

The **GEP 2.0** was officially approved and issued as a **Rector's Order on 12 December 2025**, ensuring the long-term institutionalisation and sustainability of gender equality measures at MATE.

---

### *Key Achievements in 2025*

---

#### **1. Organisational Culture and Awareness Raising**

In 2025, MATE organised several high-visibility, institution-wide events to inform employees and stakeholders, increase awareness and strengthen gender-sensitive organisational culture:

*MATE ACADEMY – AGRIGEP Thematic Event Series*

- **1 October 2025 – Equal Opportunities**  
Focus on institutional equal opportunity policies, the role and implementation of the Gender Equality Plan.
- **28 October 2025 – Mental Health, Wellbeing and Work–Life Balance**  
Addressing mental wellbeing, organisational responsibility and work–life balance.
- **26 November 2025 – Successful Women Entrepreneurs and Leaders**  
Presentation of female career paths, leadership roles and role models.

These events contributed to awareness-raising, dialogue, and the promotion of inclusive institutional values among staff and students. The events were live-streamed and recorded, supporting the wider reach of staff and students.

#### **2. Community Engagement and Equal Opportunities**

##### **Opening of the MATE Volunteering Point – 11 December 2025:**

The establishment of the Volunteering Point strengthens social responsibility, community engagement, and access to initiatives that support equal opportunities. The event aligns closely with the AGRIGEP project's inclusion-focused objectives.

### **“You can count on us!” - Employee Assistance Program (EAP)**

After a short test period, the employee assistance program was launched at MATE. Under this program, all employees could take advantage of counselling services provided by an external service provider in the following areas:

- psychological and mental health counselling
- financial counselling
- legal counselling
- dietary and lifestyle counselling.

Counselling is available for a maximum of five sessions per topic, in different forms (in person, by phone, or online), free of charge and completely independent of the employer. The service is available at all Campuses and sites. This measure represents a significant step forward in both the quality and accessibility of services provided to employees and is unique among higher education institutions in Hungary. This evolutionary step well represents the institution's commitment to supporting equal opportunities and realising the importance of mental health services for employees.

### **Health screening for employees – December 2025–January 2026**

As a responsible employer, MATE considers it important that its employees could work under the best possible conditions and receive assistance when needed. In line with this, MATE organized mobile health screenings at each campus for all employees (e.g. blood and urine tests, ECG, melanoma screening, and abdominal or neck ultrasound) on one day, subject to capacity. The Employer's goal was not only to raise awareness among employees about the importance of preventive healthcare, but also to provide them with a real opportunity to participate, completely free of charge and during working hours.

## **3. Student and Public Outreach Activities**

Gender-aware research and education were promoted through **poster presentations and information desks** at several public and student-focused events:

- **Girls’ Day** – 14 April and 21 October 2025
- **Kaposvár Days / KÁN Days** – 25–27 October 2025
- **Researchers’ Night** – 29 September 2025
- **University Innovation Week** – 14–16 October 2025

At the events, the AGRIGEP core team members, involved in realising the Institutional GEP strategy and the AGRIGEP project, were present and communicated the results and achievements of the institutional GEP implementation. These activities supported girls’ orientation towards STEM fields and raised awareness of gender equality in research and innovation.

- **International Dinner** for international students– 10 April 2025

This event is a traditional ‘get-together’ for international students every spring at MATE, supporting student accommodation, celebrating cultural diversity, and strengthening mutual understanding and acceptance. These events provide a great opportunity to advertise the institution's services and key values. The AGRIGEP project was present at the event with a roll-up and answered students' questions about equality.

## 4. Training and Capacity Building

In 2025, particular emphasis was placed on capacity building for **early-career researchers and PhD students**:

### Online awareness-raising training for PhD students

- 23–26 June 2025
- 14 November 2025

The training focused on gender-aware research careers, equal opportunities and inclusive institutional culture.

### Institutional training materials on Gender Equality and GEP

As a key achievement, training materials developed within the AGRIGEP project in English were translated into the national language, supporting wider reach and use. The following training materials were developed:

- **Inclusion of the gender dimension in teaching.**
- **Inclusion of the gender dimension in research.**
- **Gender-based violence and sexual harassment.**

MATE's GEP core team decided to develop additional training materials to support local employee and staff training. Therefore, a further 3 modules were developed and made available for employees and students:

- **Legal regulations and aspects of equality and gender equality: Equal opportunities and gender equality in European and domestic law**
- **Gender equality plan and its role**
- **Raising awareness of gender equality – gender-based biases**

These six modules, together, appropriately support the different needs of researchers, teachers, other staff, and students at the university in understanding and supporting the integration of gender equality at the organisational level. The training materials are available to all employees on the HR Directorate's website.

### General equal opportunities and GEP training

- for MATE HR Directorate staff – January 9, 2025
- for MATE equal opportunities officers – 3 April 2025.

The training covered the University's Gender Equality Plan, the AGRIGEP project, and, by an external speaker from the Office of the Commissioner for Fundamental Rights, domestic legal practice in the field of equal opportunities and equal treatment, which affects the university both as a higher education institution in relation to its students and as an employer.

## 5. International Cooperation – AGRIGEP

MATE actively participated in international knowledge exchange within the AGRIGEP project:

- **AGRIGEP Annual Meeting – 23–24 September 2025, Prague**
- **AGRIGEP Final Conference and Stakeholder event – 25 September 2025, Prague & online**
- **Call for Posters – AGRIGEP Final Conference – September 2025**

These events provided platforms for sharing good practices and presenting sector-specific gender equality approaches in agricultural higher education.

## 6. Institutional Excellence and Recognition

HR Excellence in Research Award – 2025

In **November 2025**, MATE was awarded the **HR Excellence in Research Award** by the European Commission, becoming **the only Hungarian university** to receive this recognition.

The award acknowledges MATE's commitment to:

- transparent and fair recruitment procedures,
- support for research careers,
- gender-sensitive and inclusive HR policies,
- alignment with the **European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers**.

This achievement represents a strong validation of the **Gender Equality Plan and the AGRIGEP project** as integral elements of MATE's institutional strategy.

**Completion of the AGRIGEP project:** The implementation period was successfully concluded (official closure of the AGRIGEP project: 31/12/2025), consolidating results and ensuring sustainability beyond the project lifecycle.

## 7. Institutionalisation of GE

As part of the institutionalisation, the **Equal Opportunities Referents Network** was extended in Q3 by nominating referents from the university's administrative departments. Therefore, a further 9 referees were nominated and joined the network, supporting GE adoption at all levels of the university employees.

**Development of the new GEP 2.0:** The new, tailor-made, sector-specific GEP 2.0 was developed and institutionally adopted. Official date 19/12/2025

Finalisation of the **Executive Data Management system (VIR):** The data management system was further developed by linking different data sources, enabling more comprehensive and intersectional data analysis and the development of additional monitoring indicators. There is a connection with the Performance Management System (eTMR)

## 8. Institutional Awards and Role Models

**MATE Teaching and Impact Awards – 18 November 2025, Gödöllő**

- **Dr Katalin Szabó**, core-team member of AGRIGEP and implementing person for both the GEP strategy and HR-Excellence strategy, received the **Agora Impact Award**, recognising outstanding professional and societal contribution.

**Female leadership representation**

- **Edit Kaszab**, Deputy Director of the Institute of Aquaculture and Environmental Safety, was elected as a **Board Member of the Association of Hungarian Women in Science (NATE)**.

In addition, **NATE**, an AGRIGEP partner and mentor organisation, received the **Hungarian Youth Award**, further strengthening the ecosystem supporting women and girls in science.

## Conclusion

The activities and achievements of 2025 clearly demonstrate that **gender equality is institutionally recognised, strategically embedded and actively promoted at MATE.**

The **HR Excellence in Research Award**, the adoption of **GEP 2.0**, and the broad range of awareness-raising, training and international cooperation activities provide a solid foundation for the next implementation period and for continued alignment with **European Research Area (ERA) priorities.**

---

## **Concluding GEP 1.0**

---

The first GEP of MATE focused on raising awareness and promoting cultural change, with specific attention on supporting women in leadership and research positions. Educational initiatives under Horizon Europe projects, most notably AGRIGEP, coordinated by MATE, aimed to build gender capacity among staff and students.

Between 2022 and 2025, MATE made significant strides in implementing its GEP, aligning with Horizon Europe eligibility requirements and broader goals within the European Research Area (ERA). The period reflects a gradual evolution, from initial groundwork and compliance-focused activities to deeper institutional engagement, capacity-building, and efforts to embed GE into the university's operations, culture, and research. The year 2022 represented a foundational phase, primarily shaped by preparation and strategic alignment. With the Horizon Europe requirement mandating the presence of a GEP for research funding eligibility, MATE initiated internal assessment processes and developed its first formal GE strategy. One of the most significant steps was the preparation and submission of the AGRIGEP project proposal under the Horizon-WIDERA call, in collaboration with universities from the Czech Republic and Slovenia. The proposal aimed not only to secure funding but also to establish peer-based guidance from more experienced EU institutions.

**The most significant results of the GEP 1.0 implementation between 2022 and 2025 are:**

### **2022**

- Appointment of a temporary GEP Officer from the Human Resources department
- Formation of a core GEP implementation team
- Gendered data collection started
- Mental health counselling services were made available for all the 5 Campuses for students, including English-language options available for international students
- AGRIGEP project grant agreement was signed, providing financial and mentor support for both the implementation of GEP1.0 and further capacity assessment and development.

### **2023**

- The official launch of the AGRIGEP project in January
- Formal institutionalisation of the GEP Officer role (part of the Organisational and Operational Rules)
- The new HR portal was launched
- An online reporting system established to report internal whistleblowing (including abuse, harassment, and sexual misconduct)
- Awareness-raising efforts to provide information on equality, gender equality and GEP (e.g. Girls' Day, Researchers' Night)
- Targeted science outreach activities to foster greater female engagement in STEM fields)
- Internal guidelines to improve gender balance across leadership structures, panels, speaker lists, and governance committees were designed
- Equal Opportunities Committee was established (with representatives from HR, legal services, student bodies, campus directors, and counselling professionals)
- Campus equality coordinators are established with the coordination of the Equality Committee Chairman

- Training on GE topics, including how to integrate GE into research and teaching with mentors' support
- Agreements with nurseries (until age 3) and kindergartens (between age 3-6) at the different Campus sites to provide places for employees' kids

## 2024

- HRS4R (HR Excellence in Research) Working Group established in April
- HRS4R Application was submitted in September
- MATE 2030 strategic document launched that acknowledges the importance of inclusivity and diversity, featuring sustainability reporting and rankings
- The decision was accepted on the establishment of the executive data monitoring and information system, and the work was started with an external IT expert
- Active student mobilisation and awareness raising event series was organised throughout the year (10 events)
- Policy roundtable discussion with experts and representatives of the government was organised
- Joint international webinar series with sister projects was led by AGRIGEP and MATE GEP core Team, increasing visibility, awareness and providing information and training possibilities for stakeholders
- Student programs and stakeholder events continued
- Trainings:
  - webinars and symposia to highlight the career paths of successful women academics, expanded mentoring exchanges with partner institutions, and
  - specialised training for both HR professionals and the GEP team
  - soft-skills and grant-writing workshops, as well as public information sessions on family support systems, comparing local Hungarian provisions with international good practices.
- The Student Service Centre (SSC) has participated in the implementation of the GEP since this year.
- A new research and teaching award system was established in 2024 as part of the 'MATE 2030' strategy:
  - **Education Awards:**
    - Lifetime Achievement Award for Teachers (KATEDRA Award)
    - Teacher of the Year Award (ETALON Award)
    - Young Teacher of the Year Award (START Award)
    - Talent Manager of the Year Award (MAGISTER Award)
    - Innovative Teacher of the Year Award (IRÁNYTŰ Award)
    - Most Popular Teacher of the Year Award (DIÁKHANG Award).
  - **Third Mission Awards:**
    - Innovation Impact Award
    - Sustainability Award
    - Agora Award
    - MATE Media Ambassador Award
- **Capacity building training on GBV** by AGRIGEP mentor partner Yellow Window, presenting the UniSAFE project's 7Ps model (Prevalence, Prevention, Protection, Prosecution, Provision of services, Partnerships, and Policies) for top management and 'gatekeepers' of MATE, to support local efforts to develop the existing policies

- **GEP1.0 was extended until the end of 2025:** MATE's Gender Equality Plan (GEP) has been extended until 31/12/2025 to allow the AGRIGEP project to support the development of a new GEP 2.0 plan for the next period. A key goal is to create a customised, well-fitting agriculture-focused GEP in synergy with the institution's strategic and developmental goals at the end of the AGRIGEP project. The amendment was signed on 01/11/2024 and published on the university's website.

## 2025

- A network of Equality Referents was established for academics
- New equality referents are nominated in Q3 for the functional area (non-academic staff)
- The executive information system (VIR) pilot was started in Q2, containing an equality module under HR data
- HR website development continued:
  - "idea box" for proposals and ideas concerning the organisation and its operation was established
  - new information materials were uploaded for employees
  - HRS4R section was developed
- **Training material** for teachers, researchers, and other staff was developed as part of the AGRIGEP project's WP4 activities. The training materials are developed in English and translated into the national language and adapted for local needs. The three modules are:
  - Gender in teaching
  - Gender in research
  - GBV at higher education institutions
- AGRIGEP Final Conference "Rooting Sustainable Change: Inclusive Gender Equality Plans in Agriculture and Life Sciences Universities in Central and Eastern Europe" organised on 25th September 2025 including a high-level policy roundtable
- voluntary questionnaire for employees developed
- development of a new "behavioural codex" for MATE citizens were started
- Launch of the **Employee Assistance Program (EAP)**, which provides mental health counselling, legal and financial advice, and lifestyle counselling to all MATE employees, as well as coaching services for managers (external contract-based).
- Student Service Centre activities:
  - conducts surveys with students on student services, including mental health counselling, coaching, mentoring, and equality issues
  - monitoring of mental health counselling and career advisory program
  - organising MATE-Academy program series and inviting guests related to mental health, equality, diversity, work-life balance, life coaching, and safe educational place topics.

In sum, the period from 2022 to 2025 reflects a clear and consistent evolution in MATE's GE work. Starting from formal planning and minimal structures, the university has moved towards institutionalisation, cultural engagement, and practical implementation. The AGRIGEP project served as both a catalyst and a guide, providing resources and peer support to facilitate navigation of the process. While challenges persist, particularly in terms of student engagement and sustainable cultural change, the structural reforms and awareness raised during this period provide a strong foundation for advancing GE beyond the current GEP cycle. The yearly reports about the GEP implementation are available on MATE's [website](#).



advice and special management training modules. Together, these measures help women advance professionally and develop their leadership skills.

### **Priority 3: Work-life balance and caring duties**

The third key area is strengthening the work-life balance, which is essential for increasing the university's retention rate. In addition to family-friendly programs such as summer camps and joint events, baby-mother rooms are available on every campus to support students and staff. Mental health is supported by regular lifestyle assessments and needs-based services that contribute to long-term well-being. Targeted information materials are produced for those returning from maternity or paternity leave, and their managers receive special training to support their reintegration. The academic careers of parents with young children are strengthened through events, publications, and forums that showcase positive examples and provide up-to-date assistance. The World Café series collects fathers' experiences, emphasising that work-life balance is a shared responsibility.

### **Priority 4: Organisational culture (awareness-raising about gender biases, stereotypes, and sexism)**

One of the key objectives of GEP 2.0 is to transform organisational culture so that it truly supports gender equality and eliminates hidden gender-based practices. To this end, awareness-raising programs, sharing of best practices, and open discussions help to make the values of equality and fairness part of everyday operations. As a continuation of GEP 1.0, workshops organised for male and female educators will promote joint action against discrimination in teaching. Employee satisfaction surveys will include assessments of well-being and workplace atmosphere, supporting early detection of hidden problems. All stakeholders will be trained to recognise and address sexism, and regulations will be reviewed and updated in response to feedback and changes in the regulatory environment. In addition, the goal is to develop new, secure channels for students and staff to report their experiences. Together, these measures ensure that MATE's organisational culture remains open, fair, and supportive in the long term.

### **Priority 5: Measures against gender-based violence, including sexual harassment**

MATE is committed to providing a safe and equitable environment for all members of the university community, which is why GEP 2.0 includes a separate chapter on the prevention and management of gender-based violence (GBV). First, the university emphasises preparing organisational actors for the "actions against GBV" through sensitivity and awareness-raising programs, online platforms, and in-person training. Related to this is the "Safe and Sustainable Workplace" campaign, which sends a visible and powerful message to the university community. Secondly, detailed, easily accessible information is provided to all members of the university community on institutional rules and measures to address gender-based violence. This includes a dedicated website, face-to-face training, regular review of the regulations, and an anti-discrimination poster campaign. Thirdly, priority is given to the effective handling of specific cases of harassment and discrimination. The review of existing regulations and communication practices, with the involvement of the parties concerned, ensures that cases are resolved quickly, confidentially, and transparently.

### **Priority 6: Integration of the gender dimension into research and teaching content**

MATE GEP 2.0 pays particular attention to ensuring that the principles of gender equality are integrated into research and teaching content. The first step in this process is to ensure that all stakeholders – researchers, teachers, and students – understand why it is important to take gender considerations into account. Regular training sessions are organised for researchers on integrating the gender dimension into research content, and for teachers on incorporating it into teaching materials. Additionally, a module focused on the application of gender equality in research and education will be integrated into PhD student training. It is equally important that members of the community

understand the difference between gender balance and gender equality. Training courses organised for researchers help them understand the different meanings and practical applications of the two concepts. At the same time, a comprehensive collection of information materials shows how the gender perspective can be integrated into both research projects and educational processes.

### **Priority 7: Structures for the institutionalisation of gender equality**

The seventh key area focuses on ensuring that gender equality is not just a project-based initiative, but becomes a lasting change embedded at the institutional level. Regulations and internal communication channels are reviewed annually to ensure that they always reflect the principles of equality. Special attention is given to the HR Excellence Award, which reinforces the university's commitment to international standards. Monitoring and data collection systems are continuously updated, with a focus on the relationship between gender and socio-economic status. The network of equal opportunity officers and the Community of Practice will be further developed to ensure the sharing of experiences, transparency, and continuity. The mid-term review provides an opportunity to evaluate the results achieved so far and to fine-tune further goals and tools, thus ensuring that the implementation of GEP 2.0 remains sustainable and transparent.

### **Priority 8: Agriculture and/or life sciences-specific issues**

The seventh key area focuses on ensuring that gender equality is not just a project-based initiative, but becomes a lasting change embedded at the institutional level. Regulations and internal communication channels are reviewed annually to ensure that they always reflect the principles of equality. Special attention is given to the HR Excellence Award, which reinforces the university's commitment to international standards. Monitoring and data collection systems are continuously updated, with a focus on the relationship between gender and socio-economic status. The network of equal opportunity officers and the Community of Practice will be further developed to ensure the sharing of experiences, transparency, and continuity. The mid-term review provides an opportunity to evaluate the results achieved so far and to fine-tune further goals and tools, thus ensuring that the implementation of GEP 2.0 remains sustainable and transparent.

The implementation of GEP 2.0 not only helps MATE meet the requirements of Horizon Europe and ERA but also sets an example for other higher education institutions in the region. Furthermore, it also contributes to the institution's fulfilment of the gender equality criteria for the HR Excellence Award.

The GEP2.0 is available under the public documents of MATE in both Hungarian and English versions: [https://uni-mate.hu/documents/d/mate/nemek-kozotti-egyenlosegi-terv\\_magyar\\_angol\\_rektori-utasitas-pdf](https://uni-mate.hu/documents/d/mate/nemek-kozotti-egyenlosegi-terv_magyar_angol_rektori-utasitas-pdf)

---

### ***Institutional bodies involved in GEP implementation***

---

Below, we provide a short overview of bodies and representatives who participate in GEP implementation at the institutional level. These parties are already institutionalised and support the strategy's implementation.

#### **Work of the Equal Opportunities Committee**

The inaugural meeting of the Equal Opportunities Committee was held on 26.04.2023. The committee met once each month except in the two summer months.

The committee processed and reviewed 68 applications for benefits and exemptions from students with various disabilities. The minutes of the meetings and the opinions on the students' applications were forwarded to the University Student Welfare Committee (<https://ed.uni-mate.hu/university-student-welfare-committee>).

The majority of the requests were for an extension of time to prepare for examinations, exemption from language subjects, oral rather than written examinations, or the opposite, depending on the type of disability, and the use of assistive devices. In some cases, the request for a personal assistant was raised. It could only be supported by the committee to the extent possible, as the institutional framework for providing this service is still being developed. The committee also met to discuss the University's GEP plan and its implementation within the AGRIGEP project framework. Some members also participated in the briefing and training sessions during the project site visit.

#### **Members of the Equal Opportunities Committee:**

- Chair: HR Director,
- 1 to 1 Campus Equal Opportunities Coordinator proposed by the Director General of each campus (5 persons in total),
- the Head of the Department of Studies of the Directorate of Education,
- a lawyer delegated by the Head of the Legal and Public Procurement Directorate,
- the Head of the Training and Satisfaction Unit of the Directorate for Human Resources,
- a psychologist qualified in mental health counselling,
- 1 student delegated by the ETUC,
- 1 student delegated by the EDPUC
- GEP Officer

According to the Organisational and Operational Rules in force from 15.11.2023, the head of the department of the HR Directorate, which was abolished, was replaced by a member of staff delegated from the HR Directorate, and the gender equality officer was appointed to the Committee.

#### **Gender Equality Officer (GEP Officer)**

This position was established as part of the 1<sup>st</sup> GEP and was first nominated in January 2023. The GEP Officer is appointed by the Rector on the recommendation of the HR Directorate. The GEP Officer reports to the Director of HR and the Equal Opportunities Committee. The GEP Officer coordinates the work of the 5 Campus Equal Opportunities Coordinators and the Institutional Equal Opportunity referents (20 referents), nominated from January 2025.

#### **Campus Equal Opportunities Coordinator**

Members of the Equal Opportunities Committee support and coordinate equality issues at the campus level.

#### **Institutional Equal Opportunity referents**

The position established in January 2025 involves establishing reference points at each institution, coordinating, and disseminating information and activities at the local level. The referees report directly to the GEP Officer.

#### **Students Welfare Committee**

The responsibilities of the University Student Welfare Committee (**USW Committee**)

- In the case of students with disabilities, the USW Committee must request the opinion of the campus Equal Opportunity Coordinator.

- Decides on the allocation of student grants and the available budget in accordance with the rules of the Student Requirements System.
- Evaluate applications for assistance, exemptions and discounts from students with disabilities in accordance with the rules of the Student Requirements System, take care of the announcement and evaluation of applications for scholarships available at the University, and decide in the first instance on the scholarships that students may apply for.
- Make proposals for non-university scholarships and non-student normative scholarships to the decision-maker if explicitly authorised to do so by the Student Allowances and Reimbursements Regulations.
- Decides on the awarding of state grants to students, such as study grants, institutional, sports and cultural grants, and grants for socially deprived students;
- Proposes an instalment or reduction in the tuition fee payment based on a student's request.
- Prepares the documentation for exemptions and discounts that may be granted to students to meet their service payment obligations.
- Decides on issues referred to by law or university regulations.

The structure of the USW Committee

- a) Chairman is the Director of the Educational Directorate;
- b) 2-2 people nominated by the Director General of each campus (10 people in total);
- c) 5 students delegated by the Students' Union;
- d) 1 student delegated by the University Doctoral Student Council.

The Senate shall elect these members on the basis of the nominations for the members set out in point (b). The President and the members of the Committee, whether by virtue of their office or by election by the Senate, are appointed by the Rector.

The USW Committee shall decide on its own rules of procedure, taking into account international, national, and university laws and regulations.

### **Ethics committee**

The Ethics Committee investigates ethically objectionable behaviour in accordance with the Code of Ethics of the Hungarian University of Agricultural and Life Sciences, conducts consultations on controversial issues, and may make proposals and recommendations to the University management based on its experience. Its activities aim to align the Code of Ethics with the practices of university life, using the means available. The following shall propose to the Senate 1-1 members of the Ethics committee, who the Senate shall elect:

- a) the Rector,
- b) all campus Directors,
- c) the Director General of the Centre for Doctoral Studies and Habilitation,
- d) the Director General for Coordination,
- e) Director General for Economics,
- f) the University Students' Union,
- g) the University Doctoral Students' Council.

The Rector shall appoint the Chairperson of the Ethics Board from among the elected members. The members of the Ethics Board shall be appointed by the Rector based on the Senate election.

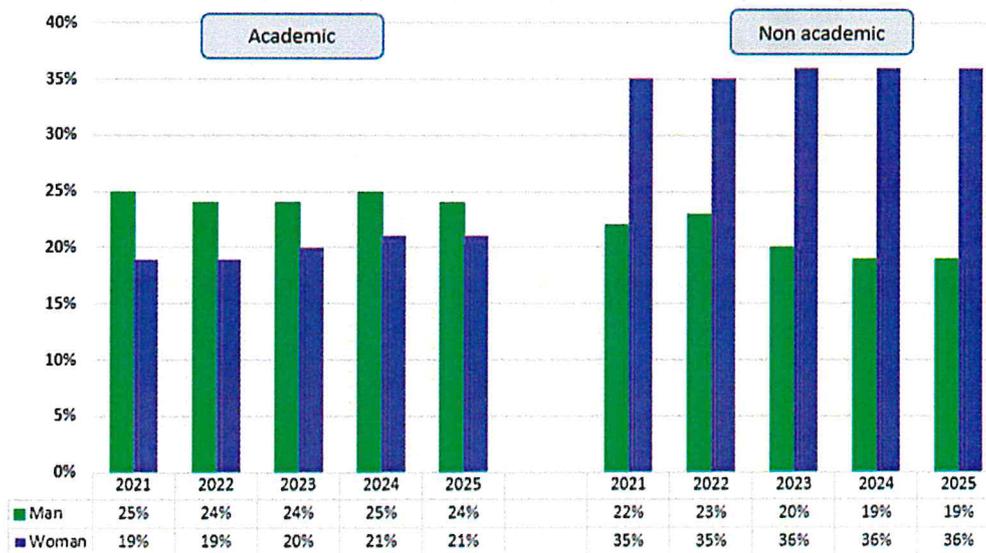
**Data collection and analysis**

The HR department continuously collects and maintains **employee data**. Employees' performance is evaluated in the Performance Management System (eTMR), a merit-based system that evaluates their scientific, educational, and innovative performance. In accordance with the national law on higher education, the Directorate of Education collects data on **students and their progress**. The type of data and the rules for handling and access are regulated by law. The student and employee databases are not linked; the management system relies on independent datasets.

Based on the university's management's decision, an **Executive Data Management System (VIR)** has been developed using university resources, allowing management to monitor **monthly progress across different areas** (e.g., financial, educational, management, HR, and scientific). Under the HR module, the **Equal Opportunities Indicators** ensure that senior management is regularly informed, thus ensuring that the KPIs set out in the strategic documents are monitored and provide senior management with an accurate picture. The system is not public; the performance monitoring is available only to the University's senior management.

**Gender and age distribution of MATE employees**

The average number of employees at MATE in 2025 was 2,064 people, comprising 1,176 women (57%) and 888 men (43%). Below we present their distributions by position, age, seniority, and organisational units (area of expertise). Where it was meaningful, we divided the academic data by activity (teacher, lecturer or researcher).



**Figure 1.** Gender distribution of employees in academic (lecturer, teacher, researcher) and non-academic (functional) positions, since 2021. (Note that the sum of the female and male employees in non-academic and academic positions in a given year represents 100%.)

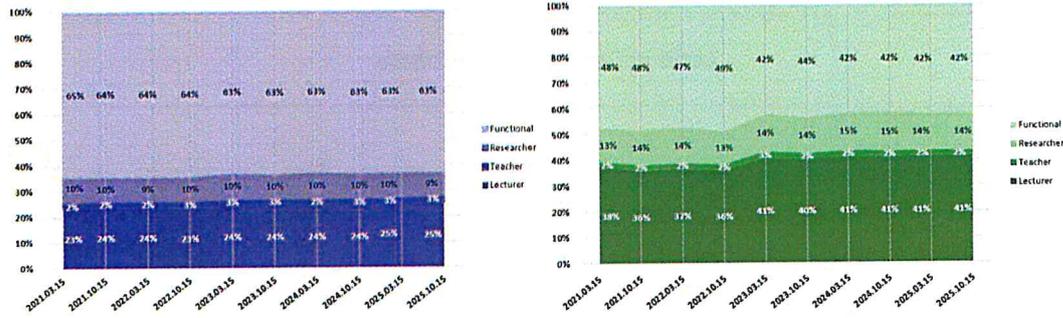


Figure 2. Change in the percentage of employees in academic (lecturer, teacher, researcher) and non-academic (functional) positions, from 2021 to the present. Note: the dates represent the statistical border dates when university student numbers are reported to the national authorities and published.)

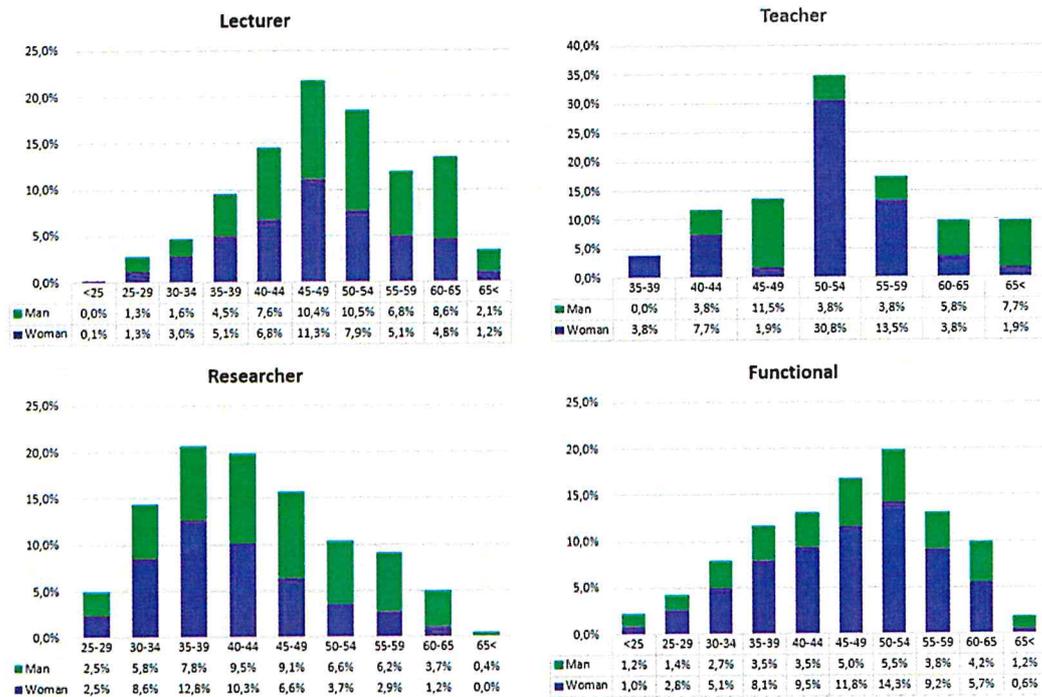
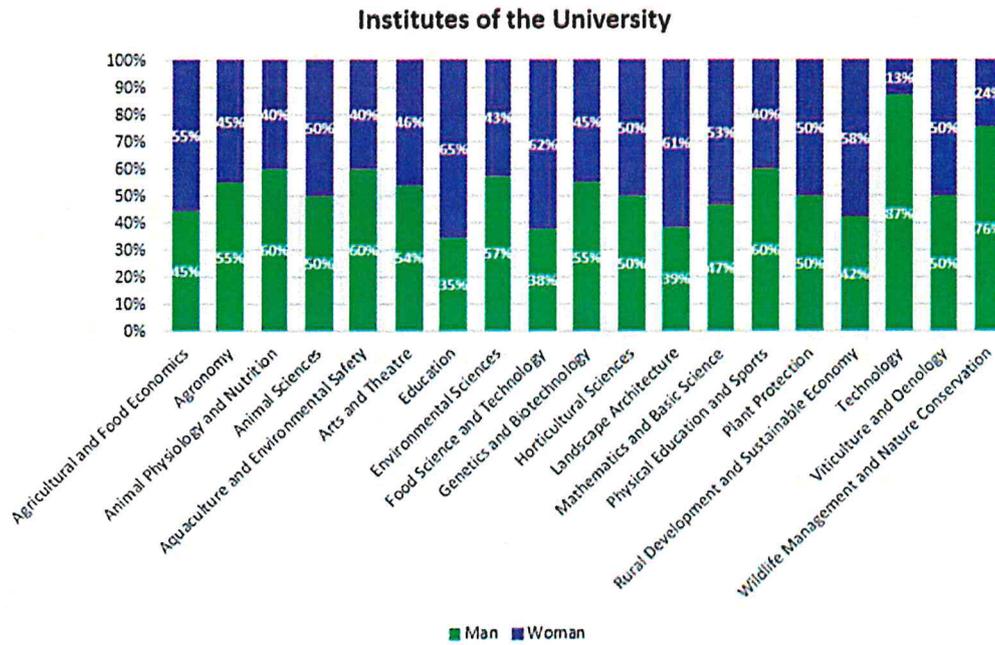


Figure 3. Age and gender distribution of employees by category in 2025.

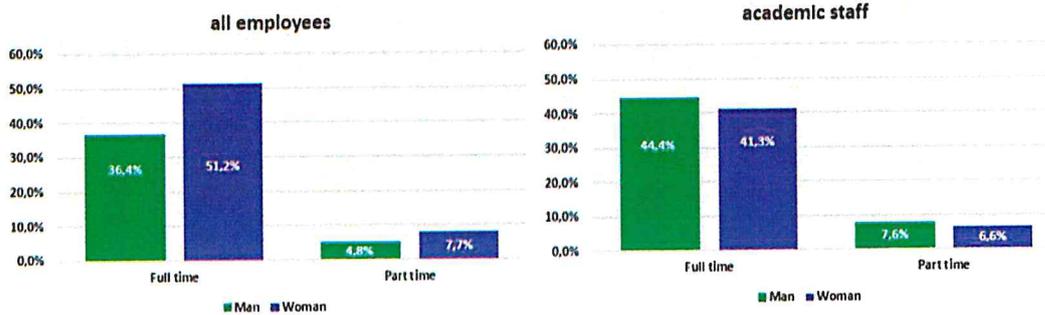


**Figure 4.** Gender distribution of employees by Institute (2025) in percentages of the total number of employees of the different Institutes. Note: academic and non-academic positions are calculated in the sum.

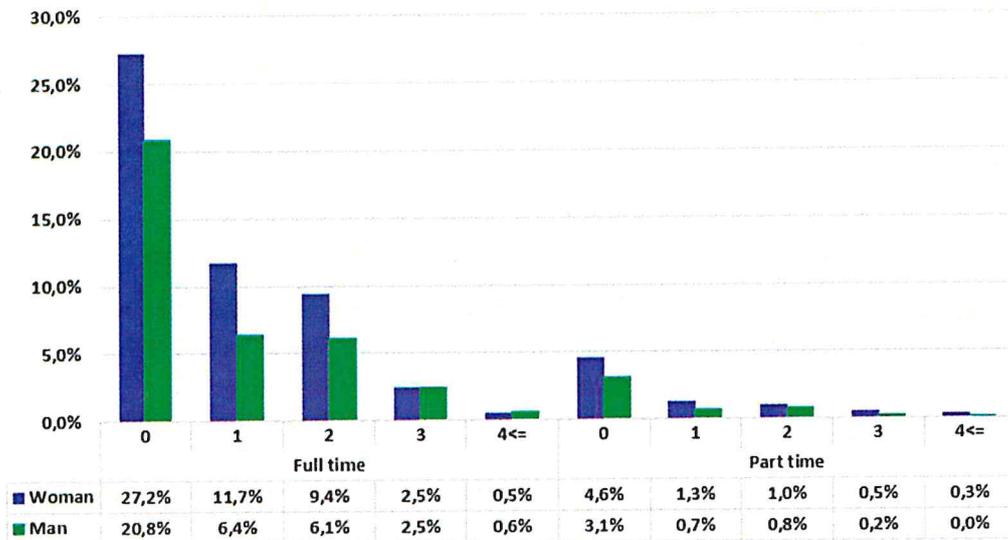
**In conclusion,** the data presented above indicate that academic and functional areas face distinct challenges:

- the functional areas where more females are working in different non-academic positions,
- the age distribution of employees in non-academic positions is similar to that of the academics,
- the researcher generation is a bit younger than lecturers and teachers,
- the most challenging situation is the senior teachers' position, where most teachers are males above the age of 50,
- gender distribution differences in academic positions are strongly related to the scientific field, therefore, to the Institutions.

**Work-life-balance**



**Figure 5.** Gender distribution according to the contractual working hours of all employees (left side) and academic positions only (right side) in 2025. (full-time: 8 hours/day; part-time: 6 or 4 hours/day)



**Figure 6.** Gender distribution and number of children (under age 18) of full-time (left side) and part-time (right side) working employees of MATE in 2025.

**Table 1:** Gender distribution of MATE employees raising a child (under age 18) in 2025, as a percentage of all employees.

Parents raising a child	Men (%)	Women (%)	Sum (%)
1 child	7,1%	12,9%	20,0%
2 children	6,9%	10,3%	17,2%
3 children	2,7%	3,0%	5,7%
4 or more children	0,6%	0,8%	1,4%
<b>Total</b>	<b>17,2%</b>	<b>27,0%</b>	<b>44,3%</b>

**In conclusion,** a significant number of employees are balancing childcare responsibilities with family roles and other caring duties. Therefore, WLB has considerable importance, and a safe and sustainable working environment can attract new employees and support employee retention. At the same time, the university can be a reliable and valued employer in the sector and the region.

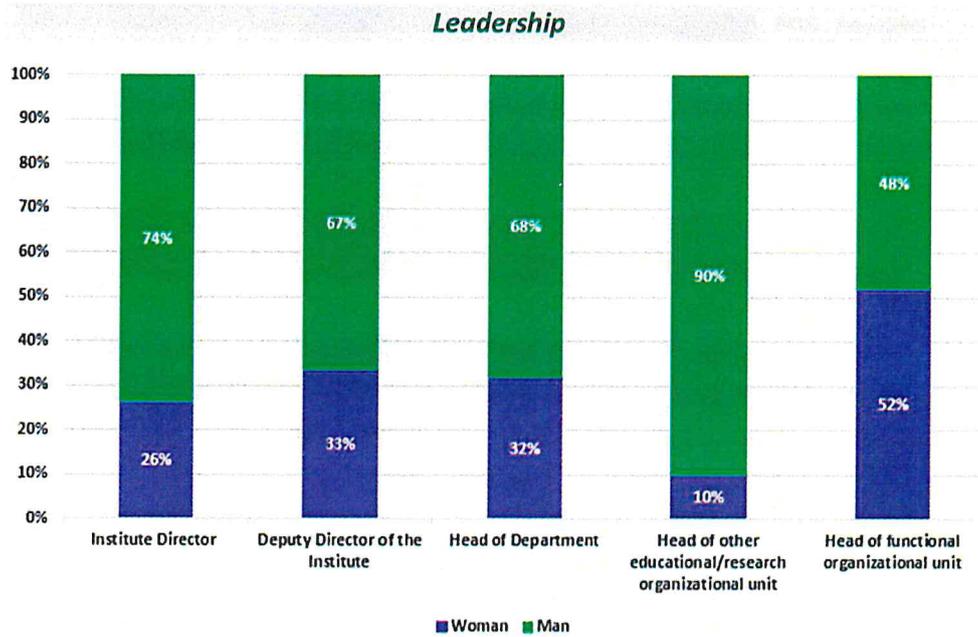


Figure 7. Gender Distribution in Leadership Positions in 2025.

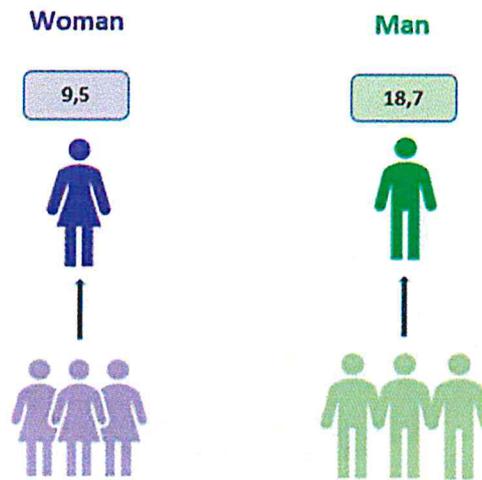
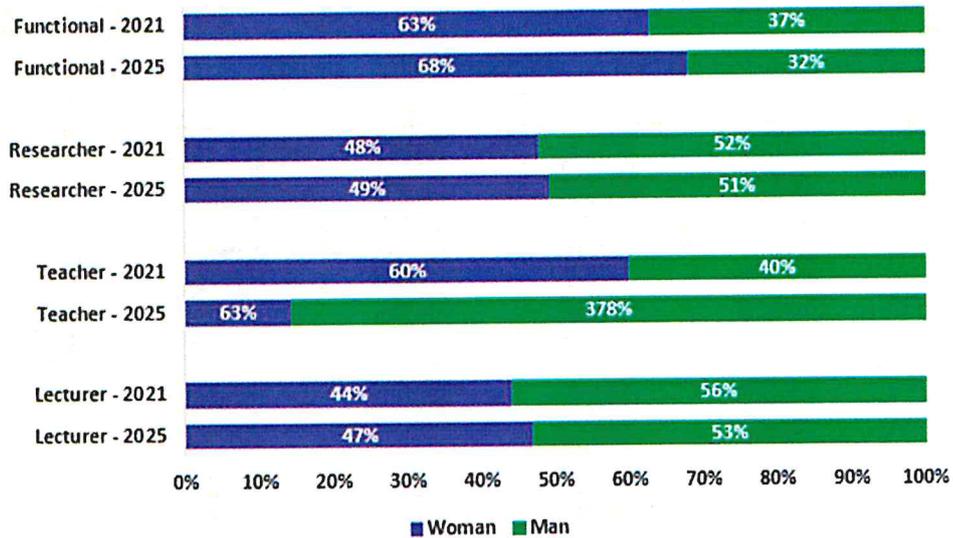


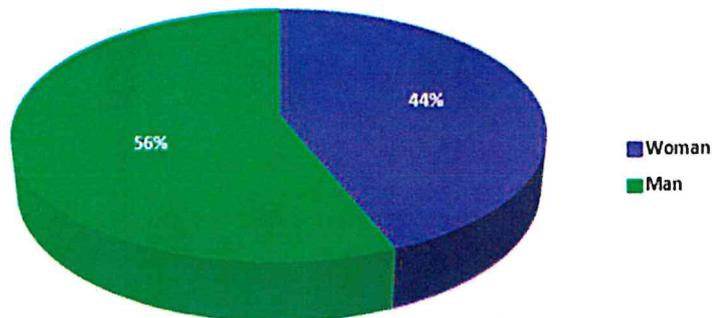
Figure 8. Number of leaders per 100 employees in academic positions by gender (in 2025)



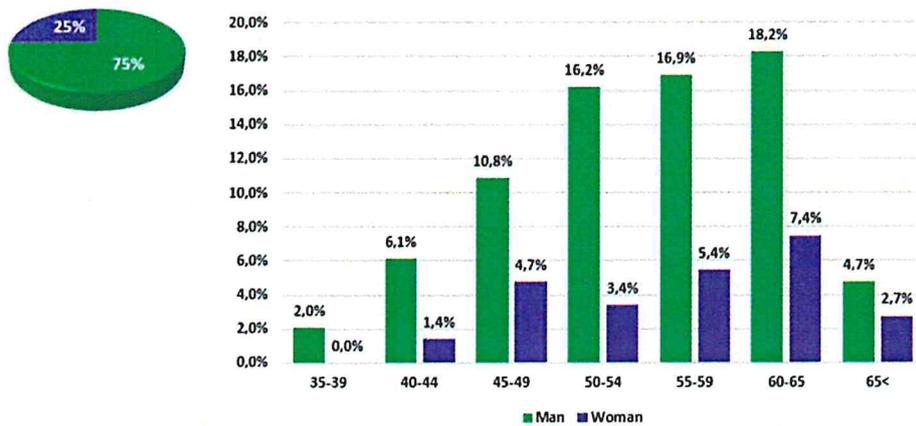
**Figure 9.** Increase in the proportion of women in the different permanent academic (teacher, lecturer, researcher) and non-academic (functional) positions between 2021 and 2025.

**In conclusion,** there is a permanent increase in the proportion of women in both permanent and leadership positions; however, a gap remains in academic leadership positions, considering the equal representation of women and men.

**Career progression and advancement**

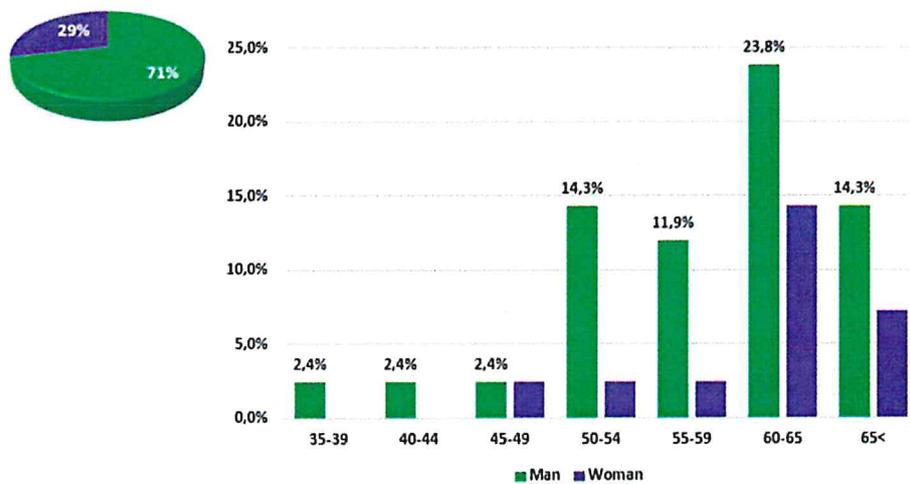


**Figure 10.** Gender ratio in academic career advancement in 2025. The numbers represent the total number of promotions (advancement at university level) among academic staff.



**Figure 11.** Age and gender distribution of the habilitated academic staff in 2025.

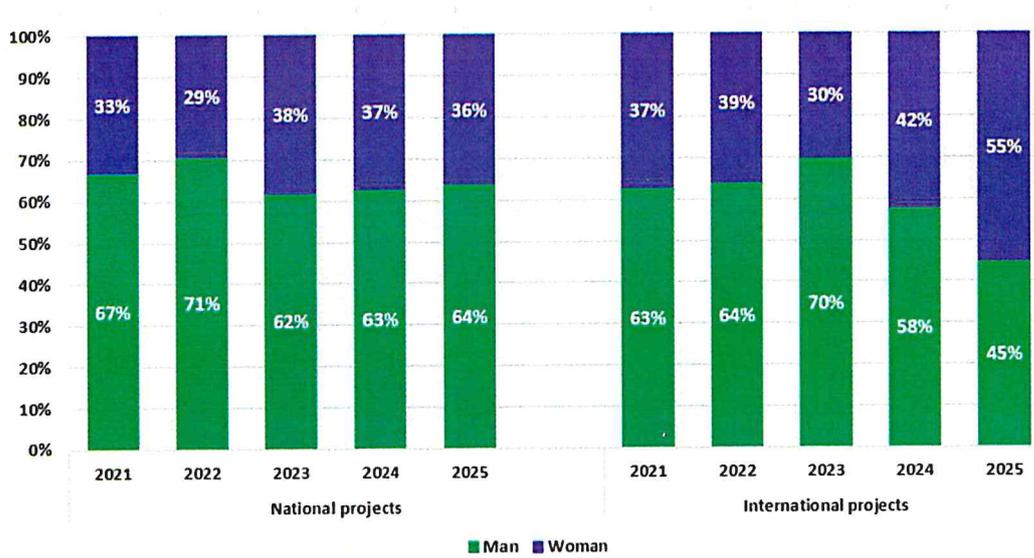
On the left side, the pie chart illustrates the gender distribution of the aggregated data, excluding age groups.



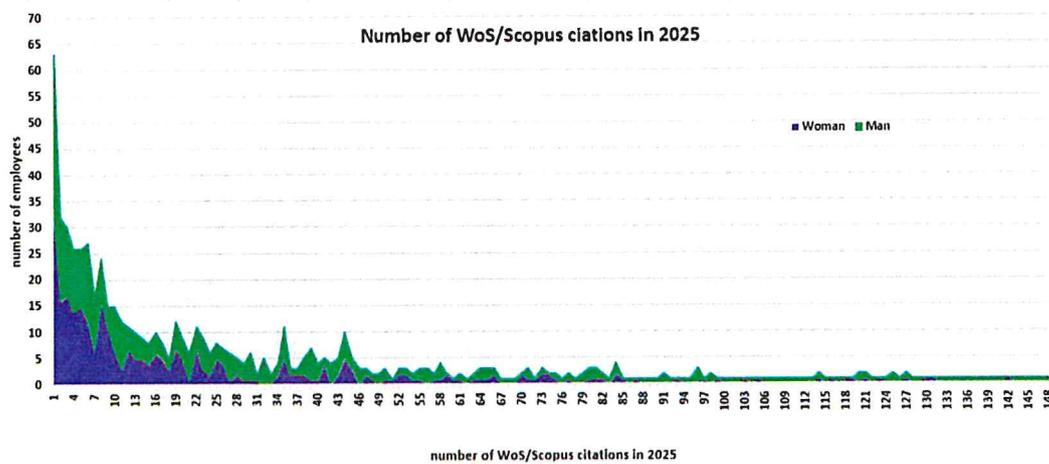
**Figure 12.** Age and gender distribution of the academic staff with a DSc degree in 2025.

On the left side, the pie chart illustrates the gender distribution of the aggregated data, excluding age groups.

**In conclusion,** the data reveal significant gender differences in promotion and career progression across all age groups. Therefore, specific actions are required to provide support for employees to decrease differences among genders and age groups in academic positions.



**Figure 13.** Gender distribution of the project principal investigators (PIs) of national and international projects in the period of 2021-2025.



**Figure 14.** Gender distribution of the WoS/Scopus citations of academic staff with publications affiliated with MATE in 2025.

Based on the data, the scientific output at MATE is significantly gendered. Therefore, the background should be better understood, and specific actions should be taken to lower disparities or inequalities.

**Breakdown of students by gender**

**Table 2:** Gender distribution of university students at MATE by semester and nationality.

Period	Man				Woman				All students
	International	Hungarian	Total	%	International	Hungarian	Total	%	
2021/22 semester II.	1074	5136	6210	46,6%	966	6146	7112	53,4%	13322
2022/23 semester I.	1119	5431	6550	47,3%	971	6315	7286	52,7%	13836
2022/23 semester II.	965	4681	5646	47,5%	880	5354	6234	52,5%	11880
2023/24 semester I.	960	5341	6301	47,2%	926	6134	7060	52,8%	13361
2023/24 semester II	705	3857	4562	46,4%	704	4572	5276	53,6%	9838
2024/25 semester I	782	4593	5375	45,8%	790	5581	6371	54,2%	11746
2024/25 semester II.	751	4825	5576	46,1%	784	5731	6515	53,9%	12091
2025/26 semester I.	865	5498	6363	45,7%	888	6687	7575	54,3%	13938
2025/26 semester II.	780	5052	5832	45,7%	779	6143	6922	54,3%	12754

**Table 3:** Gender distribution of PhD students at MATE in 2025 by Doctoral Schools

Name of Doctoral School		Male	%	Female	%	Total	Hungarian	International	Scholarship	Self-financed
Doctoral School of Agriculture and Food Sciences	Doctoral Program of Animal Science	44	49%	46	51%	90	65	25	07	3
	Doctoral Program of Food Science	36	47%	40	53%	76	39	37	72	4
	Doctoral Program of Plant and Horticulture Sciences	65	60%	65	60%	130	77	53	120	1
Doctoral School of Natural Sciences	Doctoral Program of Environmental Science	30	47%	34	53%	64	39	25	63	1
	Doctoral Program of Biological Science	13	38%	21	62%	34	16	18	34	0
Doctoral School of Engineering Sciences	Doctoral Program of Mechanical Engineering	34	83%	7	17%	41	18	23	41	0
	Doctoral Program of Landscape Architecture	18	40%	27	60%	45	30	15	42	3
Doctoral School of Economics and Regional Sciences	Doctoral Program of Management and Business Administration	100	63%	67	47%	167	101	66	176	12
	Doctoral Program of Regional Sciences	13	76%	4	24%	17	12	5	16	2
All PhD students (aktive in 2025)		353	62%	331	48%	684	397	287	658	26

In conclusion, we can state that the proportion of women students is consistently higher, with 5-8 % at MATE. In terms of PhD student enrolment, the overall proportion of males is higher, although it shows differences by study area. Therefore, science area-specific actions should be considered to support the retention of professionals with a PhD degree and provide them with career options at MATE.

