

# 2024 ANNUAL GENDER EQUALITY REPORT



Prepared: 19.03.2025.

## *Foreword*

It is with pleasure that our university presents the 2024 Gender Equality Report, now in its third edition. This valuable document allows us to understand the complexity of our community in terms of its differences and, above all, the gaps that still exist and to set targeted policies and actions that help to implement the 2022-2024 Gender Equality Plan.

We are proud that our university is coordinating one of the ERA-NET projects, which supports implementing the GEP plan for the participating widening country-origin partners and transferring good practices. In January 2023, the implementation of the AGRIGEP project started, and our mentor partners continuously supported us in assessing our GEP implementation, performing capacity building, and revising our GEP to develop a new, tailor-made strategy for the next period.

  
Dr. Nikoletta Dragovacz  
Director General for Coordination  
MATE



## Achievements of 2024 at MATE

Below, we provide a short list of activities and achievements performed during 2024 in relation to the GEP implementation strategy of MATE. The AGRIGEP Horizon Europe project, which started on January 1, 2023, supports these activities as part of its implementation.

The activities and achievements are organised by the five thematic areas of the GEP. Actions intrinsically linked to more than one area could be listed in more than one place.

### 1. Gender equality in recruitment and career progression

- *The “Organisational and Operational Rules of MATE” document was modified, and the GEP Officer position was institutionalised (15/11/2023). To support its work, the decision was accepted to establish an **equal opportunity referent position at each Institution** (20 institutions exist at the university) to have a broader network at the university level. Together with the Campus Equality Coordinators – established before – the referees belong to the GEP Officer and will support the work of the Equality Committee and the GEP Officer. The referees were selected during the autumn semester of 2024 and have worked since January 2025.*
- *The HR Award application was submitted for the HR Excellence in Research award on the 30<sup>th</sup> of September 2024. The activity was initiated by the E<sup>3</sup>UDRES<sup>2</sup> Horizon Europe project and supported by the AGRIGEP project. The process’s gap analysis based on the “European Charter for Researchers and Code of Conduct for the Recruitment of Researchers” provided further data and support to the revision process of the current GEP and will feed into the new GEP 2.0 of the university. Accordingly, the OTMR recruitment and career progression policy is under revision and will be developed according to the application’s work plan.*
- *Content development of the institutional HR portal (<https://hr.uni-mate.hu/home>) for employees (after logging in with an employee account), including equal opportunities, gender equality and mental health counselling.*
- *Mobilising students: Different programs were organised throughout the year with different target groups where the **scientific career** and especially the STEM field was promoted:*
  - *Virtual Open Days for International Students (20/03/2024)*
  - *Girls' Day (10/04/2024)*
  - *Career days (16/04/2024 and 23/04/2024)*
  - *International get-together event (25/04/2024)*
  - *Enrolment events at Campuses (05/09/2024)*
  - *KÁN University Days (27-29/09/2024)*
  - *Researchers' Night (27/09/2024)*
  - *Talent management roundtable discussion (09/10/2024)*
  - *Virtual Open Days for National Students (21/10/2024)*
- *Formulating **recommendations concerning balanced gender representation** at events arranged at MATE, expert and reviewer committees, University committees and management, and popularising them at the level of all units.*
- *Equal Opportunities Committee regular meetings (monthly intervals) to evaluate equality issues.*
- *A new GEP Officer was nominated on the 15<sup>th</sup> of November due to the leave of our previous colleague.*
- *Implementation of Leadership Management System (VIR): The system allows the university's management to monitor progress in different areas (e.g. financial, educational,*

management, HR, 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 strategy 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. Currently the pilot program is running, which will be finalised in Q1/Q2 of 2025.

- **Data management system update and linking the different source data into one database:** A well-organized, efficient, and compliant data management system is essential for our university. It ensures that data is easy to access, with minimal barriers, for authorised users while maintaining security and complying with legal and regulatory requirements, such as GDPR (General Data Protection Regulation) or other industry-specific regulations. It also ensures the system can grow with the organisation's needs and integrate with other systems. Currently, gender-disaggregated data is available from different sources (e.g. HR, education, international projects, and publication directories). These databases will be linked to having a complete dataset and more appropriate and intersectional data analysis possible. This effort is ongoing and is supposed to be finalised in 2025. The budgetary needs of the development and maintenance are provided by the resources of the university.

## 2. Work-life balance and organisational culture

- **Policy roundtable discussion** was organised on **Talent management in higher education** (09/10/2024), inviting the **governmental representative** from the Ministry of Culture and Innovation, Deputy State Secretary for Youth; the Institute for Learning Research; the European Talent Centre Budapest; and the National Council of Students in Science. The MATE representatives of relevant committees and departments were also involved in the discussion. The experts discussed talent management challenges, analysing the specificities of talent management for girls and women in STEM fields and agricultural higher education.
- **Joint international webinar series with sister projects** was organised by the AGRIGEP project on GE topics:
  - Webinar 1: Effective Crisis Communication Management: Navigating Gender-Based Violence in Higher Education (18/09/2024)
  - Webinar 2: Stakeholder mapping and engagement for GEP implementation: Experiences from CEE universities (30/10/2024)
  - Webinar 3: Embedding inclusivity in communication: the power of words and visuals (18/11/2024)
- **Roundtable discussion series** was organised on different topics involving a wide range of stakeholders at MATE:
  - Women in agribusiness (09/05/2024)
  - PhD students - lifestyle, priorities, career, challenges (16/05/2024)
- **International students' dinner** - mobilising international students and supporting their inclusion. The AGRIGEP project and institutional GEP were presented, and a 'pub quiz' on GE was performed with the students (25/04/2024)
- **GEP Enhancement and sustainability training series** provided by mentor Yellow Window at AGRIGEP:

#1: Inspiring practices on work-life balance and organisational culture (09/04/2024)

*#2: Students' mobilisation and students as a target group of enablers of structural change (07/05/2024)*

*#3: Mobilisation of a specific target group (28/05/2024)*

*provided by mentor UPC at AGRIGEP:*

*#1: Resistances & Strategies for engaging top and middle management in GE (03/10/2024)*

*#2: Feedback from GE inclusion in research and education training materials (07/11/2024)*

*#3: Agri-sector specific resistances & GEP actions (05/12/2024)*

- **A new research and teaching award system** was established in 2024 as part of the 'MATE 2030' strategy, which supports the career progression of employees:
  - **Education:**
    - 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).*
  - **3. Mission Awards:**
    - Innovation Impact Award;*
    - Sustainability Award;*
    - Agora Award;*
    - MATE Media Ambassador Award*

### 3. Gender balance in leadership and decision-making

- **The Future Leadership Programme (JVP)** was started to provide a mentorship program for students. A 50-50% gender ratio among mentored students selected for the programme (individual mentoring, support, training).
- **First Version of Recommendations on Gender Representation in Leadership Roles Status:** The first version has been drafted, and legal approval was received on its content. The revised documents should be approved and disseminated as a next step. These steps are foreseen during 2025.
- **Guidelines on Gender Representation in Committees and Teams Status:** Guidelines on gender representation in expert, reviewer, examination teams, and committees have been developed, with responsible personnel and deadlines for the first draft already defined.

**Next Steps:**

- **Drafting and Consultation:** Continue working on the first draft of the guidelines. As you move forward, consider engaging diverse stakeholders (e.g., faculty, students, external experts) to ensure the guidelines are comprehensive, practical, and fair.
- **Implementation:** Once the guidelines are in draft form, create a plan for implementation across the various committees and teams. Ensure that those responsible for appointing members to these committees are aware of the guidelines and have access to tools or support for compliance.



- *Monitoring and Evaluation: Develop a system for tracking the gender balance in committees over time to ensure the guidelines are being followed. Regularly assess whether the guidelines are achieving their goals and make adjustments as needed.*
- **A new research and teaching award system** was established in 2024 as part of the 'MATE 2030' strategy (as detailed above under thematic area 2)

#### 4. Measures against gender-based violence, including sexual harassment

- Prepared the **institutional HR portal**, including a **reporting possibility** for all forms of abuse (harassment, sexual harassment) (<https://uni-mate.hu/belso-visszaeles-bejelentesi-rendszer>)
- **Capacity building training on GBV** by AGRIGEP mentor partner Yellow Window „Setting up and Implementing Institutional Policies to Address Gender-Based Violence in Academia 08/02/2024.”  
 The main focus areas were:
  - *Common understanding of concepts related to gender-based violence and understanding its impact in academia.*
  - *The existence of this phenomenon in the research field and the broader specificities of academia and highlight its specifics.*
  - *The UniSAFE project's 7Ps model (Prevalence, Prevention, Protection, Prosecution, Provision of services, Partnerships, and Policies) represents a holistic approach to addressing gender-based violence in higher education institutions and research organisations.*
  - *Inspiring practices for setting up and implementing institutional policies to address gender-based violence in academia adopted by European and Member States higher education institutions and research organisations within the framework of the 7Ps.*
- **Mental health counselling** — Negotiations were started with an external contractor to widen the existing service for all employees at all 5 MATE campus sites. In 2024, mental health counselling and career mentoring were available for students at all campuses but not everywhere for employees.
- **Ethical Committees** hold regular meetings (or upon request, if required) to discuss ethical misconduct and inappropriate behaviour-related cases (if any).

#### 5. Integration of the gender dimension into research and teaching content

- **Awareness-raising events and training for researchers and teachers:** As we listed above under the relevant thematic areas, a wide range of trainings and events were organised during the year. Altogether, 16 events and 12 trainings were performed.
- **Training on how to integrate Gender Equality in teaching** provided by a mentor - UPC (08/03/2024) within the AGRIGEP project
- **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 will be translated into the national language and adapted for local needs during 2025. Feedback on “GE inclusion in research and education” training materials mentoring session (07/11/2024)

- *Participation in the **Second Symposium on Gender Equality for an Inclusive University and Society**, Koper, Slovenia (15/11/2024)*
- ***Stakeholder workshop: Challenges and good practices in GEP implementation in higher education and research. Workshop with Hungarian universities and research organisations implementing their GEPs.** (30/09/2024)*

## 6. Other

*Further events and activities supported the capacity-building efforts of the university's GEP implementing team, which affected both the GEP implementation, the AGRIGEP project implementation, and the efforts to develop the new tailor-made GEP 2.0 of the MATE.*

- ***Summer School 2024 in Barcelona (June 18–20, 2024):** The AGRIGEP project's summer meeting took place at the Escola Tècnica Superior d'Enginyeria Industrial de Barcelona (ETSEIB - UPC). Over three days, six partners gathered to exchange information and experiences and to plan the next steps of the project. The partners include the Hungarian University of Agriculture and Life Sciences (MATE) (Hungary, project coordinator), the Czech University of Life Sciences Prague (CZU) (Czech Republic), the University of Primorska (UP) (Slovenia), the Association of Hungarian Women in Science (NaTE) (Hungary), Yellow Window (YW) (Belgium), and the Universitat Politècnica de Catalunya - BarcelonaTech (UPC) (Spain).*
- ***November 13-14, 2024 - Annual AGRIGEP Meeting in Koper, Slovenia:** This meeting focused on project progress, the implementation of Gender Equality Plans (GEPs) at universities, and included a session with Project Officer Katharina Buse (REA) and Policy Officer Hana Tenglerová (DG RTD).*
- ***Policy Stakeholder Roundtable Discussion, Koper, Slovenia (November 14, 2024):** The event began with updates on continuous capability assessments, mentoring, and developing sector-specific strategies. Significant progress was made in defining gender equality strategies, focusing on involving students and sector leaders in the process. A workshop and roundtable on Women's Empowerment took place in the afternoon. The session explored gender equality in the workplace, public policies, and the role of universities in promoting gender equality.*

**GEP Extended to 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.*

## 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 implementation.

### Work of the Equal Opportunities Committee

The inaugural meeting of the Equal Opportunities Committee was held on 26.04.2023. The committee met six times in 2023, every month except for the two summer months.

The committee processed and reviewed 52 applications for benefits and exemptions from students with different types of 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 the time to prepare for examinations, exemption from language subjects, oral instead of 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 as far as possible, as the institutional framework for providing this service is still being developed. The committee also met and discussed the University's GEP plan and its implementation in the framework of the AGRIGEP project. 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 belongs to the HR Directorate and is nominated 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 and coordinating and disseminating information and activities at the local level at each Institution. 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, considering international, national, and university laws and regulations.

### **Ethics committee**

The Ethics Committee investigates ethically objectionable behaviour based on 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 bring the provisions of the Code of Ethics into line 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.



## HR Excellence in Research Award Application

The university applied for the "HR Excellence in Research Award", which is a prestigious recognition granted by the European Commission to organisations, typically universities and research institutions, that demonstrate a commitment to improving their human resources policies in line with the **European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers**. MATE is the first Hungarian university to apply for this prestigious award. We believe that our best practice could support other universities in the country in following this route and committing themselves to the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

### Process of Applying for the HR Excellence Award done by MATE

- **Gap Analysis:** The first step is a gap analysis, which assesses your institution's current HR policies against the **Charter and Code**.
- **Action Plan Development:** Based on the gaps identified, develop a detailed action plan to address these areas.
- **Submission of Application:** Once the action plan is ready, it's submitted to the European Commission for evaluation. The plan must outline how your institution will achieve the standards outlined in the **Charter and Code**.
- **Award Criteria Compliance:** Make sure that all the criteria are met, and you provide evidence to support your claims, including:
  - Key statistics or data on researcher satisfaction.
  - Examples of best practices in HR policies.
  - Documentation on compliance with the Charter and Code.
- **External Evaluation and Recognition:** The European Commission evaluates your action plan, and if your institution meets the necessary standards, you'll be awarded the **HR Excellence in Research** logo, signalling your commitment to a researcher-friendly environment.

### Benefits of the HR Excellence Award

- **Enhanced Reputation:** It increases your institution's visibility and attractiveness to top researchers both within Europe and internationally.
- **Better Funding Opportunities:** Having the award can make your institution eligible for more research funding opportunities, as it demonstrates a commitment to providing excellent support for researchers.
- **Institutional Improvement:** The process of applying encourages continuous improvements in HR policies and practices, fostering a positive and supportive work environment for researchers.
- **Networking:** It provides opportunities to connect with other research organizations committed to HR best practices, fostering collaborations and partnerships.

The response to accepting the application and awarding decision is foreseen in early 2025.

**In 2025, the following GEP actions are planned:**

- Encouraging female researchers and teachers: showcasing successful women's career paths (mini-symposium and webinar series in participating countries)
- Mentor site visits: assess partners, train and expand mentoring to increase engagement and facilitate progress towards reforms and capacity building
- Training of trainers: support and training of GEP staff, developing their knowledge and skills, showcasing good practices, mentoring (training of HR team and post-tender team involved in GEP implementation)
- Information events: organising presentations on scholarship opportunities in the countries concerned, how to apply for grants, how to write a grant application, and career planning (soft-skills training). Presenting the family support system, including sharing good practices between countries (for example, the Hungarian family support system, measures to help women return to work could be a good example).
- Finalising the data management system by linking the different data sources to perform intersectional data analysis and develop further monitoring indicators.
- Developing the new, tailor-made, sector-specific GEP 2.0.
- Finish the implementation period of the AGRIGEP project with success.

## Data collection and analysis

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

Based on the decision of the university's management, an **Executive Management System (VIR)** is developed from the resources of the university that allows the university's management to monitor monthly progress in different areas (e.g. financial, educational, management, HR, 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 strategy 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. Currently, the pilot program is running and will be finalised in Q1/Q2 of 2025.

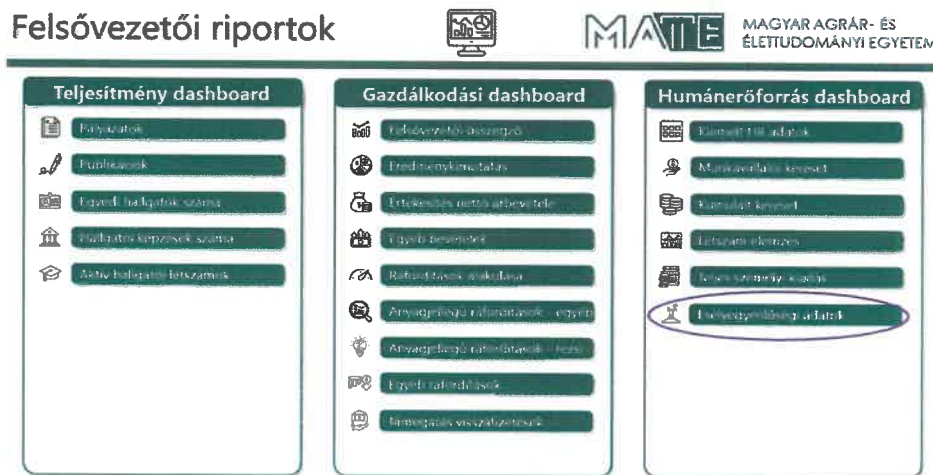


Figure 1. The modular system of the new Executive Management System (VIR). The HR Dashboard contains the Equal Opportunity data module.

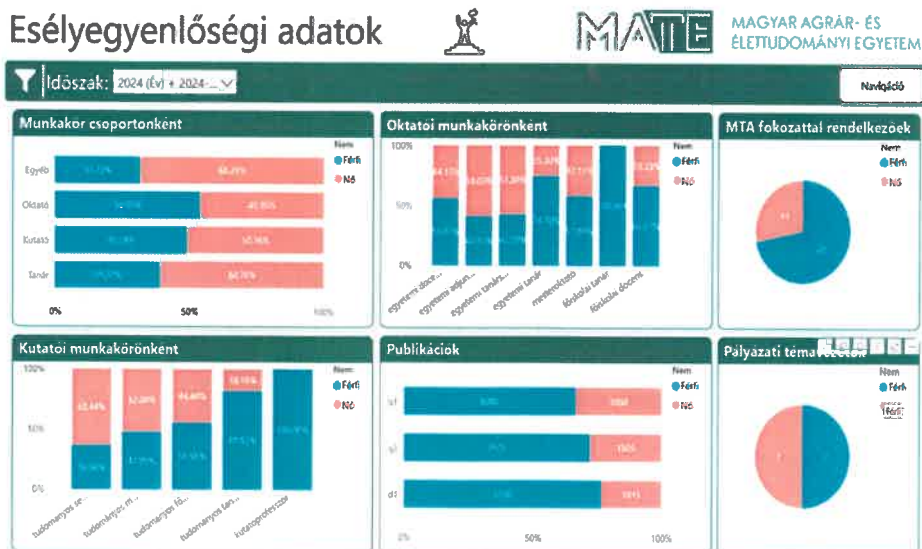


Figure 2. The Equal Opportunity module within the HR Dashboard presents employee data in a gender-disaggregated form in the monthly reports.

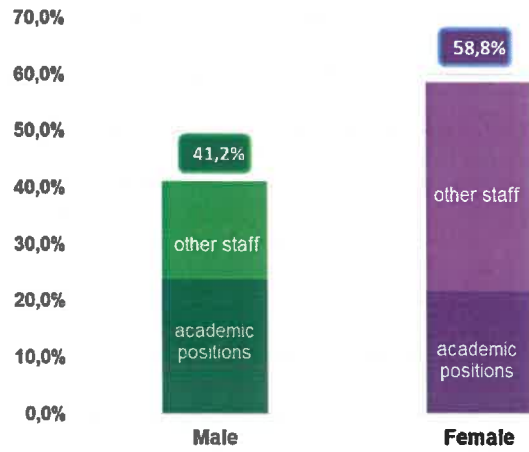


Figure 3. Gender distribution of employees by academic and other positions (2024)

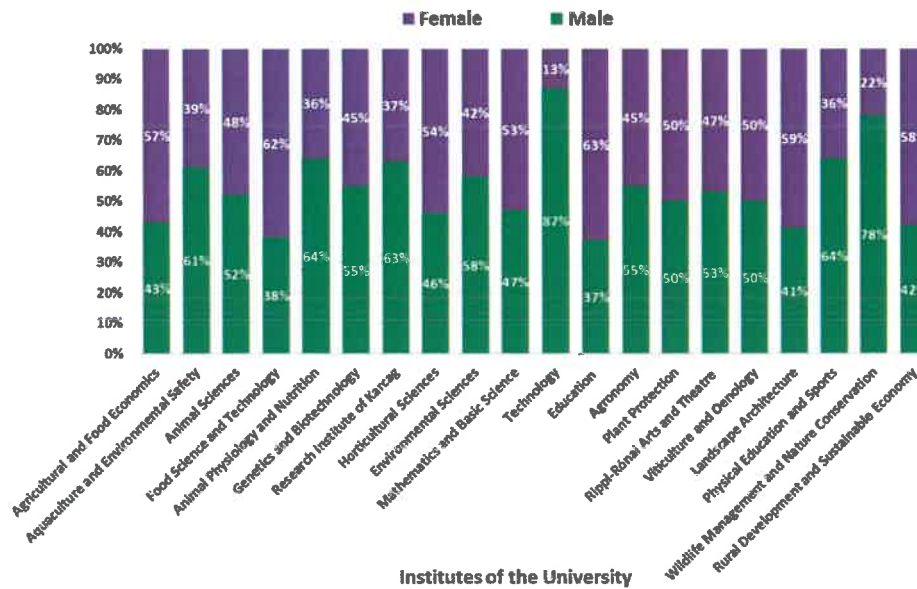


Figure 4. Gender distribution of employees by Institute (2024) in the percentage of the total number of employees of the different Institutes.

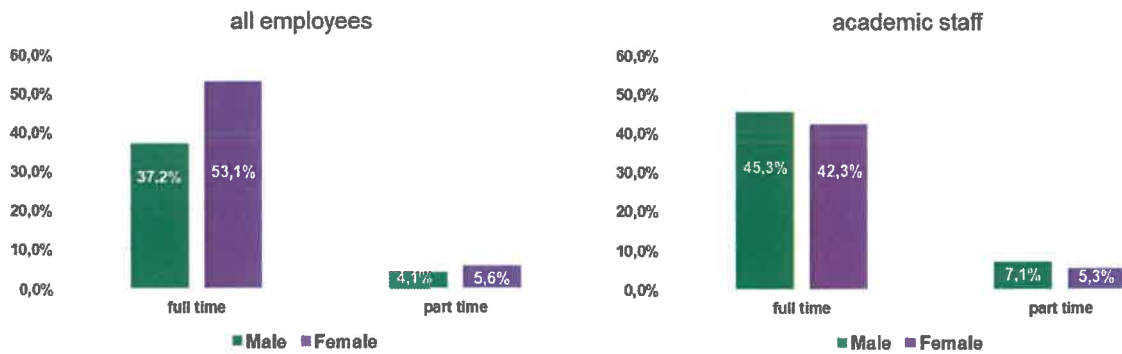
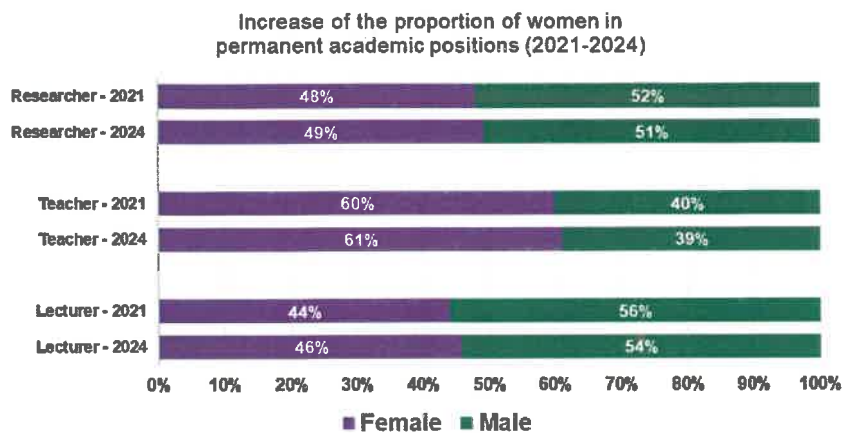
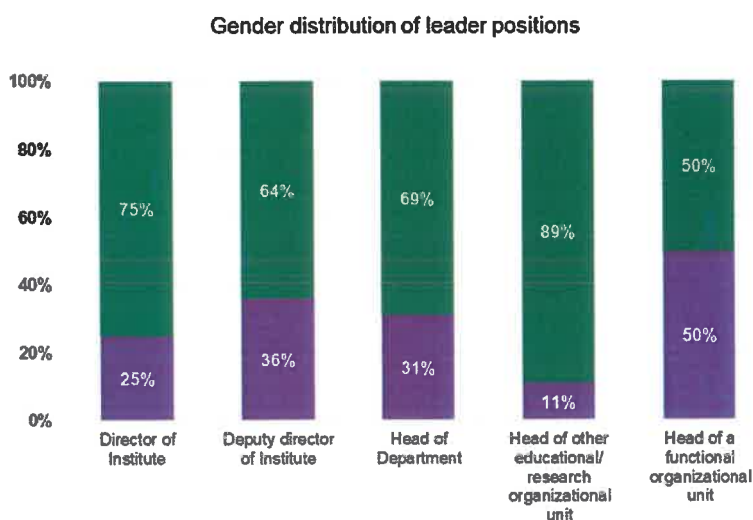


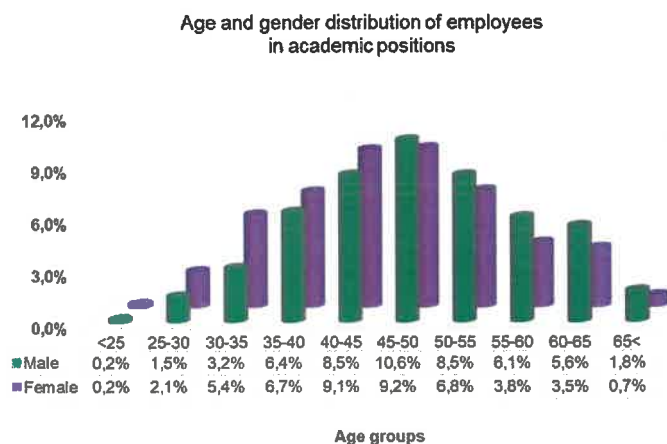
Figure 5. Gender distribution according to the contractual working hours of all employees (left side) and academic positions only (right side) in 2024. (full-time: 8 hours/day; part-time: 6 or 4 hours/day)



**Figure 6.** Increase in the proportion of women in the different permanent academic positions (researcher, teacher, lecturer) between 2021 and 2024.



**Figure 7.** Gender distribution of leader positions in 2024.



**Figure 8.** Age and gender distribution of employees in permanent academic positions (researcher, teacher, lecturer) in 2024.



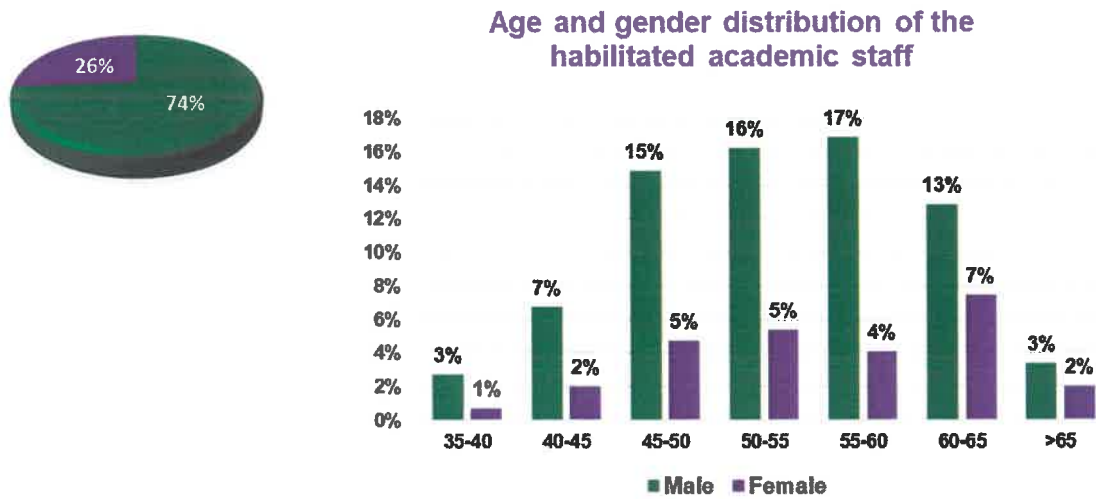


Figure 9. Age and gender distribution of the habilitated academic staff in 2024. On the left side, the pie chart represents the gender distribution of the aggregated data without age groups.

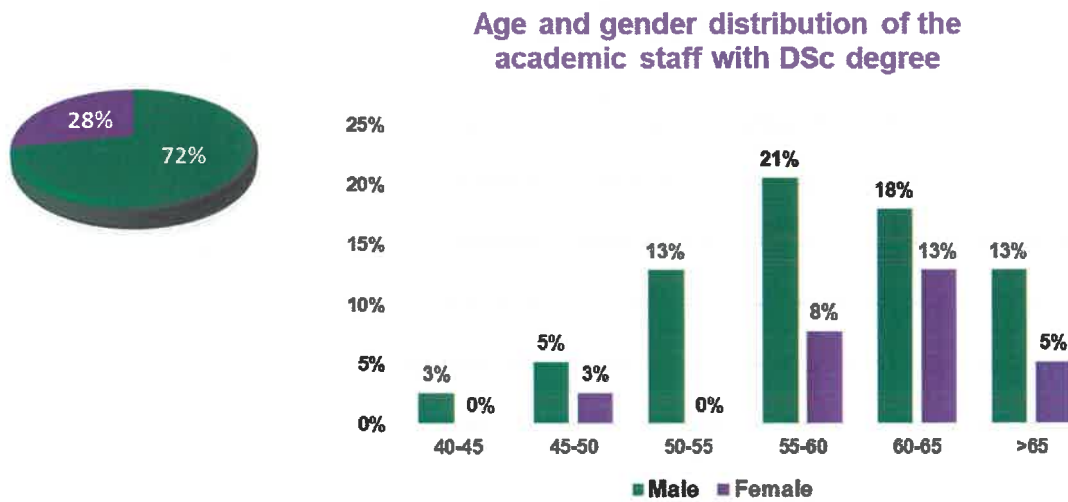


Figure 10. Age and gender distribution of the academic staff with DSc degree in 2024. On the left side, the pie chart represents the gender distribution of the aggregated data without age groups.

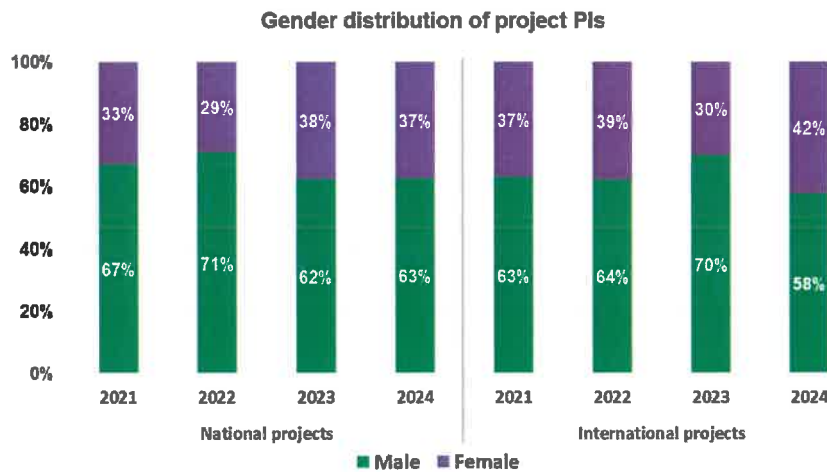


Figure 11. Gender distribution of the project principal investigators (PIs) of national and international projects in the period of 2021-2024.

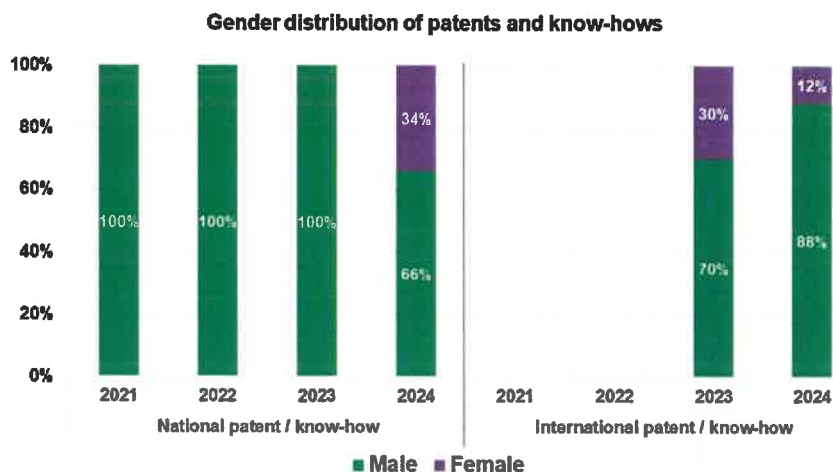


Figure 12. Gender distribution of the national and international patent applications and know-how in the period of 2021-2024.

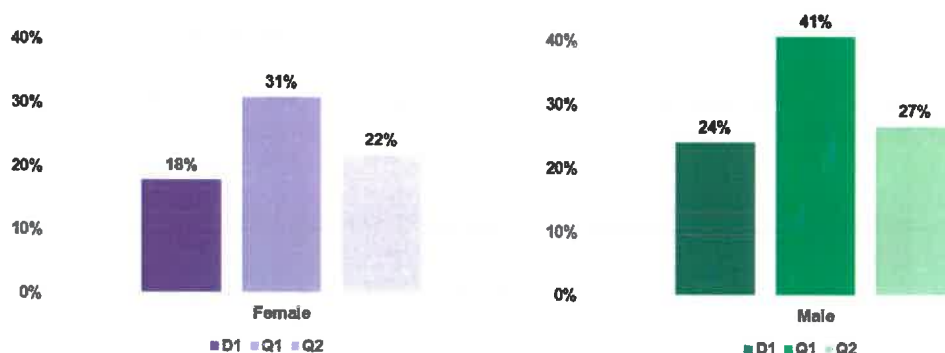


Figure 13. Gender distribution of the publication activity of academic staff (D1, Q1 and Q2 level publications) in the percentage of the employees in academic positions (researcher, teacher, lecturer) in 2024.

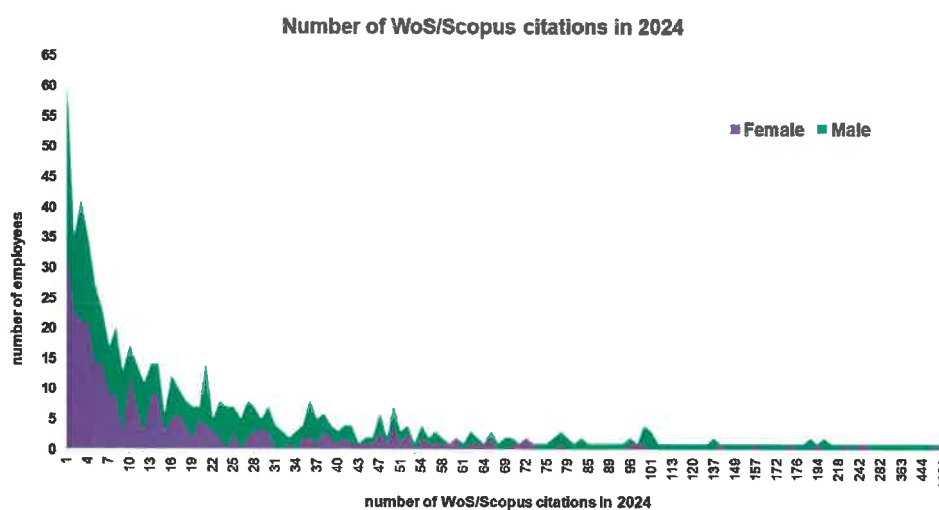


Figure 14. Gender distribution of the WoS/Scopus citations of academic staff with publications affiliated with MATE in 2024.

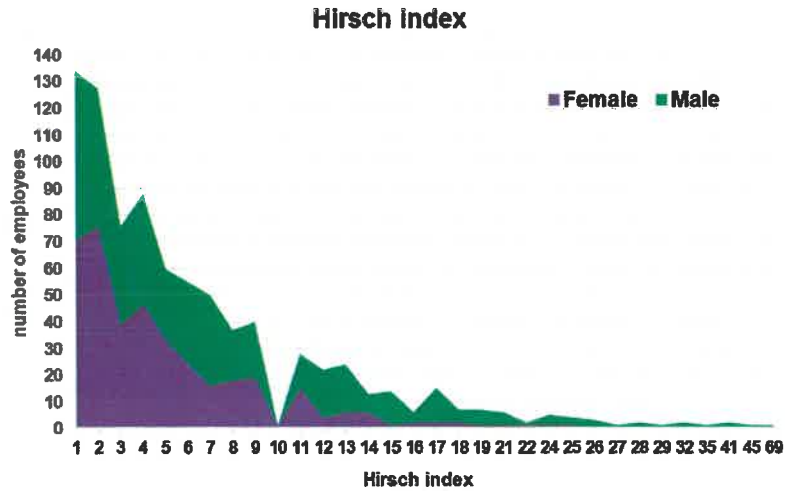


Figure 15. Gender distribution of the Hirsch index of the academic staff in 2024.

Table 1: Gender distribution of MATE employees raising a child in 2024 in the percentage of all employees.

Parents raising a child	Men (%)	Women (%)	Sum (%)
1 child	7,1%	12,6%	19,7%
2 children	6,4%	10,1%	16,5%
3 children	2,7%	3,0%	5,7%
4 or more children	0,6%	0,7%	1,3%
<b>Total</b>	<b>16,8%</b>	<b>26,4%</b>	<b>43,2%</b>

## Breakdown of students by gender

**Table 2: Gender distribution of university students at MATE by semesters.**

Period	Male				Female				All students
	Foreign	Hungarian	Total	%	Foreign	Hungarian	Total	%	
2021/22 semester II.	1074	5136	<b>6210</b>	<b>46,6%</b>	966	6146	<b>7112</b>	<b>53,4%</b>	13322
2022/23 semester I.	1119	5431	<b>6550</b>	<b>47,3%</b>	971	6315	<b>7286</b>	<b>52,7%</b>	13836
2022/23 semester II.	965	4681	<b>5646</b>	<b>47,5%</b>	880	5354	<b>6234</b>	<b>52,5%</b>	11880
2023/24 semester I.	960	5341	<b>6301</b>	<b>47,2%</b>	926	6134	<b>7060</b>	<b>52,8%</b>	13361
2023/24 semester II	705	3857	<b>4562</b>	<b>46,4%</b>	704	4572	<b>5276</b>	<b>53,6%</b>	9838
2024/25 semester I	782	4593	<b>5375</b>	<b>45,8%</b>	790	5581	<b>6371</b>	<b>54,2%</b>	11746

**Table 3: Gender distribution of PhD students at MATE in 2024 by Doctoral Schools**

Name of Doctoral School	Male		Female		Total	Hungarian	Foreign	Scholarship	Self-financed
		%		%					
Doctoral School of Environmental Sciences	26	45%	32	55%	<b>58</b>	34	24	55	3
Doctoral School of Animal Biotechnology and Animal Sciences	21	49%	22	51%	<b>43</b>	28	15	40	3
Doctoral School of Animal Sciences	15	56%	12	44%	<b>27</b>	19	8	27	0
Doctoral School of Biological Sciences	14	36%	25	64%	<b>39</b>	21	18	38	1
Doctoral of Food Science	37	47%	41	53%	<b>78</b>	36	42	68	10
Festetics Doctoral School	14	54%	12	46%	<b>26</b>	18	8	26	0
Doctoral School of Business Management and Regional Sciences	98	52%	92	48%	<b>190</b>	97	93	177	13
Doctoral School of Horticulture	21	38%	34	62%	<b>55</b>	35	20	51	4
Doctoral School of Engineering	35	81%	8	19%	<b>43</b>	18	25	41	2
Doctoral School of Plant Sciences	41	51%	40	49%	<b>81</b>	44	37	79	2
Doctoral School of Landscape Architecture and Ecology	17	44%	22	56%	<b>39</b>	22	17	38	1
<b>All PhD students (active in 2024)</b>	<b>339</b>	<b>50%</b>	<b>340</b>	<b>50%</b>	<b>679</b>	<b>372</b>	<b>307</b>	<b>640</b>	<b>39</b>

