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## **Atypical Students in Hungarian Mass Higher Education System. Regulation And Best Practices**

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### **Abstract**

The social role of higher education has changed significantly in recent decades, and this social change has not been fully reflected in the self-definition and operating model of universities. The explosive expansion of higher education has opened up access to higher education those who could not have dreamed of it a few decades ago. The change in the composition of the student body means that socially disadvantaged students are now attending universities, as are students with disabilities or learning difficulties. New student groups often arrive at university with lower levels of preparation than before, and it is neither possible nor in the interest of the educational institution to screen them out and exclude them. On the contrary, it is in their interest to win them over to further education and keep them within the walls of higher education. The effective development of an increasingly diverse student community in terms of cultural, social, and cognitive abilities requires continuous learning orientation, learning methodology support, mentoring, catch-up programs, and alumni follow-up after graduation. In our study, examining the regulation and good practices of higher education in Hungary, we focus on two student groups that differ from the traditional ones: students with disabilities and students with different learning paths.

**Keywords:** Atypical Students, Mass Higher Education, Hungarian Higher Education, Best Practices