UNIVERSITY IN THE SERVICE OF THE NATION 2026–2030

Institutional Development Plan



UNIVERSITY OF PUBLIC SERVICE
LUDOVIKA

CONTENTS

General Information and Regulatory Framework 4

Our Mission 5

The Vision for Our University for 2030 7

Our Academic Vision 8

Key Objectives of Our Education Strategy: Focusing on the Present and the Future 9

Our Key Research Areas: Focusing on the Present and the Future 10

Megatrends and the Resulting Challenges in Higher Education 11

International Benchmarking Experience and the Institutional Development Objectives of Ludovika-Ups for 2026–2030 12

University Self-Evaluation 14

The University-Wide Strategic Approach Motto: Personal Connection and Community 19

Strategic Objectives (2026–2030) 20

Development Programme Structure for Achieving Our Strategic Objectives 24

Structure for Implementing the Strategic Objectives 42

GENERAL INFORMATION AND REGULATORY FRAMEWORK

The Institutional Development Plan (hereinafter: IDP) constitutes a coherent whole and a common framework encompassing the university development objectives as defined by the maintainer of Ludovika University of Public Service (hereinafter: Ludovika-UPS or the University), as well as the University strategies and development plans that also serve those objectives.

Framework for strategic planning:
- Article X of the Fundamental Law of Hungary, in the spirit of which Ludovika-UPS is an institution of free scientific research, learning and teaching.
- Act CCIV of 2011 on national higher education.
- Act CXXXII of 2011 on the National University of Public Service and on Higher Education in Public Administration, Law Enforcement and Military Training (LUPS Act).
- Government decrees and Government decisions laying down tasks; ministerial decrees.
- Deed of Foundation and decisions of the maintainer.

The IDP will serve as the strategic compass for Ludovika-UPS for the period 2026–2030. It aims to set the direction of the University's development over the medium-term and thus lay the foundations for its long-term institutional strategy, aligning the mission of the University with the social, economic and technological changes of our time and with national and international trends in higher education.
Thus, the IDP is not merely an administrative document but also a targeted development tool that projects the future of Ludovika-UPS in terms of public service ethos, national interests and values, excellence, service and innovation.

The faculties of our University and their mottos:
- Faculty of Public Governance and International Studies (hereinafter 'FPGIS'): *Pro Publico Bono* – For the Public Good
- Faculty of Military Science and Officer Training (hereinafter 'FMSOT'): *Pro Patria ad Mortem!* – For the Homeland unto Death!
- István Nemeskürty Faculty of Teacher Training (hereinafter 'INFTT'): *Officium Pro Patria* – Duty to the Homeland
- Faculty of Law Enforcement (hereinafter 'FLE'): *Sub lege libertas* – Freedom through the Law
- Faculty of Water Sciences (hereinafter 'FWS'): *Cum Scientia Pro Aquis Hungariae!* – With Science for Hungary's Waters!

The further training units of our University:
- Institute for Public Administration Further Training (hereinafter 'IPAFT')
- Centre for the Professional Development of Teachers (hereinafter 'CPDT').



OUR MISSION

Ludovika-UPS is a Hungarian State university. Its mission is to serve the nation and to impart a way of thinking to future Hungarian public servants that focuses on the public good, whether they work in professional bodies or in other forms of state or municipal employment.

The mission of Ludovika-UPS is to train professionals in accordance with the ethos of public service and to provide government agencies with professionals capable of meeting the social, economic and environmental challenges of the 21st century in the fields of national defence, public administration, teacher training, law enforcement, water affairs and water management.
We shape a generation of young people who are eager to learn and seeking a vocation, who respect national values, who regard national interests as paramount and are committed to solidarity and cooperation, and who will assume responsibility for the future of the nation and for the Hungarian people.

THE VISION FOR OUR UNIVERSITY FOR 2030

Ludovika-UPS is a nationally and internationally recognised high-standard knowledge centre that offers attractive prospects for learning, teaching and research to those wishing to study, teach, or conduct research in the fields of public service within and outside Hungary, and is capable of communicating the mission of the University to a broader audience.

By 2030, it will provide a solid basis that:

- drives the development of the next generation of professionals and innovation in state administration and public service
- provides high-quality education for the public service professions in the service of the nation, within an academic environment that is founded on excellence, community, the primacy of national interests, and the principles of public service

Ludovika-UPS is a byword for quality education in Hungarian higher education, for innovative research, for international openness based on the representation of national interests, and for sustainable operation.

The Ludovika-UPS of the future is digital, internationally oriented but also grounded on national foundations, interdisciplinary and deeply embedded in the fabric of the Hungarian State and society while remaining faithful to the enduring tasks of all universities: the pursuit of truth and the service of national interests.

By the end of the decade, the University will have strengthened its position among the most prestigious, attractive, modern and dynamic institutions of higher education in Hungary. It plays a strategic role in education for the public service professions and, as a stable knowledge base, supports Hungarian-language higher education both in and outside Hungary. Through its European and global network of relations, it is also an active participant in international academic discourse and the international mobility of members of the University community.

Our Academic Vision

Our academic vision is founded on the unity of tradition and innovation. The objective for Ludovika–UPS is to respond to the modern challenges of academic life while preserving historical values. Its mission is to serve scholarship by strengthening the intellectual foundations of the academic community, supporting research excellence, and encouraging the creation of new research findings.

To this end, it operates an integrated research ecosystem in which the preservation of heritage, innovation, talent management, and international relations reinforce one another and contribute to progress. The partnership between the research infrastructure and cooperating organisations ensures the support of research activities, the development of a culture of publication and communication, and the professional development of young researchers.

According to the vision for the University, academic work is not only to increase knowledge, but also to accept responsibility for the nation and society: the results produced here can build a bridge between science, education, innovation and the public good. As an active member of the international scientific community, the objective of the University is to create value in both the national and global scientific arenas through the curiosity, excellence and openness of its researchers.

KEY OBJECTIVES OF OUR EDUCATION STRATEGY: FOCUSING ON THE PRESENT AND THE FUTURE

Our strategic objectives are determined by our mission to train public servants who are committed to representing the national interest in the future. Preparing them for the future means training professionals who love their country and are willing and able to serve it in every field of public service; who are educated, understand the world and possess international relations; who are capable of strategic thinking; who use the latest technologies appropriately, and are flexible, resilient and effective problem-solvers.

- TRANSFER OF VALUE-BASED KNOWLEDGE
- EDUCATION OF THE BODY, SOUL AND MIND
- IMPLEMENTATION- AND PROBLEM-SOLVING-ORIENTED APPROACH
- ADVANCED STRATEGIC PLANNING SKILLS
- FLEXIBILITY/RESILIENCE AND THE ABILITY TO ADAPT RAPIDLY TO CHANGE
- PRACTICE-ORIENTED APPROACH AND LEADERSHIP SKILLS
- INTERNATIONAL NETWORK/ABILITY TO SEE THE BIGGER PICTURE

OUR KEY RESEARCH AREAS: FOCUSING ON THE PRESENT AND THE FUTURE

One of our principal tasks is to conduct research in response to the challenges of the modern age in order to equip the public service of the future with up-to-date knowledge and tools.

	NKE					
	FPGIS	**FMSOT**	**INFTT**	**FLE**	**FWS**	**EJRC***
Research into the theory of the state, state sciences, public administration, organisational development and efficiency enhancement	✓					✓
Research into teaching, education and teacher training	✓		✓	✓		
International and geopolitical research	✓	✓			✓	✓
Research into dual-use technologies and space capabilities	✓	✓			✓	✓
Internal and external security research	✓	✓		✓	✓	✓
Migration research	✓			✓		
Research into cybersecurity, defence, the fight against cybercrime and artificial intelligence	✓	✓		✓	✓	✓
Research into economic prosperity	✓				✓	✓
Research into cooperation / joint action among the branches of public service	✓	✓		✓	✓	
Climate protection and water security research					✓	

Note: * Eötvös József Research Centre.

MEGATRENDS AND THE RESULTING CHALLENGES IN HIGHER EDUCATION

As an institution we remain open to the future, educating professionals for posterity while drawing on a body of knowledge that has been accumulating over thousands of years. Research therefore also has a natural place here, since exploring the future and preparing students for future events and challenges are among our fundamental tasks. Accordingly, it is vital to examine the future-shaping megatrends observed around the world and to develop an education and research programme that responds to them.

Demographic changes
Ageing in the Global North
Declining proportion of younger age groups in the Global North
Particularly significant social challenges caused by migration
Rapid increase in the proportion of younger age groups in the Global South → potential capacity shortages in the South

Technological changes
Digitisation and artificial intelligence (AI) in all areas of life → the importance of responsible digitisation in education
Increasing automation and accelerating technological shifts → the importance of responsible digitisation in education

Economic changes
Declining weight of the Global North
Growing weight of the Global South
Increasing number of urban-related jobs in the digital and service sectors
Widening income disparities in certain countries

Environmental changes
Intensification of the adverse effects of climate change and an increase in the number of disasters → physical infrastructure and social response systems facing challenges
Potential intensification of the adverse effects of climate change → research coverage to be expanded in the fields of resilience, effective response and damage mitigation

Changes in power and politics
Breakdown of the unipolar world order
Increasing number of military conflicts
Increasing migration pressure
Formation of blocs and fragmentation of global value chains → growing demand for the reshoring of relocated/globalised research
Intensification of ideological conflicts and required alignment within blocs

Social changes
Weakening of the middle class in certain countries of the Global North
Strengthening of the middle class in the Global South
Social atomisation and the risks inherent to the disintegration of communities
New generations as digital natives
Particularly significant social challenges caused by migration

INTERNATIONAL BENCHMARKING EXPERIENCE AND THE INSTITUTIONAL DEVELOPMENT OBJECTIVES OF LUDOVIKA-UPS FOR 2026–2030

In developing our strategic objectives, we took into account the trends observed in the domestic and international higher education environment, as well as best practices that may provide relevant lessons for the development directions of Ludovika-UPS. The purpose of the benchmark analysis was to map institutional operating patterns and educational and research solutions to which the University can formulate its own responses and which may reinforce the development processes already underway, taking into account the unique mission of the University.

The findings of the benchmark analysis confirm that the strategic objectives of Ludovika-UPS for 2026–2030 are aligned with the development trends in domestic and international higher education. The findings clearly reveal recurring trends and best practices that are in line with our institutional development efforts and may further strengthen them.

Educational practice and learning innovation
Benchmark finding:
- The growing prevalence of practice-oriented courses, virtual training and modern teaching methods.
- The development of research-based education and postgraduate programmes.

Research focuses and scientific integration
Benchmark finding:
- Priority research areas: digitisation, cybersecurity, responsible artificial intelligence, sustainability, public administration development and educational development.
- Integration of research results into decision-making and education.
- International research projects, relations with partner institutions, mobility and visiting researcher programmes.

Institutional innovation and strategic partnerships
Benchmark finding:
- Relations with state, local government and economic actors; a flexible range of programmes.

UNIVERSITY SELF-EVALUATION

STRENGTHS
- unique educational profile covering the full spectrum of public service
- advanced, modern infrastructure and environment
- strong institutional identity and value-based operation
- extensive international network of relations
- committed, practice-oriented teaching staff with practical experience
- public trust and visibility
- innovation potential in digital training development
- a diverse and dynamically expanding network of professional relations established with public service and civil institutional actors
- extensive and high-quality activities of colleges for advanced studies and student research societies supporting student excellence

WEAKNESSES
- challenges in continuously ensuring the recruitment of young teaching staff
- areas for improvement in internal knowledge transfer and integration
- organisation-level disparities in the use and level of development of digital and administrative systems
- areas for development in internal coordination and information flow
- differentiated operation due to differing Faculty-specific characteristics
- varying levels of research activity at organisation level
- rigidity of training structures
- improving awareness among certain target groups

OPPORTUNITIES
- to further strengthen the prestige of the public service vocation and sense of vocation – with the active contribution of teacher training
- integration of responsible digitisation and artificial intelligence
- expanding participation in international programmes
- growing demand for expert knowledge in public administration, national defence, law enforcement and disaster management
- strengthening the role as a regional knowledge centre
- supporting Hungarian higher education outside Hungary
- expanding multidisciplinary and market-oriented research collaborations
- expanding student mobility through new international partnerships
- promoting lifelong learning and reaching new target groups
- commercialisation of knowledge content; adult education and further training options for new target groups

CHALLENGES
- adapting to the demographic trends characteristic of Western societies
- the emergence of generational differences and their impact on lecturer–student relations
- increasing international and domestic competition
- volatility of the funding application environment and funding opportunities
- strengthening of value- and knowledge-based engagement in public life
- technological adaptation
- geopolitical challenges in international partnerships



UNIVERSITY-WIDE NEEDS AND CHALLENGES

Expanding the range of postgraduate programmes / methodological renewal / responsible digitisation in education

Internationalisation of programmes / Development of distance learning

Learning opportunities abroad; enabling programmes to be completed from abroad (distance learning)

Comprehensive digitisation of programmes; addressing the challenges posed by AI and digitisation

Community education; development of new methodologies

Developing student resilience and learning ability

Supporting climate-resilient physical infrastructure and a new climate-conscious behavioural culture

Integrating a sustainability perspective into the development and review of programme content

Developing a separate central strategy for involving PhD students in teaching and research tasks

Developing further strategic partnerships with labour market actors, covering the development of educational content, student scholarships, placements, etc.

Planning and organising community, cultural and tradition-preserving activities based on a values map and stakeholder analysis

Defining science communication priorities and a set of tools, and increasing the efficiency of resource use

MEGATRENDS

Technological changes (Digitisation and AI)

Economic changes (increase in the number of digital/ service jobs)

Environmental changes (climate change)

Geopolitical changes (military conflicts, migration pressure)

Social changes (social atomisation, new generations as digital natives)

MISSION AND VISION OF THE UNIVERSITY

Ludovika–UPS is a Hungarian State university. Its mission is to serve the nation and to impart a way of thinking to the future public servants of Hungary that focuses on the public good.

By 2030, Ludovika–UPS will be a more robust knowledge centre recognised both domestically and internationally, which:

- drives the development of the next generation of professionals and innovation in state administration and public service
- provides high–quality education for the public service professions in the service of the nation, within an academic environment founded on excellence, community, the primacy of national interests and the principles of public service

STRATEGIC OBJECTIVES AND PROGRAMMES OF LUDOVIKA–UPS

- Reaching and educating new generations of students.
- New generations of teaching and research staff working together.
- Renewed, practice– and value–oriented knowledge content should be taught and researched.
- Teaching should be delivered using modern, responsible and student–centred methods.
- New spaces for education and research should be envisaged.
- Efficient and service–oriented institutional operation and University structure are needed in the spirit of public service.

INTERNATIONAL GOOD PRACTICES

The growing prevalence of practice–oriented courses, virtual training and modern teaching methods

The development of research–based education and postgraduate programmes

Prioritising the following as research areas: digitisation, cybersecurity, responsible artificial intelligence, sustainability, public administration development and educational development

Integration of research results into decision–making and education

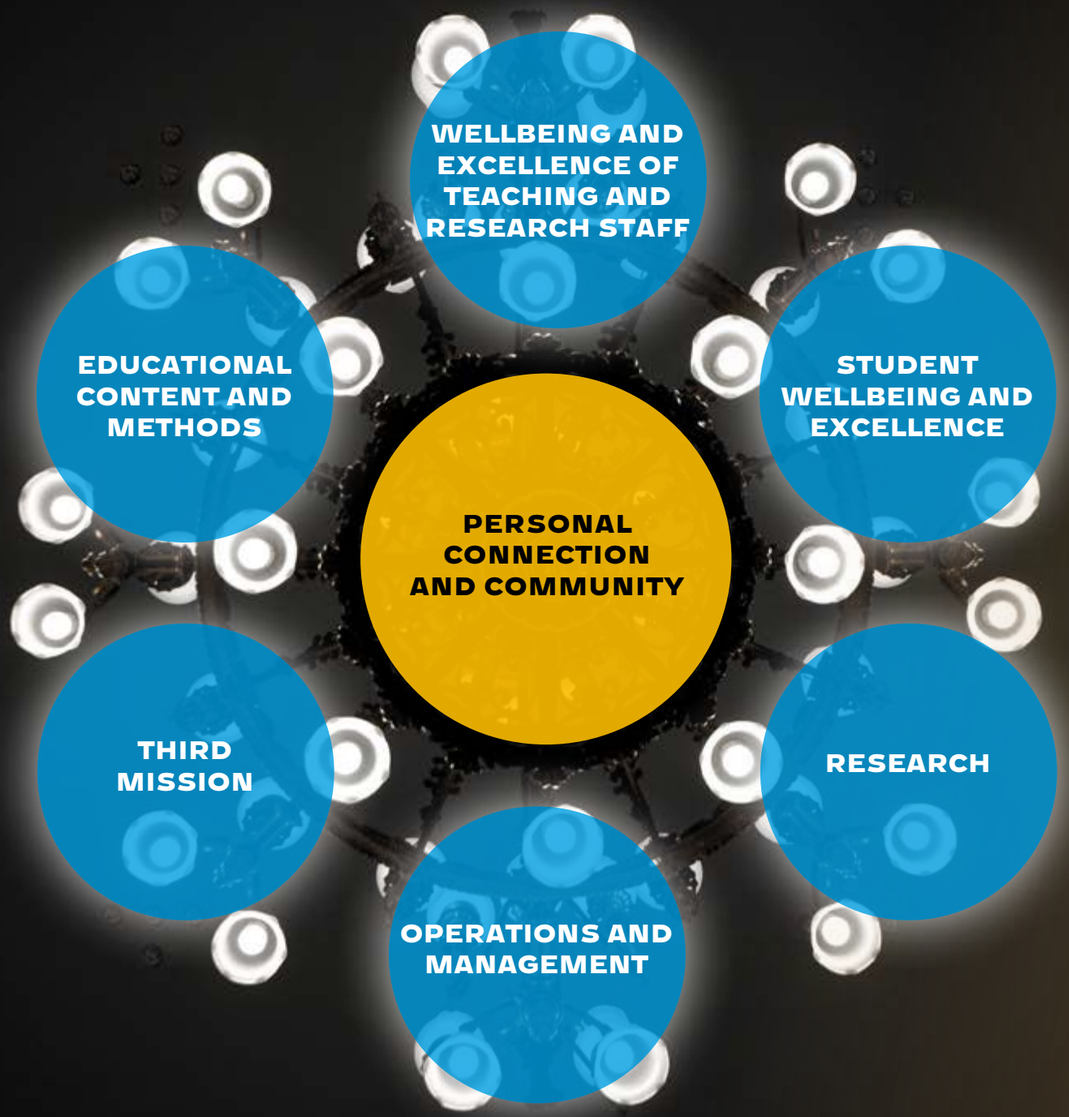
International research projects, relations with partner institutions, mobility and visiting researcher programmes

Relations with state, local government and economic actors; a flexible range of programmes

CURRENT SITUATION OF THE UNIVERSITY

A university providing a unique programme portfolio within the Hungarian higher education system and playing a key role, the flagship of public service professional education.

STRATEGIC THEMATIC AREAS OF LUDOVIKA-UPS



THE UNIVERSITY-WIDE STRATEGIC APPROACH MOTTO: PERSONAL CONNECTION AND COMMUNITY

In an age of impersonal, large-scale, technologised and digitised systems, we intend to achieve our strategic objectives through the power of personal connection and community. We believe that only personal human relationships are capable of bringing about real and meaningful change, whether such change involves embracing values, increasing knowledge or deepening the experience of belonging to a community. Accordingly, people and the community – whether students or teaching staff – are at the centre of every action related to achieving our strategic objectives, with the aim of ensuring that members of the University community receive the mentoring and personal care that enables them to develop.

This is not to imply that the University would not intend to make use of every tool offered by the digital revolution, quite the contrary: in order to have time for personal relationships and programmes that nurture them, technical and administrative processes need to be simplified, automated and digitised, increasing efficiency and enabling members of the university community to focus on what truly matters, namely helping, educating and mentoring one another.

The principle of personal connection and community permeates the entire university: the very purpose of bringing the five faculties together within one university was to enable the different professions and professional orders to understand one another and to strengthen their sense of belonging together. This provides a genuine basis for successful and effective cooperation between former students who subsequently hold positions within their respective professional orders or as public officials, teachers or teaching staff, in the performance of common public service tasks.



STRATEGIC OBJECTIVES (2026–2030)

1. THE WELLBEING AND EXCELLENCE OF TEACHING AND RESEARCH STAFF

- Ensuring over the long term a stable and motivated body of teaching and research staff performing their professional work to an increasingly high standard.
- Maintaining an environment that supports and develops the work of teaching and research staff and fosters their personal career progression.
- Facilitating and supporting the work of teaching and research staff devoted to professional tasks, collegial relationships and master–apprentice relationships.
- Increasing the number of international teaching and research staff; strengthening the international teaching and research environment.
- Increasing the involvement of doctoral students in teaching, research and operational tasks, and ensuring the development of the next generation of teaching and research staff.
- Strengthening talent development that supports the success of highly capable and motivated students by developing coordination processes serving the achievement of educational objectives.

2. STUDENT WELLBEING AND EXCELLENCE

- Educating professionals who feel a sense of responsibility towards others and the nation, who embrace and are committed to national values, are open to learning about geopolitical processes, are capable of understanding global problems, and possess a high level of self-awareness.
- Minimising the dropout of motivated students who discontinue their studies due to competence gaps, difficult life circumstances or for other reasons.
- Ensuring the optimal number of motivated applicants at every level of study and ensuring appropriate student numbers at both domestic and international level.
- Introducing students to their chosen vocation, fostering their commitment to it and educating them to be highly capable professionals.
- Maintaining student motivation and ensuring success-oriented academic progress.
- Maintaining and increasing participant satisfaction with further training programmes and examination systems.
- Expanding the portfolio of foreign-language programmes attractive to professionals capable of studying and working in an international environment.
- Ensuring student wellbeing that facilitates the successful completion of studies.



3. EDUCATIONAL CONTENT AND METHODS

- Implementation of the Ludovika-UPS Higher Education Pedagogical Support Programme; ensuring effective, high-quality, person- and value-centred, strongly practice-oriented and modern teaching and learning processes.
- Using a range of pedagogical tools that respond to the learning characteristics and needs of future generations.
- Developing and operating value-centred and practice-oriented further training systems that respond to the needs of public service employees and meet the expectations of the maintainer and employers; expanding further training portfolios.
- Ensuring general digital access to educational content for students.
- Expanding the further training services of IPAFT and CPDT.
- Creating an educational system that supports students in succeeding in the labour market and internationally, based on practical skills development, attractive foreign-language programmes, and the provision of digital access.
- Strengthening talent management that supports the success of highly capable and motivated students by developing coordination processes serving the achievement of educational objectives.
- Ensuring modern and enduring, up-to-date, practice- and value-oriented transfer of knowledge and information, and the development of student and participant competencies aligned with market and public service needs, also in the field of further training – by expanding further training portfolios to also meet the expectations of the maintainer and employers.
- Increasing the time devoted to and the effectiveness of performance in professional tasks and master–apprentice relationships by reducing administrative burdens, and developing at INFTT a world-class portfolio of teaching methodologies aligned with the public education system.
- Strengthening university-wide social responsibility and competence development through mentoring-based community learning.





4. RESEARCH

- Successfully conducting research of international significance and publishing the results sufficiently widely.
- Establishing and further developing an indispensable (multidisciplinary) research centre at national level in the fields of defence and security, law enforcement and pedagogy.
- Facilitating the attainment of doctoral degrees by doctoral students and involving the doctoral schools in research projects.
- Developing internationally competitive research infrastructure.
- Utilising marketable research results and exploiting their revenue-generating potential.
- Developing students' practical skills in response to the current and future needs of employers relevant to their field of study.

5. THIRD MISSION

- Continuing successful international relationship-building in support of domestic public policies and foreign policy.
- Professional development of the brands of Ludovika–UPS at university and faculty level.
- Maintaining and further expanding a value-centred cultural life arising from the values of the University.
- Effectively fulfilling the societal roles of the University – in alignment with the values of the University.
- Strengthening national consciousness, patriotism, social responsibility, public service ethos, equal opportunities, and talent management in the Carpathian Basin region.
- Developing the visibility of IPAFT at multiple levels.
- Building the visibility of CPDT, making programmes that renew content widely known and recognised, and developing new programme elements year by year within broad-based cooperation.

6. OPERATIONS AND MANAGEMENT

- Increasing the efficiency of the organisation of Ludovika–UPS.
- Extending modern, digitised operations to all education management and administrative processes.
- Ensuring a climate-resilient built environment that meets teaching and research needs.
- Ensuring the built infrastructure and the development and sustainability of the built infrastructure.
- Continuing to ensure the motivation of administrative staff and the conditions for work of a high professional standard.
- Making external and internal regulations bilingual and internationalising the administrative processes of the University.
- Tasks related to the establishment and accreditation of INFTT.
- Ensuring the conditions for professional work of a high standard within the network of teacher training schools maintained by Ludovika–UPS, and continuously expanding the network of teacher training and partner schools.
- Creating the motivational and operating conditions for administrative work of a high standard by strengthening organisation coordination in support of education objectives.
- Ensuring, supporting and further developing recreational and sport opportunities for members of the university community.

DEVELOPMENT PROGRAMME STRUCTURE FOR ACHIEVING OUR STRATEGIC OBJECTIVES

The 2026–2030 IDP organises its development programmes around six pillars and thematic areas. The six thematic areas consist of programmes; the programmes are linked to actions and indicators. The IDP and its implementation are based on the principle of the Plan, Do, Check, Act cycle (PDCA), and thus on a continuous spiral of planning, implementation, monitoring and improvement intervention.

Colour coding for the figures:

Blue indicates programmes that generally serve University-wide objectives and whose implementation is independent of the specific tasks of individual Faculties and units. These include developments that affect the entire operation of the University and, due to their strategic significance, are to be interpreted at University level.

Green indicates development areas that can be associated with IPAFT and CPDT. These are presented separately as both IPAFT and CPDT have a unique range of tasks and clients, as well as nationwide further training obligations, which differ significantly from the profiles of other units of the University. Due to the specific operational logic of IPAFT and CPDT, potential developments appear as a separate category in the programme structure.

Yellow highlights development programmes with an international dimension and focus. The purpose of marking them separately is to emphasise the prominent role of the internationalisation strategy of the University, as well as developments that contribute to strengthening international visibility, cooperation and mobility opportunities. These programmes aim at increasing the global embeddedness of the University.

Orange indicates programmes related to INFTT. These must be presented as a separate category because INFTT is a new faculty within the organisation of the University, and supporting its organisational, operational and educational integration is a priority. The programmes indicated facilitate the integration of the Faculty and its stable long-term operation.







1. Wellbeing and excellence of teaching and research staff





The accompanying figure presents the initiatives of the 2026–2030 IDP aimed at ensuring the wellbeing, professional development, and excellence of teaching and research staff. Together, these programmes are intended to enable the University to maintain a stable, motivated and high-quality teaching and research staff, and to continue to provide a supportive environment in which they can achieve excellence.

- **Developing Faculty-level HR strategies for teaching and research staff over the short and long term:** This priority university programme is intended to strengthen human resources planning at each Faculty over both the short and long term, within the applicable salary and status frameworks. Specifically, HR strategies covering every Faculty will be developed to assess the needs for the recruitment of teaching and research staff, the competencies required, and capacity shortages or surpluses. The programme lays the foundations for systematic succession planning and predictable career paths, supporting the sustainability of human capital.

- **Operating the promotion system for teaching and research staff:** This programme focuses on the continuous maintenance and development of the promotion





system for teaching and research staff in place at the University. Its aim is to provide teaching and research staff with a clear career path and opportunities for advancement, motivating them and facilitating their retention.

- **Developing and providing tools and services to support the promotion of teaching and research staff:** The initiative complements the operation of the promotion system by planning additional specific support tools and services for the professional development of teaching and research staff.

- **Continuing the training programme for teaching and research staff aimed at developing methodological and digital competencies:** The University is expanding an existing training programme that helps teaching and research staff maintain up-to-date methodological knowledge and digital skills. The programme provides continuous rather than one-off learning opportunities, adapting to new technologies and trends in teaching and research. Its aim is to strengthen the professional preparedness of participants, support innovative teaching and research practices, and contribute to the competitiveness of the University.

- **Reducing the administrative burden on teaching and research staff:** This programme contributes to the strategic objective of enabling teaching and research staff to use their working time even more productively and with greater added value, ultimately serving to improve the quality of teaching and research.



- **Ensuring the presence of international teaching and research staff at the University:** In support of the existing internationalisation strategy and its objectives, the aim is to increase the number of international teaching and research staff at the University, strengthening the international teaching and research environment.

- **Strategic tools for involving doctoral students:** Further developing the intensive involvement of PhD students in teaching and research tasks, as well as the framework for this, a process that supports the professional development of doctoral students and also provides a foundation for the future teaching and research staff.

- **Developing the pool of trainers vital for ensuring high-quality public service further training:** The availability on an ongoing basis of well-prepared professionals capable of delivering these courses to a high standard is a prerequisite for high-quality further training in public administration. The aim of the development programme is to expand and train the pool of further training instructors and to strengthen knowledge sharing.

- **Coordination of the activities of teaching staff and mentors engaged in coordinated talent management:** Successfully supporting highly capable students is a strategic interest, and institutional coordination of talent management activities is a prerequisite for this.





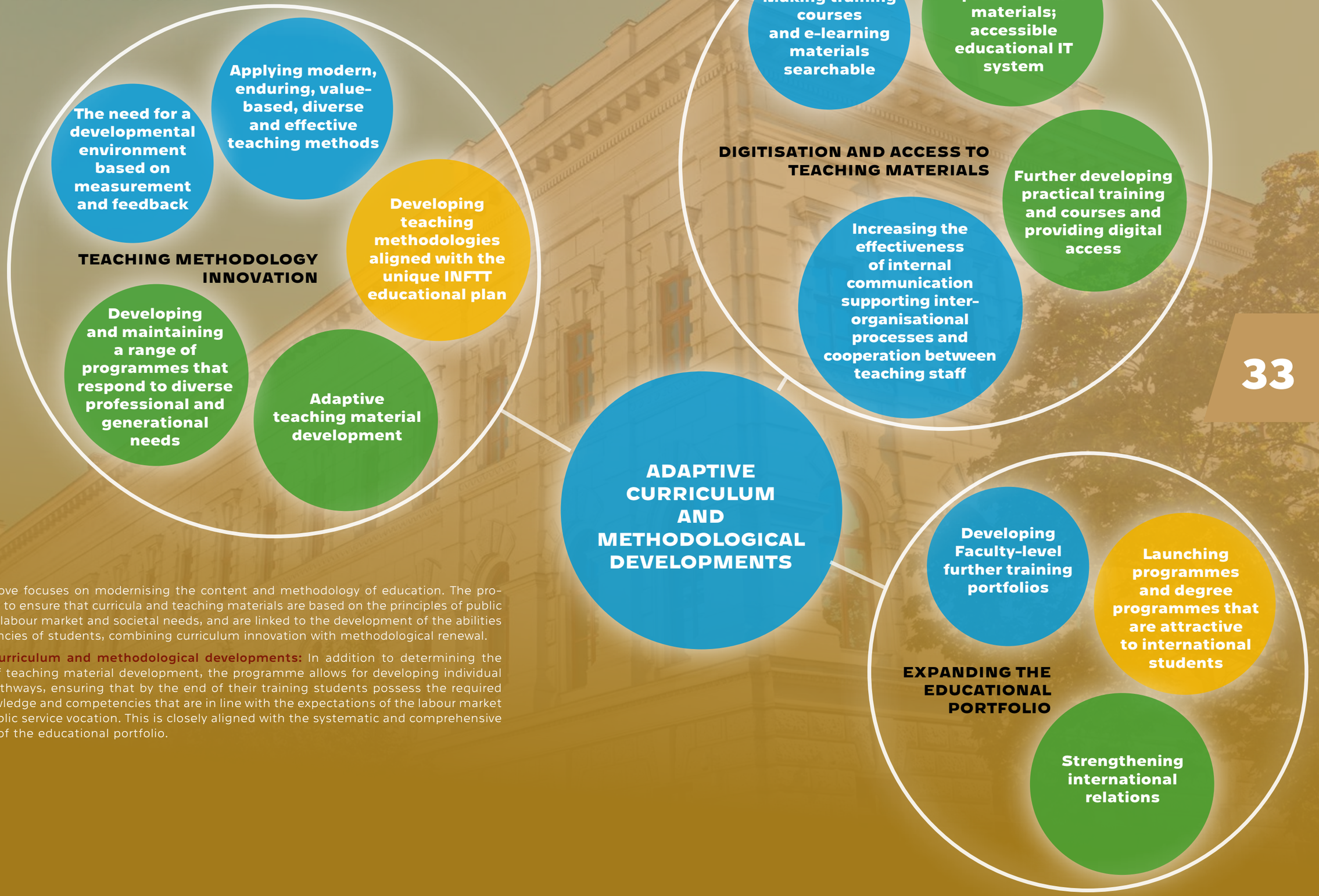
2. Student wellbeing and excellence

The programmes presented in the accompanying figure largely concern the areas of **admissions recruitment, student retention,** and **community and professional development.** Their objectives include ensuring appropriate domestic and international student numbers, reducing dropout, and improving student quality of life by providing members of the University community with community and personal support. These objectives are intended to maintain and further advance the achievements of the 2020–2025 period.

- **Domestic student recruitment process:** The aim of the programme is to increase the attractiveness of the University to local applicants. The effectiveness of domestic student recruitment is crucial for the long-term sustainability of the student number structure and also strengthens the stability of the student pipeline.
- **International student recruitment process:** In line with the strategic objective of internationalisation, the University is increasing the number of international students by launching foreign-language programmes, providing a scholarship scheme and involving foreign partner universities. Engaging and recruiting international students is being developed in parallel with domestic recruitment to achieve an appropriate composition of the student body.
- **Tools for creating an international educational environment:** The programme aims to support the integration and academic success of international students, including the provision of foreign-language teaching materials, international mentoring programmes and cultural integration programmes designed to showcase the values and beauty of Hungary.
- **Reducing student dropout:** Reducing dropout is one of the fundamental prerequisites for student excellence. This programme includes interventions that support disadvantaged students or those in difficult life circumstances, for example, through mentoring programmes, social scholarships, an academic mentoring system and counselling. The programme is linked to our retention strategy and wellbeing measures, as the University organises a comprehensive (academic, psychosocial and financial) support system to reduce dropout.
- **Reducing the risk of student burnout:** The aim of the programme is to minimise the risk of student burnout through mentoring, stress management programmes, health promotion campaigns and academic support.
- **Providing leisure and recreational activities:** The aim of this programme is to ensure that members of the University community have access at all times to community-building leisure and sport opportunities that support a healthy lifestyle, building on the unparalleled and expanding opportunities offered by the Ludovika Campus.
- **Maintaining the satisfaction with further training programmes among public officials, students and teachers:** This programme includes actions aimed at the quality review of further training materials, the development of the feedback system for public officials, students and teachers, and the improvement of client relations, and aims to ensure that motivation and satisfaction remain high among participants in further training for teachers and public service professionals.
- **Further involvement of teachers and public officials in the development of further training programmes:** We aim to strengthen participation in the planning and evaluation of training programmes as well. The aim is for further training systems to take the feedback and needs of their participants into account to the greatest possible extent.
- **Expanding the leadership development training portfolio:** The aim of the programme is for the University to increase the number and quality of further training programmes that prepare future public service leaders.
- **Increasing personal experience related to vocational practice:** Within the system of student placements, the more professional experience gained the stronger the sense of vocation and motivation; therefore, the aim of the programme is to enable students to gain personal experience of the practical aspects of their chosen career during their university years. The Faculties of the University are already at the forefront of practice-oriented education, and its further development will provide the University with a significant additional competitive advantage.
- **Extracurricular activities:** Value-based community activities enhance students' sense of belonging and contribute to maintaining wellbeing. In line with our strategic objectives, community building and ensuring student wellbeing are fundamental tasks; therefore, this programme directly seeks to strengthen the sense of community.



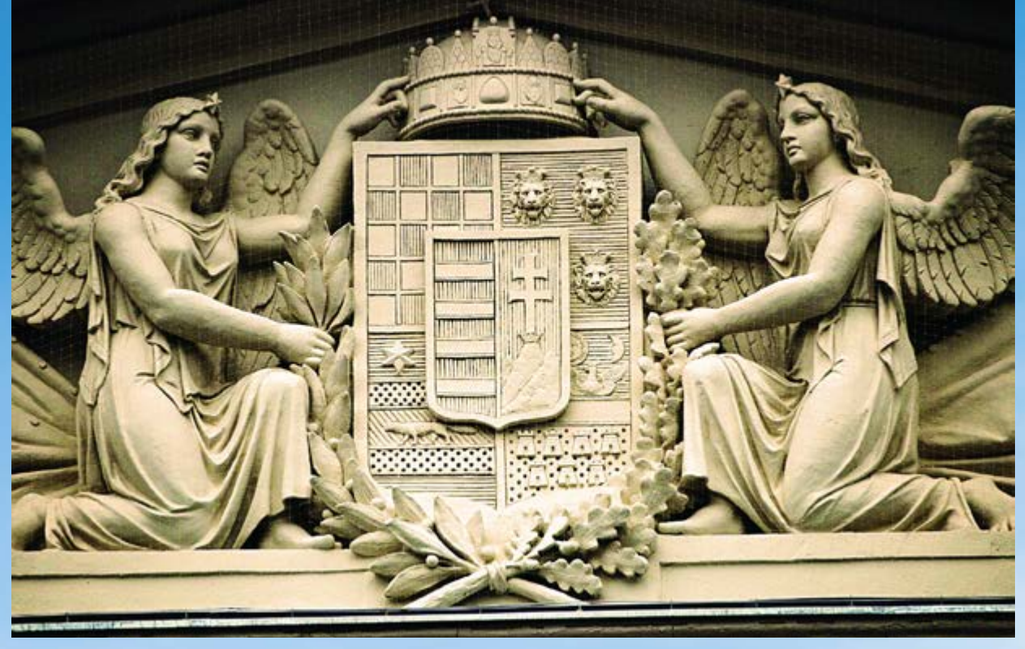
3. Educational content and methods



The figure above focuses on modernising the content and methodology of education. The programmes aim to ensure that curricula and teaching materials are based on the principles of public service, meet labour market and societal needs, and are linked to the development of the abilities and competencies of students, combining curriculum innovation with methodological renewal.

- **Adaptive curriculum and methodological developments:** In addition to determining the direction of teaching material development, the programme allows for developing individual learning pathways, ensuring that by the end of their training students possess the required lexical knowledge and competencies that are in line with the expectations of the labour market and the public service vocation. This is closely aligned with the systematic and comprehensive expansion of the educational portfolio.

- **Adaptive teaching material development:** The aim of the programme is to develop teaching materials that take into account the learning outcome requirements aligned with the actual learning outcomes and abilities of students. This alignment ensures that the learning process is both consistent and personalised: as students progress towards the defined learning outcomes, they can follow learning pathways aligned with their motivations and development needs, with a view to practising their vocation to the highest possible standard. This approach thus strengthens quality assurance not only through measurement and evaluation, but also by incorporating the experiences of students and employers.
- **Developing and maintaining a range of programmes that respond to diverse professional and generational needs:** The programme focuses on developing and further enhancing an educational portfolio that meets the needs and abilities of different age groups, as well as supporting lifelong learning.
- **Applying modern, diverse and effective teaching methods:** The aim of the programme is to expand the use of innovative teaching methods and to provide practical, interactive education that responds to the needs of the future generation and of employers in the relevant professions, as well as to policy objectives.
- **The need for a developmental environment based on measurement and feedback:** The programme focuses on measuring the learning process and obtaining wide-ranging feedback to ensure the continuous improvement of education quality.
- **Developing teaching methodologies aligned with the unique INFTT educational plan:** Because of its special role, INFTT requires a specific educational environment. This programme is aimed at pedagogical innovation in teacher training: it includes the development of modern, value-based and practice-oriented teaching methodologies adapted to the individual curriculum of INFTT.
- **Multilingual, accessible professional materials and accessible educational IT system:** The programme aims to ensure the technical accessibility of teaching materials and systems supporting education, so that the educational content developed is widely accessible (not only geographically, but also in terms of learning abilities), strengthening the principles of inclusion and equal opportunities.
- **Improving practical training and courses and providing digital access:** A central element of the programme is the enhancement of practical skills development: expanding and modernising practical classes, field exercises, laboratory sessions, simulations, shooting exercises, situational exercises and other forms of training that enable theoretical knowledge to be tested in real-life situations, and further broadening digital access to teaching materials.
- **Making training courses and e-learning materials searchable:** The programme focuses on digital services that support both teaching staff and students.



- **Increasing the effectiveness of internal communication supporting inter-organisational processes and cooperation between teaching staff:** The development programme focuses primarily on the use of IT and organisational tools that serve internal efficiency (internal communication platforms, a knowledge-sharing wiki or portfolio, and a system for exchanging experience between teaching staff).
- **Developing a Faculty-level further training portfolio:** Developing a postgraduate, adult education and further training strategy that examines professional support and funding opportunities, the available physical and human infrastructure and training needs, primarily within the national borders but also beyond them.
- **Launching training and other programmes that are attractive to international students:** A programme aimed at introducing new foreign-language programmes and specialisations, enhancing the international prestige of the University and student mobility opportunities.
- **Strengthening international relations:** Through partnerships, exchange programmes, joint educational projects and international knowledge sharing, the programme helps ensure that educational content and methods meet global expectations.

4. Research

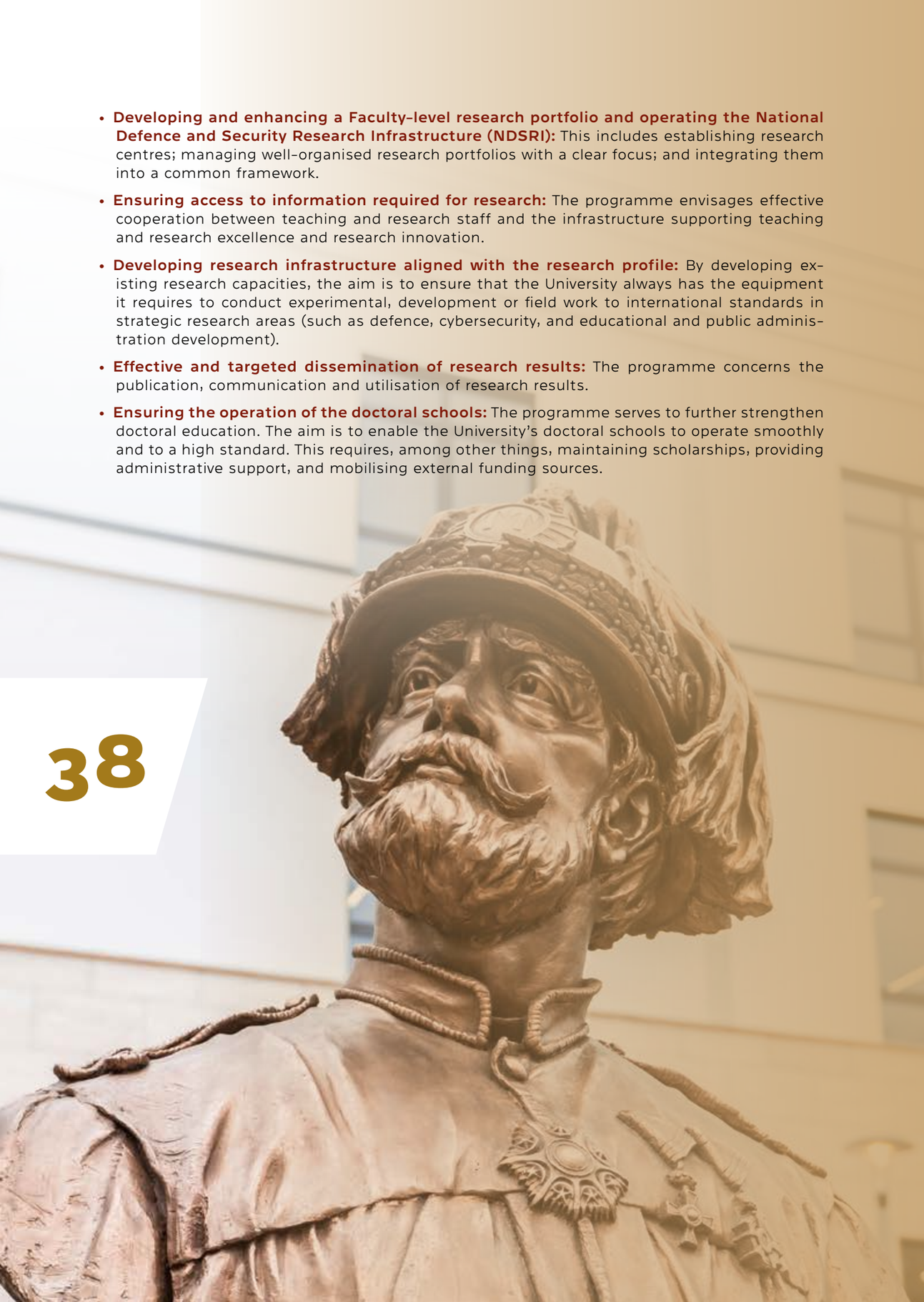


The accompanying figure focuses on the development of scientific activity and innovation. Our key strategic objective here is to develop an ecosystem that promotes research projects, which facilitates the generation of new projects and the widespread utilisation of their results. The programmes logically reinforce one another: for example, supporting the operation of the doctoral schools expands the research base; ensuring access to information resources provides a foundation for effective research; and the availability of advanced infrastructure (laboratory environment, equipment) enables competitive research.

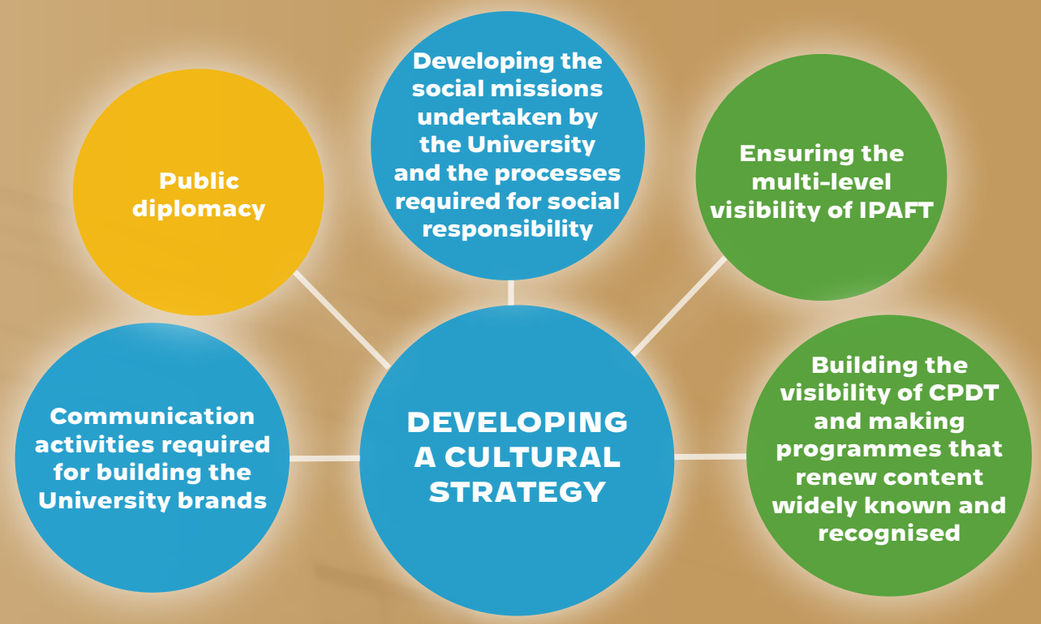
- **Developing and operating an ecosystem that generates research projects, supports their implementation and utilises their results:** The essential aim of the programme is to develop an internal support and service system, support the management of the entire research process, and create a system connecting all participants in the process.
- **Innovative content and technological developments at IPAFT:** The aim of the programme is to develop the responsible AI research potential of IPAFT and CPDT, examine the potential uses of AI and automated self-improving algorithms, and to then extend those results to public service education.



- **Developing and enhancing a Faculty-level research portfolio and operating the National Defence and Security Research Infrastructure (NDSRI):** This includes establishing research centres; managing well-organised research portfolios with a clear focus; and integrating them into a common framework.
- **Ensuring access to information required for research:** The programme envisages effective cooperation between teaching and research staff and the infrastructure supporting teaching and research excellence and research innovation.
- **Developing research infrastructure aligned with the research profile:** By developing existing research capacities, the aim is to ensure that the University always has the equipment it requires to conduct experimental, development or field work to international standards in strategic research areas (such as defence, cybersecurity, and educational and public administration development).
- **Effective and targeted dissemination of research results:** The programme concerns the publication, communication and utilisation of research results.
- **Ensuring the operation of the doctoral schools:** The programme serves to further strengthen doctoral education. The aim is to enable the University's doctoral schools to operate smoothly and to a high standard. This requires, among other things, maintaining scholarships, providing administrative support, and mobilising external funding sources.



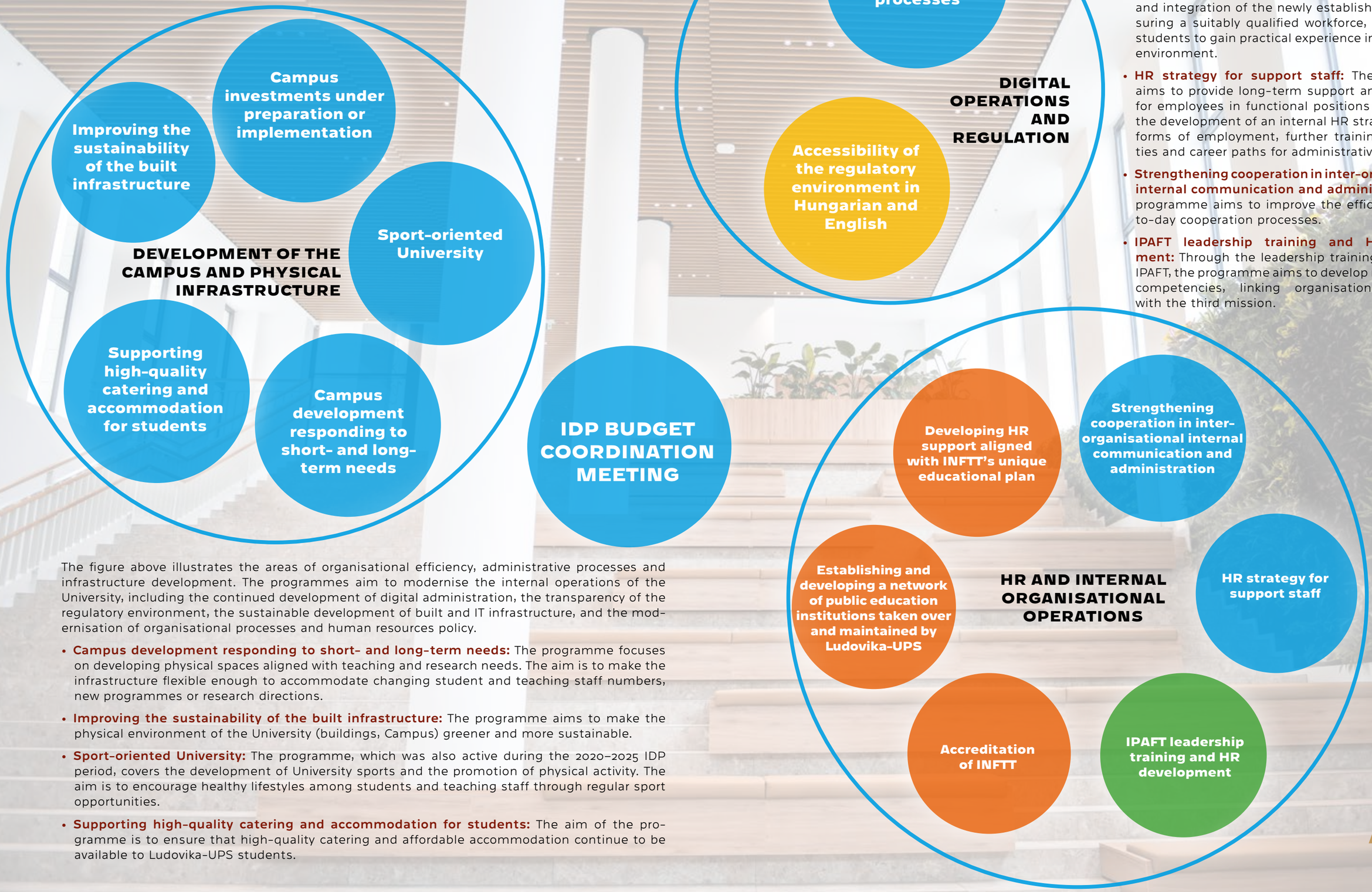
5. Third mission



The figure above covers the University's societal engagement, institutional value creation and value-based presence in public life. The programmes here primarily promote the development of the societal and cultural functions of the University, as well as its international presence. They also include brand building, scientific and international relations visibility, and social responsibility activities of the University. Together, these programmes form an integrated third mission strategy aimed at enabling Ludovika-UPS to strengthen entire segments of society through its own public service values.

- **Developing a cultural strategy:** The aim of the programme is to develop a strategy aligned with the IDP that, through the mission of community building, focuses on representing the values of the University and strengthening the already significant cultural life of the University.
- **Developing the social missions undertaken by the University and the processes required for social responsibility:** The programme includes activities that enable the University to fulfil its social mission and strengthen its societal role in line with its main missions and values.
- **Communication activities required for building the University brands:** The brand-building programme aims to develop external communication and strengthen the image of the University so that Ludovika-UPS and its units continue to be represented professionally in the media, in public life, at professional events and in public awareness.
- **Public diplomacy:** The programme focuses on developing international relations and external relations. Its aim is for Ludovika-UPS to play an active part in the foreign relations strategy of Hungary and to strengthen the international relations network of the University, supporting the international competitiveness of both research and education.
- **Ensuring multi-level visibility for IPAFT:** The essence of the programme is to ensure that the activities of IPAFT become even more widely known both nationally and internationally; the reputation of Ludovika-UPS and IPAFT should jointly strengthen the integrated image of the entire institution.
- **Building the visibility of CPDT and making programmes that renew content widely known and recognised:** The programme develops the communication presence of CPDT, expands its professional partnerships, and offers teachers high-quality, value-based, innovative further training programmes.

6. Operations and management



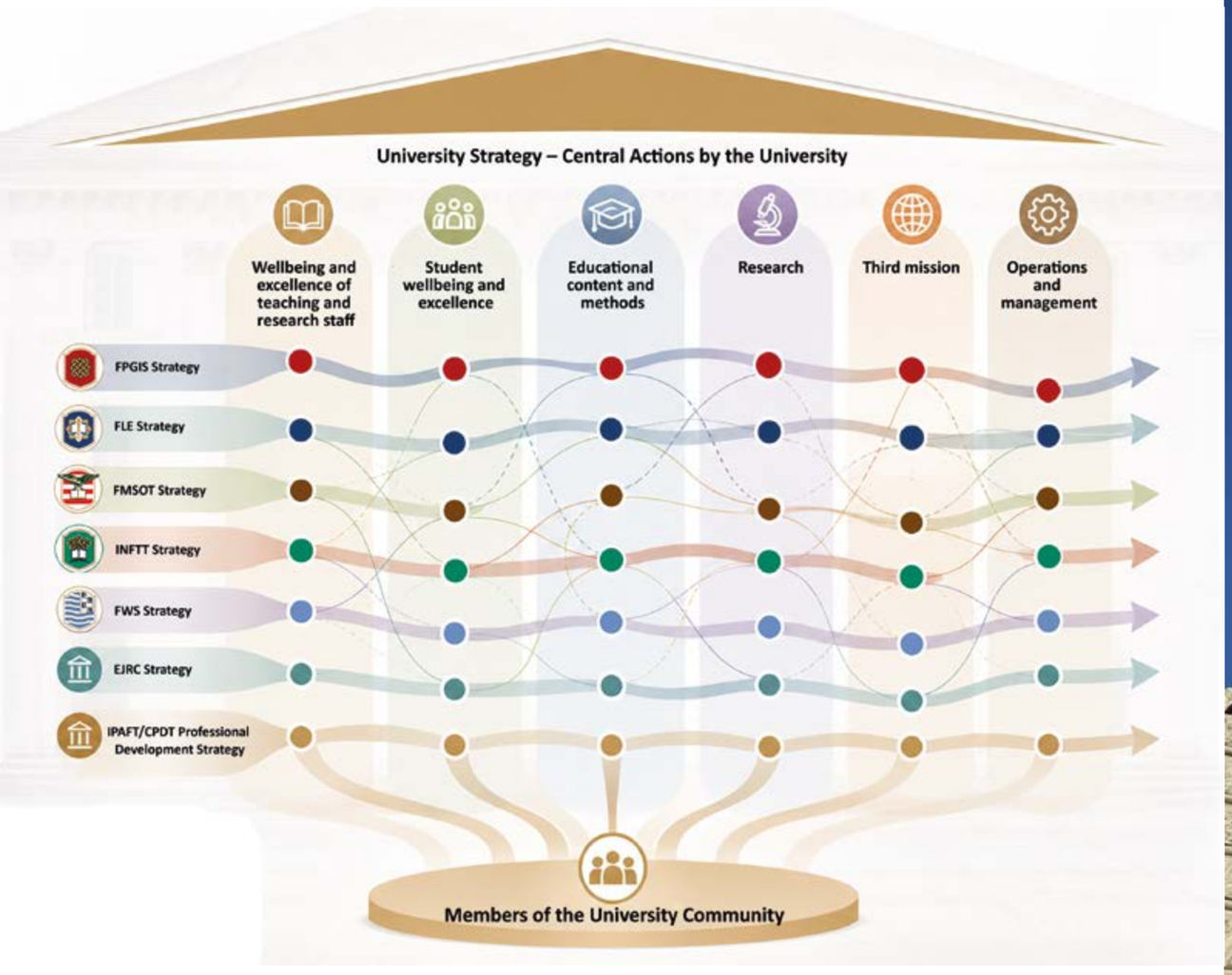
The figure above illustrates the areas of organisational efficiency, administrative processes and infrastructure development. The programmes aim to modernise the internal operations of the University, including the continued development of digital administration, the transparency of the regulatory environment, the sustainable development of built and IT infrastructure, and the modernisation of organisational processes and human resources policy.

- **Campus development responding to short- and long-term needs:** The programme focuses on developing physical spaces aligned with teaching and research needs. The aim is to make the infrastructure flexible enough to accommodate changing student and teaching staff numbers, new programmes or research directions.
- **Improving the sustainability of the built infrastructure:** The programme aims to make the physical environment of the University (buildings, Campus) greener and more sustainable.
- **Sport-oriented University:** The programme, which was also active during the 2020–2025 IDP period, covers the development of University sports and the promotion of physical activity. The aim is to encourage healthy lifestyles among students and teaching staff through regular sport opportunities.
- **Supporting high-quality catering and accommodation for students:** The aim of the programme is to ensure that high-quality catering and affordable accommodation continue to be available to Ludovika-UPS students.

- **INFTT accreditation, developing HR support aligned with the unique INFTT educational plan, and establishing a network of public education institutions taken over and maintained by Ludovika-UPS:** Programmes aimed at the accreditation and integration of the newly established INFTT, ensuring a suitably qualified workforce, and enabling students to gain practical experience in a real school environment.
- **HR strategy for support staff:** The programme aims to provide long-term support and motivation for employees in functional positions and includes the development of an internal HR strategy offering forms of employment, further training opportunities and career paths for administrative staff.
- **Strengthening cooperation in inter-organisational internal communication and administration:** The programme aims to improve the efficiency of day-to-day cooperation processes.
- **IPAFT leadership training and HR development:** Through the leadership training provided by IPAFT, the programme aims to develop management competencies, linking organisational efficiency with the third mission.

STRUCTURE FOR IMPLEMENTING THE STRATEGIC OBJECTIVES

Structure of the University strategy: Implementation of the strategic plan



The accompanying figure illustrates the structure of the institutional strategy of Ludovika-UPS. The upper part of the figure, its pediment, symbolises this summary of the IDP, which contains the mission, vision, strategic objectives and programmes of the University, which help in understanding the development directions for the 2026–2030 period.

The lower part of the figure, its columns and rows, represents the level of programmes and actions broken down to the level of University units and the University HQ, where the operational implementation of the annual progress of the IDP takes place.

The columns of the figure indicate the strategic areas: wellbeing and excellence of teaching and research staff; student wellbeing and excellence; educational content and methods; research; third mission; operations and management. These themes constitute the key areas around which the development programmes and actions are grouped. In the rows of the columns, arranged horizontally, are the respective strategies of the central University management, the individual Faculties and the strategic units, spanning all the strategic pillars and indicating that the strategy is implemented at central University level as well as at the level of the Faculties/units. The structure of the University strategy is a matrix in which the strategic dimensions appear on the vertical axis, while central University actions and the strategies of the Faculties/units appear on the horizontal axis, emphasising that the IDP is implemented along uniform programme areas while fulfilling the objectives of the Faculties/units.

A separate internal University document is prepared that identifies, also by unit, the annually planned tasks related to the implementation of the IDP, the schedule, the definition of and commitments relating to indicators, resource requirements and budget planning, and serves as a handbook for the day-to-day implementation of the strategy in accordance with the PDCA principle.




UNIVERSITY OF PUBLIC SERVICE
LUDOVIKA