Group A1

Results and policy proposals
Study-driven migration
Károly Teperics, Klára Czimre

Results

Hungarian students from neighbouring countries

- One-third of the foreign students
- Come from a catchment area with historical roots (Partium)
- Traditional majors/courses (only 6% in medical training)
- Sharpening of the competition on the higher education market
  - Can be characterised by similar demographic circumstances as the mother country, narrowing source basis (Decline in demand)
  - Widening higher educational capacity (in Hungary and abroad) – (Increase in supply)

Service buyers

- Cannot speak of a catchment area in terms of geography
- Only few marketable professions
- Typically (two-thirds) confined to medical trainings (general practitioner, dentist, pharmacist) where there are capacity limits
Changes in compliance with the concept of the "Campus Hungary" (after June 2012)

<table>
<thead>
<tr>
<th>Three professional pillars</th>
<th>Benefits for Hungary</th>
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<tbody>
<tr>
<td>1) Partial training for Hungarian students abroad</td>
<td>Increasing employability, international professional experiences, better language competencies, internationally competent adults</td>
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<tr>
<td>2) Training foreign students in Hungary</td>
<td>modernisation, quality development, development of staff and institutional competency, direct and indirect income, long-term economic consequences</td>
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<td>3) Hungarian-Hungarian student trainings</td>
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<thead>
<tr>
<th></th>
<th>2010 (based on statistics from NEFMI, with total number of students)</th>
<th>2020</th>
<th>EU average (based on Eurostat2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Outgoing</td>
<td>4,975 1.4%</td>
<td>20,000 7.6%</td>
<td>2.5%</td>
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<tr>
<td>2) Incoming</td>
<td>18,254 5%</td>
<td>30,000 11.5%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
Policy proposals – University of Debrecen

• Strengthening of cross-border co-operations for promoting study-driven migration
• Promotion of cross-border facilities for enabling students on all levels of educations
• Launching of cross-border co-operation of education and training
• Intensification of co-operation in the fields of education and training
• Training internationally competent adults for the knowledge-based society and the new economy
The increase of study opportunities in Hungarian language after 1989 was significantly slower compared to the overall expansion of higher education.

Enables students to combine the opportunity to study in native language in a small size community type educational settlement with the financial and other advantages deriving from its geographical proximity to the students’ home localities.

The symbolic value of receiving native language education seems to diminish in certain social segments belonging to the Hungarian community.

Acts as a primary pole of attraction for Hungarian high school graduates from Bihor, and also as a secondary pole of attraction for potential Hungarian candidates coming from the neighboring counties.

“Pragmatic” attitudes of adaptation to the existing educational offer, including study opportunities in Romanian language and the preference for bilingual (both Romanian and Hungarian) university studies.

It responds to the needs of Hungarian minority to have specialists with a good mastering of both Hungarian and Romanian language, and it is the only institution of higher education within the region with this kind of academic offer.

The need for native language university education is still strong among Hungarian minority members, and the efforts to enhance it enjoy a strong legitimacy.

It has numerous partnerships across the border and it fulfills an important regional and Euro-regional role.

**Hungarian Minority Higher Education in Romania, with specific reference to Bihor county (Partium Christian University) (Gábor Flóra, Györgyi Szilágyi)**
POLICY PROPOSALS

National regulations fully recognizing and favoring cultural and institutional pluralism, in order to enable potential students to freely choose among various forms and types of university education: state or private, minority language or multi-lingual, having a church conducted or lay institutional background.

Recognition of an autonomous state-owned higher educational institution for the needs of Hungarian minority, and providing Romanian public financial support for the Hungarian private universities.

Taking into account the specific minority needs and requirements in the implementation of higher education policies and reforms.
Hungary and Romanian Talent Care System in Higher Education – a Legal Approach (András Győrbíró – Tímea Ceglédi)

RESULTS

<table>
<thead>
<tr>
<th>Hungary</th>
<th>Romania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite detailed and branching regulative system</td>
<td>Void concepts, terms; less statutes dealing with this field</td>
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<tr>
<td>Talent care and its institutional system is a more organic and legitimate part of HE</td>
<td>Talent care and institutional system is a less organic and legitimate part of HE, but the liberal and egalitarian Act allows for innovative construction</td>
</tr>
<tr>
<td>Talent care is realized as a separate and emphasized task of institutions</td>
<td>The role of institutions is set in the execution of a more general mission (although the explicit obligation of dealing with outstanding students one-on-one does not appear)</td>
</tr>
<tr>
<td>Significant relationship between sociopolitical goals and talent care as a tool</td>
<td>NO significant relationship between sociopolitical goals and talent care as a tool</td>
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</table>
POLICY PROPOSALS

Hungary: The detailed regulative system assures a certain quality to any institution or initiative and offers access to central funds. However, the standards might be not equally easy to reach for various institutions in the country, taking into consideration the large differences among the regions of Hungary. The support of socially disadvantaged talented students can only be successful if the respect paid to them is not restricted to Roma Colleges for Advanced Studies and Mentor Program in the future.

Romania: The less specific regulation (althought it offers a quite significant freedom ) means few centrally managed financial resources, so the financing of the initiatives should be more predictable and sure.

∑ They can learn from each other.
Lifelong Learning in a Cross-Border Setting: the Case of Hungary and Romania
Tamás KOZMA, Károly TEPERICS, Zoltán TŐZSÉR, Edina KOVÁCS

The study on ‘Learning Regions’ across the state border of Romania and Hungary has resulted in a theoretical and a practical lesson.

(a) The theoretical lesson of the study suggests that learning regions cannot be highly developed regions only (as it is proposed by some Western experts). Learning regions depend partly on the level of cooperation among elements of innovation and knowledge production, but partly also on the political dedication, share of power and community dynamics which may characterize also regions with less developed knowledge infrastructure.

(b) The practical result of the study suggests that local and regional authorities cooperating from both sides of the state border may and should create a community climate by which regional development could be initiated even if the proper economic investment is still lacking.