CROSS-BORDER INSTITUTIONAL NETWORKS

SZEGED-SUBOTICA, 3-4TH OF DECEMBER 2011

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RESEARCH PROJECT

- The focus of Scientific Association for Hungarology Research (Subotica) is on:

Cross-boundary mobilities between Serbia and Hungary:

1. Youth migrants, commuters with educational purposes (to Hungary)
2. Commuters between SRB and H
3. Refugees arriving at Serbia (HR, BiH, KiM)
4. Cross-bonder (CBC) institutional networks, foremost institutions of higher education and civil organisations

OVERVIEW

- Numbers & Statistics & Characteristics of student's migration H-SRB (problems of higher education of the region)
- Theoretical background of empirical research (development of HE, networks, CBC)
- Empirical research (fieldwork 2010-2011)
- Summarised research results

EDUCATION OF NORTH VOJVODINA AND OF SOUTH HUNGARY

The border region is „divided" by two states, EU (Hungary) and not EU members (Serbia)

There are national, economic, social and cultural contacts between HU and SRB.

Out of the existing cooperation-channels the most active one is higher education as well as educational and research civil organizations.

It manifests (first of all) on the level of student commuters / migrants:

Hungarian minority students on the two sides of the border:

3 152 students in SRB (APV Pokr.S.za obr.,2010)

1 385 students in HU (Hungarian National Council, 2010)

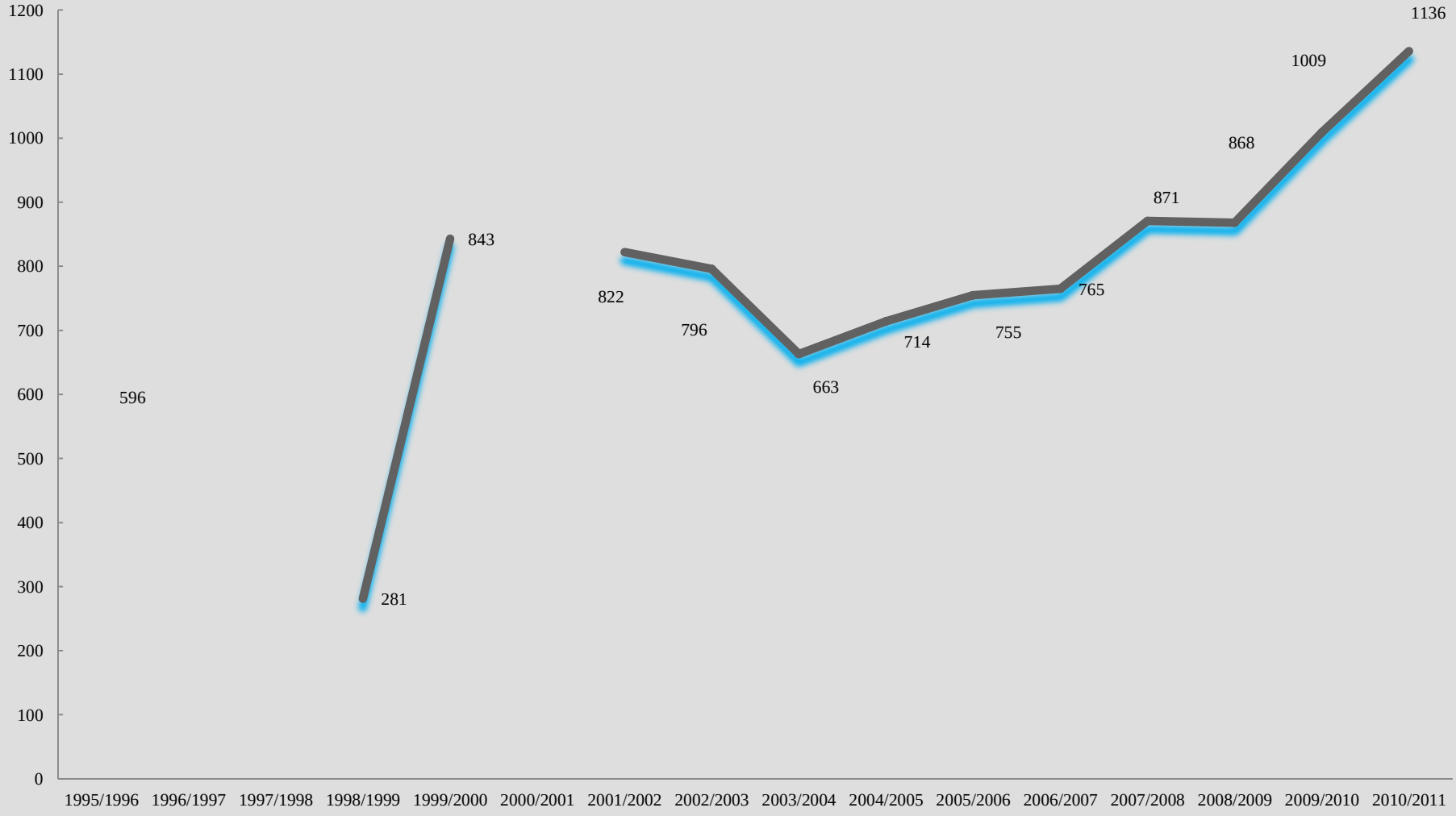
30-35% of Vojvodina Hungarian student contingent is studying in Hungary

The returning rate is very low: 30-50% - Brain drain of young Vojvodina Hungarians

COMMUTING – MIGRATION OF STUDENTS

- **The education of youth has been (and is) one of the most important roles of Hungary** *(TóthPál 1997; Gábrity Molnár 2001; T. Mimics 2001; Fábri 2008; Fercsik 2008; L. Rédei 2009)*
- It manifests **in quality education** (various offer, attractive fields of study, labour-market motives, diploma issued in EU, evolving individual interests, cultural and physically closeness – studying in border region), mother tongue, living conditions in SRB, loss of stability, etc.
- **HE is indeed a migration channel, which may be considered for the preparatory phase of permanent settling** *(Fercsik 2008)* - Brain drain.
- With their return (**returning home and intellectual network of diaspora**): intellectual capital, networks, professional and labor market experiences can be involved in the regional development of their home country *(Grečić 2001, Gredelj 2006, L. Rédei 2008, Gürüz 2008, Korhecz 2009, Hofer 2010, Brooks and Waters 2011).*
- Hungarian higher education in Vojvodina does not provide adequate potentials for these students *(Gábrity Molnár 2003-2008; Takács 2008, 2009)*
- **A wider offer of HE in region could decline the migration** with educational purposes *(Keller 2008; Takács 2009)*

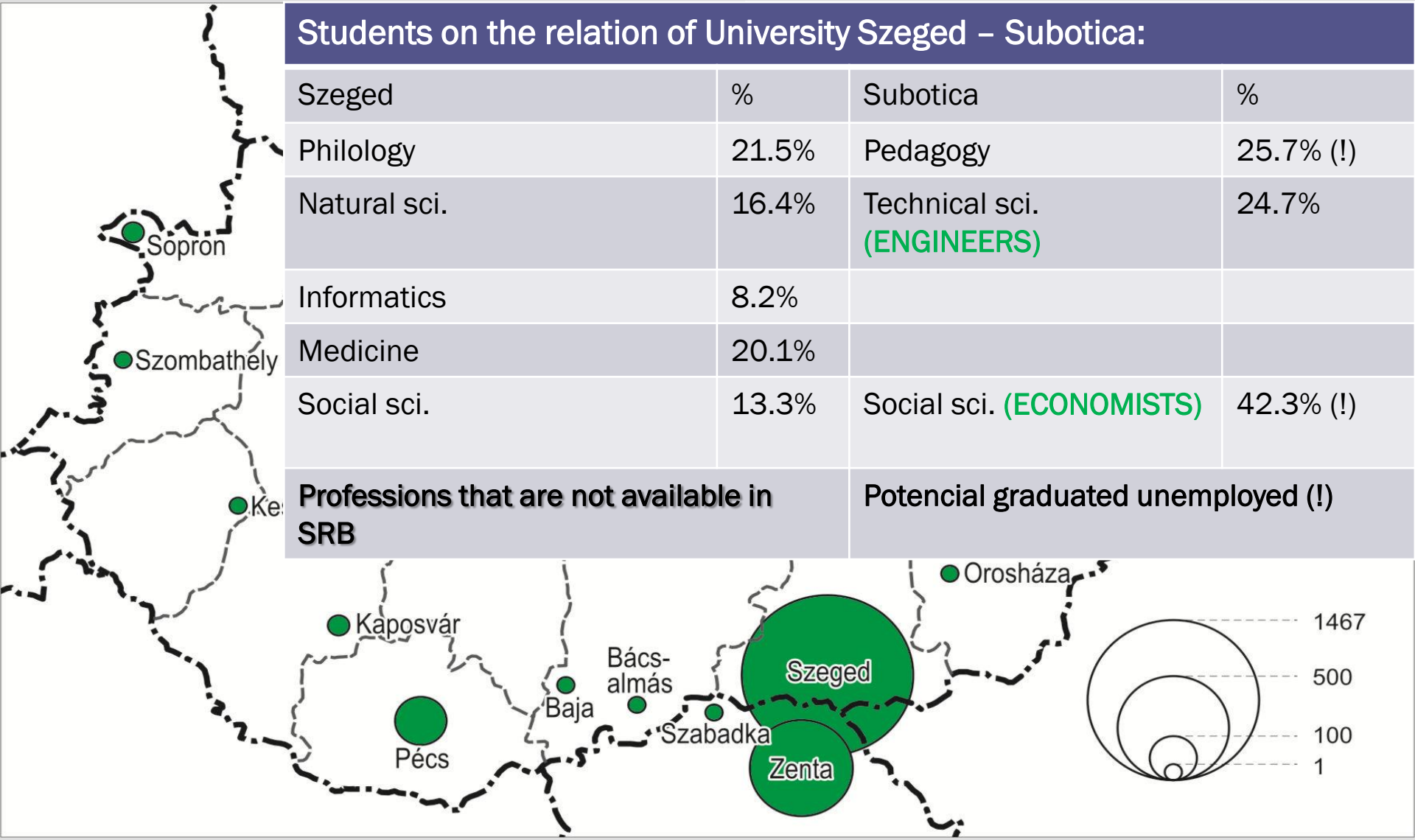
STUDENTS FROM SERBIA IN HIGHER EDUCATION OF HUNGARY 1995-2010*



Source: Statisztikai tájékoztató. Oktatási évkönyv 2010/2011., 2011
*full-time students

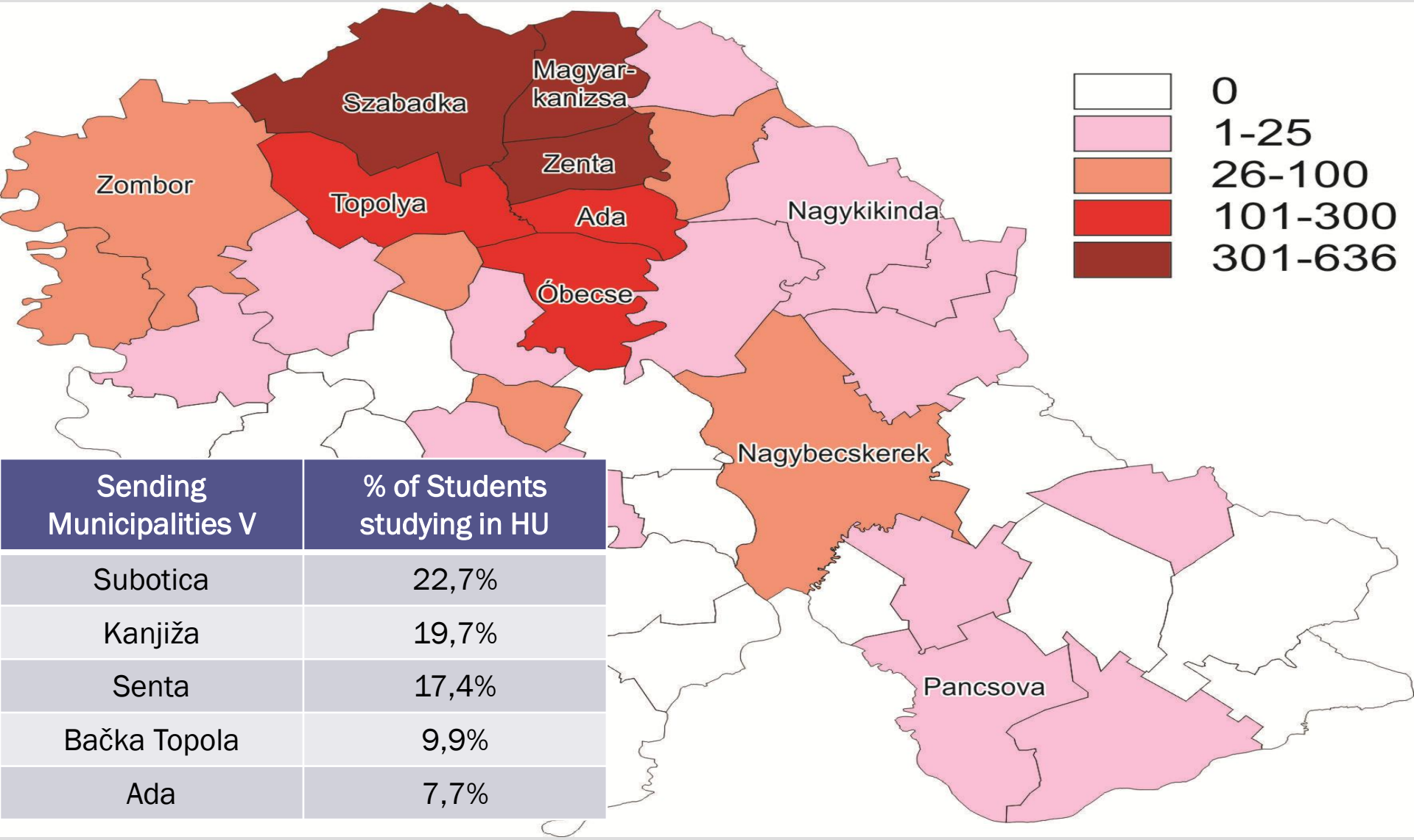
CONCENTRATION OF STUDENTS FOM VOJVODINA IN HUNGARY – IN HUNGARIAN HIGHER EDUCATION CENTRES (2005-2010)*

Students on the relation of University Szeged – Subotica:			
Szeged	%	Subotica	%
Philology	21.5%	Pedagogy	25.7% (!)
Natural sci.	16.4%	Technical sci. (ENGINEERS)	24.7%
Informatics	8.2%		
Medicine	20.1%		
Social sci.	13.3%	Social sci. (ECONOMISTS)	42.3% (!)
Professions that are not available in SRB		**Potencial graduated unemployed (!)**	



Based on Database of Educatio Kht ; Cartograhpic: Dr. Tátrai , HAS 2012
*Students in first year /matriculation N=2 806

SENDING REGIONS IN VOJVODINA (2005-2010)



Sending Municipalities V	% of Students studying in HU
Subotica	22,7%
Kanjiža	19,7%
Senta	17,4%
Bačka Topola	9,9%
Ada	7,7%

Based on Database of Educatio Kht ; Cartograhpic: Dr. Tátrai , HAS 2012
*Students in first year /matriculation N=2 806

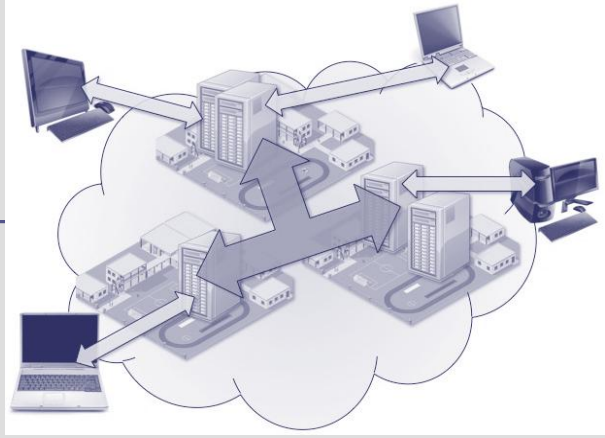
DEVELOPMENTAL AND REORGANIZATIONAL PROBLEMS OF HIGHER EDUCATION IN NORTH VOJVODINA

Based on our **previous analyses** in the region of North Vojvodina:

- Migration with educational purposes - brain drain.
- Low percentage of graduate population
- Low level of decentralization of HE in Serbia
- One-sided disciplinary distributions (supply of HE is poor)
- Labor market – unemployed graduates (economists, etc.)
- The needs of the region are marginalised (no accomodation to the transformation of socio-economic structure, labor market, etc.)

Creating chances **for institutional cooperation in higher education** (with focus on the **needs of region and Hungarian minority**)

THE RESEARCH AIM IS TO ANSWER THE FOLLOWING QUESTIONS:



- What forms of cross-border relationships exist?
- How could we describe the willingness and motivations of the institutions to cooperate?
- Do the higher educational agents have enough capacities to execute the functions of higher education development?
- How could we find a practical way of social and cultural cohesion of border region to decrease the emigration willingness of the Hungarian youth from the region?

THEORETICAL BACKGROUND 1/2

In Higher education, Regional development , CBC in HE and Minority research:

- **Model of HE** and its actors: State authority, Market, Academic oligarchy (Clark 1983)
- Local-regional elite, HE politicians, Changing Agents (Kozma 2004)
- New stakeholders and management in HE (Teichler 1998)
- Economy, regional needs and requirements (Florida 1995, Goddard 2000, Horváth 2003, Hrubos 2004)
- **Regional science organization without borders** (Kozma 2004, Berényi 2005), **general higher education of Carpathian Basin and networking** (Horváth 2003, Papp Z. 2010) and cross-border collaboration in HE (Rechnitzer 2007)

New pressure for changes: CBC in HE– no more traditional partnership (student and faculty staff exchange) (Palfreyman et al 2011)

THEORETICAL BACKGROUND 2/2

- CBC is driven by increasing global economic integration, instructional and non-instructional activities of HE institutions (Chapman-Sakamoto 2011)
- Rapidly growing segment of HE with **„new products"** such as: branch campuses, faculty development, dual degree programs, technology sharing, joint science projects, etc. ... which generate **new income** (Chapman 2007), with developing **academic entrepreneurship** (Slaughter and Leslie 1999, Hrubos 2004), „a component of the export market" (McParlane 2005)
- CBC in HE with **a both-sided benefit** (unmet demand, building capacities, reputation, etc.) (Martin 2007, Jie 2008), in which research is increasingly a borderless activity (individual based, „fluid", etc.)

- **Model of CBC in HE: factors:** a) organizational, b) financial, c) individual, d) context for collaboration (Sakamoto-Chapman 2011)

...Subjects of our empirical research are summarising their experiences.....

FIELDWORK 2010-2011

- Fieldwork in border region of SRB-HU was organized:

among the **local-regional elite** (representing stakeholders in HE), and **institution leaders on the both side of border** (in connection with the question of CBC in HE, networking and regional science organization).

INTERVIEW SUBJECTS (...)

Provincial Secretary for Education - Provincial Parliament, Novi Sad (SRB)

President of Hungarian College for Higher Education in Vojvodina, Novi Sad (SRB)

President of Scientific Association for Hungarology Research, Subotica (SRB)

Dean and **Vice-Dean** of the Hungarian Language Teacher Training Faculty, Subotica (SRB)

Supervisor of Corvinus University of Budapest, Consultation Centre, Senta (SRB)

Private Professor at EDUCONS Private University, FABUS Faculty, Subotica (SRB)

Dean for Education, Faculty of Economics in Subotica, University of Novi Sad, Subotica (SRB)

Professor at University of Novi Sad, Faculty of Economics, Subotica (SRB)

Director and **Director in charge**, Subotica Tech-College of Applied Sciences, Subotica (SRB)

Head of Department in Faculty of Civil Engineering Subotica, Subotica (SRB)

Head of Department, University of Novi Sad, Faculty of Arts, Department of Hungarian Language and Literature, Novi Sad (SRB)

(...)

Rector of Eötvös József College, Baja (HU)

Vice Rector for Education, Kecskemét College, Kecskemét (HU)

Dean of the Faculty of Arts, University of Szeged, Szeged (HU)

Vice-Dean for Education, The Faculty of Science and Informatics of the University of Szeged (HU)

Vice-Dean for International Relations, The Faculty of Low of the University of Szeged (HU)

Vice-President, Clinical Center "Albert Szent-Györgyi", Professor in Faculty of Medicine, University of Szeged (HU)

Professor in Faculty of Engineering, University of Szeged (HU)

(...)

FIELDWORK IN DETAILS

Number of interviews: 20 (age 36-75)
Occupation: Leaders of Institutions
Gender: 8 females, 12 males
Date of interviews: 2010 January-June,
2011 January-April,

Spatial distribution:

SERBIA	HUNGARY
SUBOTICA 8	SZEGED 5
NOVI SAD 3	BAJA 1
SENTA 2	KECSKEMÉT 1

RESULTS 1/3

- The higher educational agents and their environment are **highly politicized**, and full of improvisation, the **roles of agents are mixed** (E.g. teaching in private faculties), though strong institution leader mobility is present in the region
- Strong state **bureaucracy** (politically influenced, accreditation, controlled minority education)
- HE **market** is unanswered questions by the state: **private faculties, quality problems**
- Within the region there is some **competition**, but only a few **cooperations** are formed:

  Its motives: similar problems, additional financial frame, self-realization, integration…

RESULTS 2/3

- The work of research institutions (almost based on **private contacts**) is **ad hoc., improvised,** however have a wide regional and network-like institutional and borderless relationship.
- Although the **EU funds (IPA) bring some co-operation activities** to the region.
- Only **a few institutions have opened towards Hungary** (from the aspect of cross border organization of scientific life).
- The state institutions cooperate on the level of **professor and student exchange** programs.
- Institutions in Hungary would open toward Serbia, but they find the **institutions and public legislative** not adequate for that, presently (accreditation and nostrification problems, etc.).

RESULTS 3/3

- Institutions in **Hungary** are **interested** in common studies, joint programs, conferences and research projects supported by EU funds.

The present content of CBC in HE: between SRB-HU:

bilateral contracts (with fluid content), student and professor exchange (Hungarian interest); filling in the lack of professors from Hungary; new supplies (Ph.D. degree achieved in Hungary), accreditation of new majors (Kecskemét-Szabadka, technical sciences), new opportunities IPA (research, education – new major, publication, conference, stb.)

Cooperational distances:

- **Szabadka**-Baja, Kecskemét, Budapest, Debrecen, Pécs, Győr
- **Szeged**-Novi Sad, Beograd

The personal relationships generate institutional cooperations.

CONCLUSION

- The opportunities of institutional cooperation and CBC are **not exploited**
- They are mainly based on **private contacts**
- The functional operation is highly **politicized, centralized and bureaucratized** without sensibility towards minority higher education and regional development
- In order to avoid **local isolation open, dynamically changing higher educational system is required** which can quickly adjust to the demand of the market (supporting a multiethnic atmosphere, teaching in more languages)

THANK YOU FOR YOUR ATTENTION!

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