

Regional Development

IN the Romanian-Hungarian Cross-border Space -
From National to European Perspective

Edited by

Prof. Dr. István Süli-Zakar Dsc, Prof. Dr. Ioan Horga



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Cross-border co-operations

The role of the Ferenc Rákóczi II Transcarpathian
Hungarian College in the improvement of human resources of
Transcarpathia

Gyula Fodor*

Keywords: human resources, Transcarpathia

The beginning of the Ferenc Rákóczi II Transcarpathian Hungarian College (the former Transcarpathian Hungarian Teacher Training College) and the issue of its licence was a result of a "fortunate" political constellation and bargains concluded within it. The formation of the college dates back to the year 1993 when the Foundation for Transcarpathian Hungarian College was registered. Its founder members were the Hungarian Cultural Alliance of Transcarpathia, the Reformed Church of Transcarpathia, the Transcarpathian Union of Hungarian Educators and the Town Council of Beregszász. The Foundation instantly asked the György Bessenyei Teacher Training College of Nyíregyháza (Hungary) to provide the appropriate course programmes and lecturers for starting the training (I. OROSZ, 1997). Thus a so called "special training" was created, which was a transition from a correspondence course to a regular one. It means that students were taught at the weekends, from Friday noon to Sunday afternoon, i. e. when the college of Nyíregyháza could place its lecturers at disposal of the Transcarpathian institution. The training itself started in September 1994 in Beregszász, Transcarpathia with four branches: English-Geography, English-History, Primary School Teaching and Nursery School Teaching. The place for the training was found within the walls of the Hungarian Grammar School of Beregszász. After successful completion of the four-year course students have got a diploma of Hungarian pattern.

A year later the College was moved to the Technical School No. 18 of Beregszász for Garment Trade, as the number of students doubled and the Grammar School proved to be too confined for the training.

In the meantime, in summer of 1996 the College received the licence of the State Accreditation Committee of Ukraine for leading educational activity (I. Orosz, 1997). Since then the György Bessenyei Teacher Training College of Nyíregyháza have gradually withdrawn from the training in Beregszász, i. e. the lecturers from Nyíregyháza were succeeded by those from Transcarpathia. But the Transcarpathian College still functions as a foundation-school which means, that the state of Ukraine doesn't pay any financial contribution to its maintenance, but the college-leavers already receive a diploma of Ukrainian pattern. **

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In 1997 the Reformed Church of Transcarpathia put the building of former child health clinic at disposal of the college, so the fourth academic year of the institution started in a new place, and with a better financial base.

Meanwhile, according to a Ukrainian-Hungarian intergovernmental agreement the buildings of the one-time Hotel Friendship and the County Court of Law were given into the property of the college. In the former a modern, convenient students' hostel was formed, that can sleep 80. The latter has become the main building of the college, where besides the auditoriums an up-to-date centre of computer technology was created.

In December 2003 the College adopted the name of Ferenc Rákóczi II, while the former "Teacher Training" attribute was left out of the new name, in connection with starting some new, non-pedagogical fields of study (G. FODOR, 2004). III

Changes in the drawing area of the college

In the academic year of 2003-2004 the college had 314 students majoring in seven different branches. At the end of the year 51 of them have successfully passed their state exams and took their diplomas in five different fields of study.

In the academic year of 2004-2005 the college succeeded in increasing the number of branches from seven to sixteen. That means that ten new fields of study took up their duties, while one of the old branches, the English-Geography combination was wound up. At the summer entrance exams of 2004 241 students were admitted to the college, thus the number of students almost doubled and came up to 499. In the beginning of the academic year of 2005-2006 due to reasonable educational policy the number of branch options was increased to 27. But the number of students didn't go up so suddenly, as some of the new branches were started as an experiment, with only a small number of students. Thus, in the first semester of the year the college had 592 students altogether (*Figure 1.*) 561 of them were regular ones, while the rest were correspondence students of the three newly started branches. (G. FODOR, 2005).

As for the division of students among the 13 administrative units of Transcarpathia it is obvious that in the last three academic years the most students represent seven, mainly flatland districts of the region. The rest of six mountainous districts are totally missing from the drawing area of the college. This phenomenon can easily be explained, as the majority of students comes from the Hungarian block of the so called Transcarpathian lowland. Only a few undergraduates come from the small Hungarian communities of the Rahó, Técső and Huszt districts. Thus, almost 60 per cent of the students is provided by the Beregszász district due to the relatively small distances and good access. But the main reason for this is, that the Beregszász district is the "most Hungarian" administrative unit of Transcarpathia, so the most primary and secondary schools with Hungarian language of teaching are concentrated here. These schools, in turn, represent the

primary student supply of the college, what, of course, considerably determined its planting.

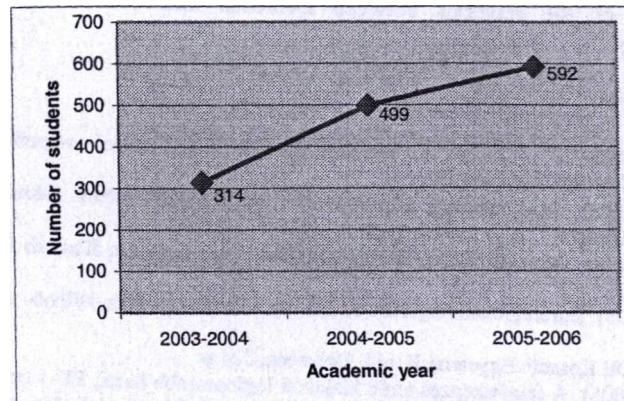


Figure 1. Changes in the number of students between 2003 and 2005 (according to the number of students enrolled in the first semester of the year) (Source: Registrar's Department)

The Ungvár district formerly was on the second place, but in the last academic year it was overtaken by the advancing Nagyszőlős district. It is interesting to ascertain, that the geographically close Munkács district with a remarkable Hungarian population is represented only by 5-7 per cent of students (Figure 2-3.) The main reason for that is the strong draining effect of the local Teacher Training College for Primary Schools and the College of Technology. All the more, the Teacher Training College regularly starts groups with Hungarian language of teaching, thus luring over many students even from the Beregszász district. (G. Fodor, 2004).

Examining the students' dispersion by fields of studies it can be said, that in the last two academic years the English-History branch is on the first place. It is running on all five years and now concentrates the 12,5 per cent of all students. This is the only field of study that has been existed from the foundation of the college and, due to the many-sided useability of the English language probably will remain popular among the undergraduates of Transcarpatina for long. The second place is presently occupied by the sole Geography branch (9,6 per cent), but its rate has decreased by more than 5 per cent in comparison with the academic year of 2004-2005. This branch wasn't started in the last two years, as it doesn't fully fit in the system of Ukrainian higher education and results a dumping of one-subject Geography teachers. So it will only exist till the running out of the extant three classes, i. e. its functioning will be ceased in three years time (G. FODOR, 2004). On the third place of the rank by fields of study is the History-Geography branch

(8,6 per cent), which gradually takes over the place in the training of Geography teachers from the English-Geography branch, discontinued in 2004. The further formation of the ranking list is shown in *Table I*.

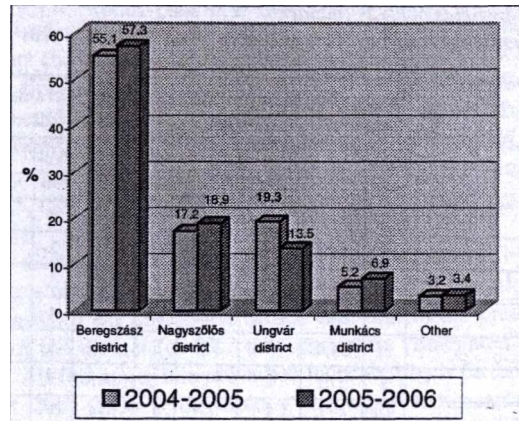


Figure 2. The division of students by districts
(Source: Registrar's Department)

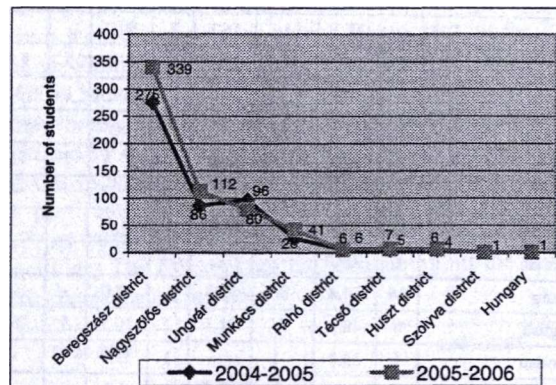


Figure 3. Changes in the number of students by districts
(Source: Registrar's Department)

The distribution of different branches by districts shows a varied picture, though the dominance of the Beregszász district is evident in the case of every field of study. Examining the most populous branches we can state, that 65,4 per cent (in the previous academic year 82,4 per cent) of students majoring in Agronomy and 65 per cent of ones majoring in Mathematics and Informatics come from this district Besides that the Beregszász district gives 60 or more per cent of the

students of English-History, Geography, Hungarian-History and Primary School Teaching branches, while in case of English-Hungarian, Hungarian-English, Geography-Biology, Geography-History, History-Geography, Hungarian-Ukrainian, Nursery School Teaching and Nursery School Teaching-Music branches its share is between 50 and 60 per cent.

On the second place of the total ranking list is the Nagyszőlős district, which has reached the highest proportion among the students of Nursery School Teaching-Music branch (40,9 per cent). It is also well-represented in case of English-Hungarian (34,3 per cent), Primary-Nursery School Teaching (30,8 per cent), Biology-Geography (27,5 per cent), Hungarian-English (26,3 per cent) and Primary School Teaching (25 per cent) branches.

Table 1. The division of students by fields of studies (2003-2005)*

* Students enrolled in the first semester of the academic year

(Source: Registrar's Department)

Fields of studies	Nr. of students %		Nr. of students 1 %	
	2004-2005		2005-2006*	
Regular students				
English-History	83	16,6	74	12,5
Geography	74	14,8	57	9,6
History-Geography	54	10,8	51	8,6
Nursery School Teaching	69	13,8	40	6,8
Primary School Teaching	53	10,6	40	6,8
Biology-Geography	25	5,0	40	6,8
Mathematics-Informatics	24	4,8	40	6,8
English-Hungarian	20	4,0	32	5,4
Agronomy	17	3,4	26	4,4
Nursery School T.-Music	-	-	22	3,7
Geography-Biology	14	2,8	20	3,4
Hungarian-English	11	2,2	19	3,2
Primary and Nursery School T.	12	2,4	17	2,9
Ukrainian-Hungarian	10	2,0	17	2,9
Primary School T.-English	14	2,8	15	2,5
Geography-History	11	2,2	14	2,4
Hungarian-History	8	1,6	10	1,7
Hungarian-Ukrainian	-	-	7	1,2
History-English	-	-	6	1,0
Primary School T.-Drawing	-	-	4	0,7
History-Hungarian	-	-	3	0,5
Primary School T.-German	-	-	3	0,5
Nursery School T.-English	-	-	3	0,5
Nursery School T.-German	-	-	1	0,2
Correspondence course students				
Primary School Teaching	-	-	13	2,2
Nursery School Teaching	-	-	10	1,7
History	-	-	8	1,4
Total	499	100,0	592	100,0

The third place of the ranking list is occupied by the Ungvár district, which can show a relatively high share only in case of less populous fields of study. For example, it gives half of the six students of the newly started History-English branch. As for the branches with greater number of students the district has reached a proportion of 20 per cent among the Biology-Geography and Hungarian-History majors.

The share of the Munkács district remains under 10 per cent in case of every older field of study (*Table II-III.*), but it gives 26,3 per cent of students of Primary School Teaching-English branch, started two years ago. The district has also reached a proportion of more than 20 per cent among the seven students of Hungarian-Ukrainian and four students of Primary School Teaching-Drawing branches. In number the district has the most students at History-Geography branch (five students or 9,8 per cent).

*Table II. The distribution of students in the districts of Transcarpathia by fields of study (academic year 2004-2005)**

** Students enrolled in the first semester of the academic year*

Fields of study	Beregszász district		Nagyszőlős district		Ungvár district		Munkács district		Other	
	Person	%	Person	%	Person	%	Person	%	Person	%
English-History	55	66,2	12	14,5	14	16,9	1	1,2	1	1,3
Geography	45	60,8	12	16,2	11	14,9	6	8,1	-	-
English-Hungarian	10	50,0	8	40,0	1	5,0	1	5,0	-	-
Agronomy	14	82,4	3	17,6	-	-	-	-	-	-
Biology-Geography	15	60,0	3	12,0	7	28,0	-	-	-	-
Geography-Biology	8	57,1	2	14,3	1	7,1	1	7,1	2	14,3
Geography-History	6	54,5	2	18,2	2	18,2	-	-	1	9,1
Hungarian-English	4	36,4	4	36,4	1	9,1	1	9,1	1	9,1
Mathematics-Informatics	11	45,8	3	12,5	7	29,2	2	8,3	1	4,2
Hungarian-History	4	50,0	1	12,5	3	37,5	-	-	-	-
Nursery School Teaching	27	39,1	14	20,3	21	30,4	4	5,8	3	4,3
History-Geography	27	50,0	8	14,8	15	27,8	3	5,6	1	1,9
Primary S. T.-English	8	57,1	4	28,6	1	7,1	1	7,1	-	-
Primary-Nursery S. T.	6	50,0	2	16,7	-	-	4	33,3	-	-
Primary School Teaching	29	54,7	5	9,4	12	22,6	1	1,9	6	11,3
Ukrainian-Hungarian	6	60,0	3	30,0	-	-	1	10,0	-	-
Total	275	55,1	86	17,2	96	19,3	26	5,2	16	3,3

The rest of the districts can't jointly show a proportion above 10 per cent in the case of any more populous branches. Though it is remarkable, that they have reached a share of 12,9 per cent among the correspondence course students.

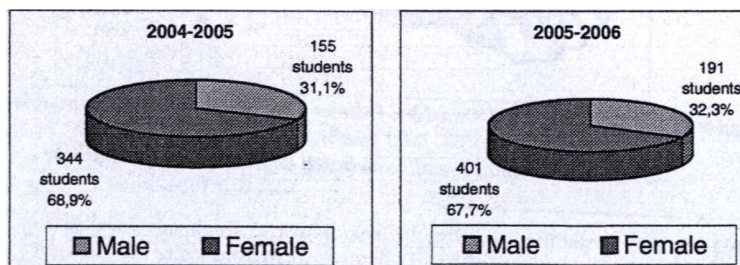
Table III. The distribution of students in the districts of Transcarpathia by fields of study (academic year 2005-2006)
* Students enrolled in the first semester of the academic year*

Fields of study	Beregszász district		Nagyszőlős district		Ungvár district		Munkács district		Other	
	Person	%	Person	%	Person	%	Person	%	Person	%
English-Hungarian	17	53,1	10	31,3	2	6,3	3	9,4	-	-
English-History	48	64,9	11	14,9	12	16,3	2	2,7	1	1,4
Biology-Geography	18	45,0	11	27,5	8	20,0	3	7,3	-	-
Geography	37	64,9	6	10,5	10	17,5	4	7,0	-	-
Geography-Biology	11	55,0	4	20,0	2	10,0	1	5,0	2	10,0
Geography-History	8	57,1	2	14,3	2	14,3	1	7,1	1	7,1
Hungarian-English	10	52,6	5	26,3	2	10,5	1	5,3	1	5,3
Mathematics-Informatics	26	65,0	6	15,0	5	12,5	2	5,0	1	2,5
Hungarian-History	6	60,0	1	10,0	2	20,0	1	10,0	-	-
Hungarian-Ukrainian	4	57,1	1	14,3	-	-	2	28,6	-	-
History-English	2	33,3	1	16,7	3	50,0	-	-	-	-
History-Geography	29	56,9	7	13,7	9	17,6	5	9,8	1	2,0
History-Hungarian	1	33,3	1	33,3	-	-	1	33,3	-	-
Ukrainian-Hungarian	9	52,9	4	23,5	-	-	3	17,6	1	5,9
Nursery School Teaching	20	50,0	10	25,0	7	17,5	2	5,0	1	2,5
Nursery School T.-English	2	66,7	-	-	1	33,3	-	-	-	-
Nursery School T.-Music	11	50,0	9	40,9	1	4,5	-	-	1	4,5
Nursery School T.-German	1	100,0	-	-	-	-	-	-	-	-
Primary School Teaching	26	65,0	5	12,5	6	15,0	-	-	3	7,5
Primary School T.-English	8	42,1	4	21,1	2	10,5	5	26,3	-	-
Primary School T.-German	1	33,3	-	-	1	33,3	-	-	1	33,3
Primary-Nursery School T.	8	61,5	4	30,8	1	7,7	-	-	-	-
Primary School T.-Drawing	1	25,0	-	-	-	-	1	25,0	2	50,0
Agronomy	17	65,4	4	15,4	4	15,4	1	3,8	-	-
Correspondence courses	18	58,1	6	19,4	-	-	3	9,7	4	12,9
Total	339	573	112	189	80	133	41	63	20	34

As to the sexual composition of the students, we can ascertain, that at the Ferenc Rákóczi II Transcarpathian Hungarian College the strong female surplus became stable: in the present academic year (2005-2006) the female students make up almost 68 per cent of all undergraduates. Though it is true, that their share has diminished by more than 1 per cent from the last year, this stays within the normal limits of annual fluctuation, so doesn't make a remarkable decrease in their proportion likely in the near future. All this proves again, that the teaching profession in Transcarpatina is also becoming a female preserve (*Figure 4.*)

This female surplus is especially striking among the students from the Beregszász district, as 71,4 per cent (in the previous academic year 71,3 per cent) of them are women.

Finally, the distribution of the Beregszász district students by settlements of the district was examined. The district, as it was already mentioned, forms the primary student basis of the college. It turned out, that in the previous year 75 of the 275 students of the district (or 27,3 per cent) were "delegated" by the town of Beregszász itself. All the more, this share has increased by a further per cent in the academic year of 2005-2006. From among the other settlements of the district Mezővári, Nagyberég, Makkosjánosi, Beregdéda, Bányú, Beregsom, Beregújfalú, Gát, Bene and Badaló are represented by ten or more students each (*Figure 5.*). On the other hand there are eight villages in the district (mostly inhabited by Slavs), that doesn't give a single student to the college. As to the percentage of separate settlements, there is a close competition behind Beregszász, as the following seven villages are placed within a difference of 2 per cent. Among them the biggest proportion is kept by Mezővári, having 19 students (5,6 per cent). It is followed by the villages of Nagyberég, Makkosjánosi and Beregdéda (4,7 per cent each), which are closely succeeded by the urban settlement of Bányú (4,4 per cent) and then by Beregújfalú and Gát (3,5 per cent each). The rest of the villages can only show a share under 3 per cent: Beregsom, Bene and Badaló (2,9 per cent each), Csonkapapi (2,7 per cent) Sárosroszi, Nagybégány, Nagymuzsaly and Bótrágy (2,4 per cent each) etc. The full ranking list, containing all the settlements of the Beregszász district is presented in *Table IV.*



*Figure 4. The sexual structure of the students
(Source: Registrar's Department)*

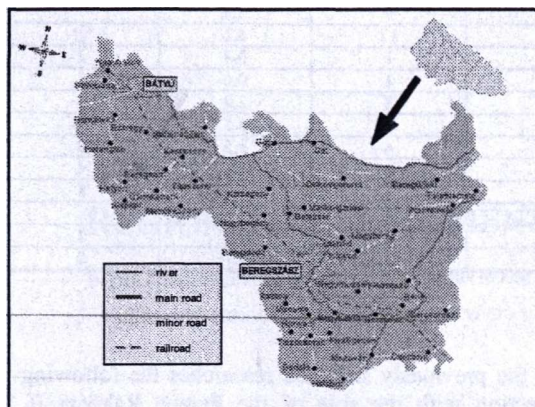


Figure 5. The settlements of the Beregszász district
(Source: after Vasilenko O. M. (1993), own editing)

Table 4. The distribution of students from the Beregszász district by settlements*
* Students enrolled in the first semester of the academic year
(Source: Registrar's Department)

Settlement	2004-2005		2005-2006	
	Person	%	Person	%
Alsóremete	-	-	-	-
Asztély	3	2,2	3	0,9
Badaló	6	2,3	10	2,9
Balazsér	1	0,4	1	0,3
Bátyú	10	3,6	15	4,4
Bene	6	2,3	10	2,9
Beregdeda	14	5,1	16	4,7
Beregsom	10	3,6	10	2,9
Beregszász	75	27,3	96	28,3
Beregújfalú	9	3,3	12	3,5
Borzsova	4	1,5	6	1,8
Bótrágy	8	2,9	8	2,4
Cserfáivá	5	1,8	6	1,8
Csikósgorond	-	-	1	0,3
Csonkapapi	9	3,3	9	2,7
Danyilivka	-	-	-	-
Felsőremete	-	-	-	-
Gát	9	3,3	12	3,5
Gut	2	0,7	2	0,6
Halábor	6	2,3	7	2,1
Harangláb	3	1,1	2	0,6
Hetyen	2	0,7	1	0,3
Hunyadi	-	-	-	-
Kastanove	-	-	-	-
Kigyós	4	1,3	6	1,8
Kisbégány	4	1,3	4	1,3
Kispapi	1	0,4	-	-
Kovácszó	-	-	-	-
Macsola	1	0,4	1	0,3

Makkosjánosi	13	4,7	16	4,7
Mezőgecse	3	1,1	4	1,2
Mezőkaszony	9	3,3	7	2,1
Mezővári	17	6,2	19	5,6
Nagybakos	1	0,4	2	0,6
Nagybakta	1	0,4	1	0,3
Nagybégány	8	2,9	8	2,4
Nagybereg	14	5,1	16	4,7
Nagymuzsai	4	1,3	8	2,4
Rafajnaújfalú	5	1,8	4	1,2
Sárosroszi	4	1,5	8	2,4
Tasnád	-	-	-	-
Tiszacsoma	2	0,7	2	0,6
Zápszony	2	0,7	6	1,8

Conclusions

On the base of the previously sketched researches the following findings can be stated in connection with the role of the Ferenc Rákóczi II Transcarpathian Hungarian College in the improvement of human resources of Transcarpathia:

1. the college is the only institution of higher education with Hungarian language of teaching in the whole Ukraine, so it is of crucial importance for the development of Hungarian human resources of Transcarpathia
2. it is also the only institution of higher education with Hungarian language of teaching outside Hungary, that is officially accredited by the state it is in
3. the vast majority of the students comes from the Beregszász district, but the share of the Nagyszőlős and Ungvár districts is also remarkable
4. more than one-fourth of the Beregszász district's students come from the town of Beregszász itself
5. in the sexual structure of the students there is an obviously great female dominance.

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