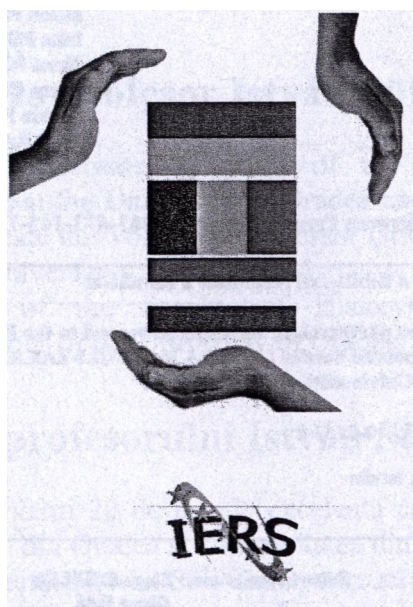


Ioan HORGA

István SÜLI-ZAKAR

CROSS-BORDER PARTNERSHIP

*WITH SPECIAL REGARD TO THE HUNGARIAN-
ROMANIAN-UKRAINIAN TRIPARTITE BORDER*



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CROSS-BORDER PARTNERSHIP
*WITH SPECIAL REGARD TO THE HUNGARIAN-
ROMANIAN-UKRAINIAN TRIPARTITE BORDER*

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Mély tisztelettel Süli-Zakar István professzornak

A Nagyváradai Egyetem és a Debreceni Egyetem 20 éve tartó, kiváló együttműködésének megünneplése alkalmából, dedikáljuk ezt a kötetet Süli-Zakar István professzornak, aki ebben az évben betölti 65-ik életévét.

Erben, egészségben gazdag
BOLDOG SZÜLETÉSNAPOT KÍVÁN a Nagyváradai Egyetem, Történelem, Földrajz és Nemzetközi Kapcsolatok Kar Tantestülete.

Tribute to profesor István Süli-Zakar

In order to celebrate 20 years of an exquisite scientific collaboration between the University of Oradea and the University of Debrecen, we dedicate this volume to professor István Süli-Zakar, who has this year the anniversary of 65 years old.

The board of the Faculty of History, Geography and International Relations of the University of Oradea.

Omagiu profesorului István Süli-Zakar

Pentru a sărbători 20 de ani de excelentă colaborare științifică dintre Universitatea din Oradea și Universitatea din Debrecen dedicăm acest volum profesorului István Süli-Zakar, care anul acesta împlinește frumoasa vârstă de 65 ani.

Colectivul Facultății de Istorie, Geografie și Relații Internaționale din cadrul Universității din Oradea.

Changes in the Attraction Zone of the Ferenc Rákóczi II Transcarpathian Hungarian College

Gyula FODOR'

Abstract: The Ferenc Rákóczi II Transcarpathian Hungarian 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. 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. The vast majority of the students comes from the Beregszász district, but the share of the Nagyszőlős and Ungvár districts (all of them in Transcarpathia) is also remarkable.

Keywords: attraction zone, Ferenc Rákóczi II Transcarpathian Hungarian College

The First Steps

The beginning of the Transcarpathian Hungarian Teacher Training College (the later Ferenc Rákóczi II Transcarpathian Hungarian College) in Beregszász and the issue of its licence was a result of a favourable political constellation and some bargains concluded between the leaders of the Hungarian minority of Transcarpathia and the state of Ukraine. The actual formation of the college started in 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 asked the György Bessenyei Teacher Training College of Nyíregyháza (Hungary) to provide the appropriate course programmes and lecturers for starting the training (I. Orsz., 1997).

In this way a so called special training was created, which was a transition from a correspondence course to a regular one. This means that students were taught at the week-ends, usually 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, 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 the summer of 1996 the College received the licence of the State Accreditation Committee of Ukraine for leading educational activity (I. Orsz., 1997). Since then the György Bessenyei Teacher Training College of Nyíregyháza have gradually withdrawn from the training in Beregszász, which means that the lecturers from Nyíregyháza were succeeded (replaced) by those from Transcarpathia. But the Transcarpathian College still functions as a foundation-school i. e. the state of Ukraine doesn't pay any financial contribution to its maintenance, though the college-leavers already receive a diploma of Ukrainian pattern (G. Fodor, 2005).

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 students. 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).

Changes in the Attraction Zone 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 the 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).

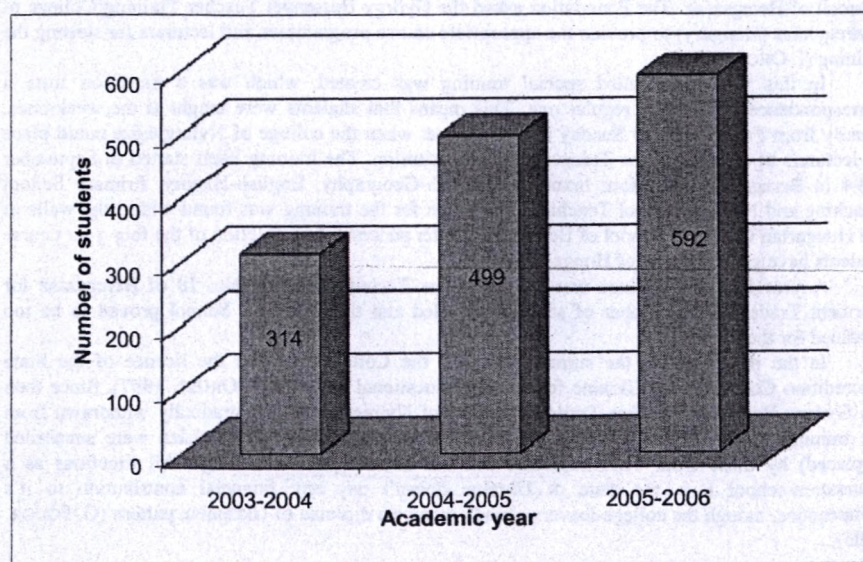


Figure 1. Changes in the number of students between 2003 and 2006 (according to the number of students enrolled in the first semester of the academic year) (Source: Registrar's Department)

As for the division of students among the 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 mountaneous districts are totally missing from the attraction zone 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, Técs 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. The Ungvár district formerly was on the second place, but in the previous 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).

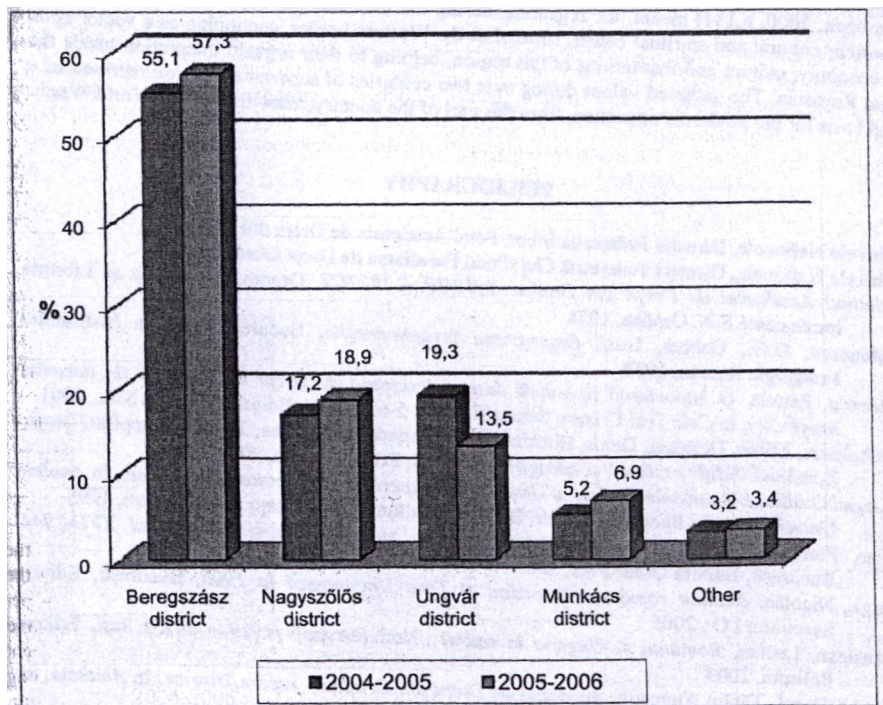


Figure 2. The division of students by districts
(Source: Registrar's Department)

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 Transcarpathia 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 three 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 two classes, i. e. its functioning will be ceased in two years time (G. Fodor, 2005). 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 1*.

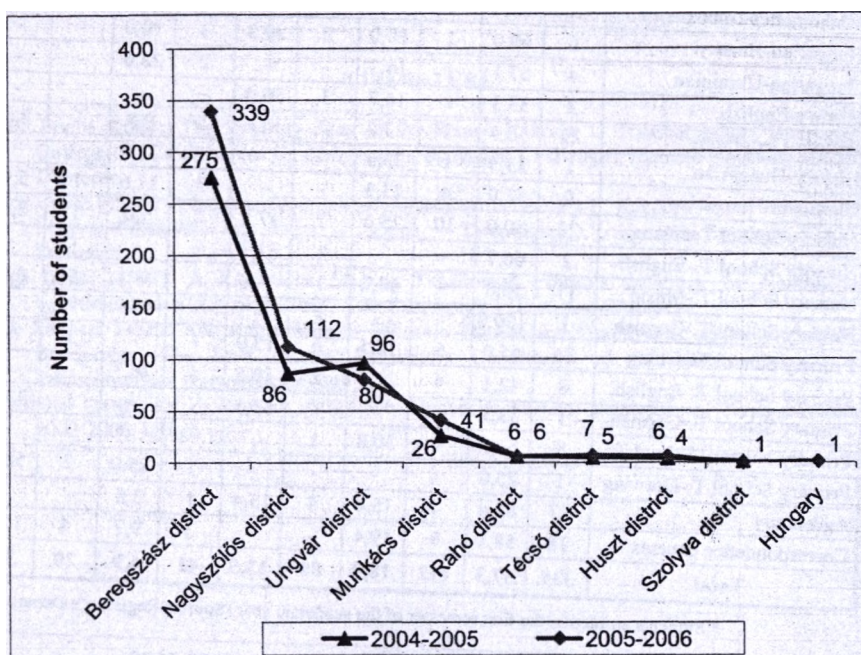


Figure 3. Changes in the number of students by districts
(Source: Registrar's Department)

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 Nagyszőlös 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.

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 division of students by fields of studies (2003-2006)*

Table .

Fields of studies	Number of students	%	Number of students	%
	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

* Students enrolled in the first semester of the academic year (Source: Registrar's Department)

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 three 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).

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

Table II.

Fields of study	Beregszász district		Nagyszőlős district		Ungvár district		Munkács district		Other	
	Per-son	%	Per-son	%	Per-son	%	Per-son	%	Per-son	%
English-History	55	66,2	12	14,5	14	16,9	1	1,2	1	1,2
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	3,2

* Students enrolled in the first semester of the academic year (Source: Registrar's Department)

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

Finally, the sexual composition of the students was examined. We can ascertain, that at the Ferenc Rákóczi II Transcarpathian Hungarian College the strong female surplus-became stable: in the last academic year (2005-2006) the female students made up almost 68 per cent of all undergraduates. Though their share has diminished by more than 1 per cent from the previous 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 Transcarpathia 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 were women.

The distribution of students in the districts of Transcarpatina by fields of study (academic year 2005-2006)*

Table III

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	16,2	2	2,7	1	1,4
Biology-Geography	18	45,0	11	27,5	8	20,0	3	7,5	-	-
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	57,3	112	18,9	80	13,5	41	6,9	20	3,4

* Students enrolled in the first semester of the academic year (Source: Registrar's Department)

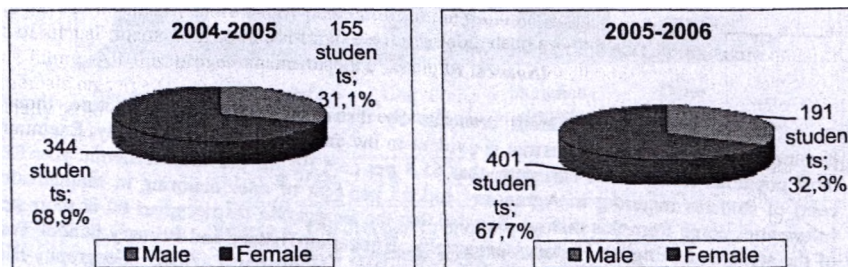


Figure 4. The sexual structure of the students
(Source: Registrar's Department)

Conclusions

On the base of the previously sketched researches the following statements can be made 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. in the sexual structure of the students there is an obviously great female dominance

LITERATURE

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