

Cross-border Co-operations- Schengen Challenges

Edited by:

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DEBRECEN, 2004

Edited by:

the Department of Social Geography and Regional Development Planning of the University of Debrecen on the basis of the studies presented at the “*Cross-border Co-operations - Schengen Challenges*” International Scientific Conference on 11-12 October 2004

Co-organisers:

Department of Social Geography and Regional Development Planning,
Self-Government of the City of Debrecen,
Settlement Researching and Development Working Commission of the Debrecen Academic
Committee of the Hungarian Academy of Sciences,
Pro Regione Foundation

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© Publisher House of the University of Debrecen, 2004

ISBN 963 472 872 3

Kiadta: a Debreceni Egyetem Kossuth Egyetemi Kiadója
Felelős kiadó: Cs. Nagy Ibolya főszerkesztő
Készült: a DE sokszorosítóüzemében, 2004-ben
Terjedelem: 25,38 A/5 ív
04-419

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Interethnic relations and migration

The drawing area of the

Ferenc Rákóczi II Transcarpathian Hungarian College

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The beginnings of the Transcarpathian Hungarian Teacher Training College (since December 2003 it is the Ferenc Rákóczi II Transcarpathian Hungarian College) date back to December 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 (Orosz 1997). Thus the so called "special training" was created, which was a transition from a correspondence course to a regular one. It started in September 1994 in Beregszász, Transcarpathia with four branches: English and Geography, English and History', Primary School Teaching and Nursery School Teaching. After completing the course successfully the students have got a diploma of Hungarian pattern.

In summer of 1996 the College received the licence of the State Accreditation Committee of Ukraine for leading educational activity (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 Since then the György Bessenyei Teacher Training College of Nyíregyháza have gradually withdrawn from the training in Beregszász, i. e. the lecturers from Nyíregyháza were succeeded by those from Transcarpathia.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 College still functions as a foundation-school. That 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.

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 the last academic year (2003-2004) the Ferenc Rákóczi II Transcarpathian Hungarian College (FRTHC) had 314 students who were majoring in 7 different branches. By the end of the year 51 of them have successfully passed their state examinations and received diplomas of teachers of English and Geography, English and History, History and Geography, teachers of primary and nursery schools.

In the present academic year the college managed to increase the number of branches up to 17. 12 new branches started to function, while two of the old ones (Geography, English and Geography) were closed down. On the occasion of the present-year entrance examinations 241 students were admitted to the college. But as their data is presently under working up, in this drawing area-research the 258 second-, third-, fourth- and fifth-year students of the college are taken into consideration, who are majoring in 6 different branches.

The first thing I have examined was the dispersion of those 258 students among the 13 districts of the Transcarpathian region. It turned out, that the students come from 7, usually flat districts, while the other 6 (mountaneous) districts are completely left out of the schooling area of the college. This can easily be explained, as the great majority (249) of the students come from the Hungarian block of the Transcarpathian lowland. 57,4 % of the students, not surprisingly, is given by the Beregszász district (*Figure 1*). One reason for that is found in the relatively small distances within the district and in the resulting easier availability of the town of Beregszász. But the main reason is, that the Beregszász district is still the "most Hungarian" administrative unit of Transcarpathia and that the most Hungarian schools, representing the basis of new supplies for the college, are also situated here (of course, in the beginning this had a great influence on the placing of the institution).

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On the second place the Beregszász district is followed by the Ungvár district (almost 20% of the students), while the Nagyszőlős district comes third (13.5%). It is interesting to notice, that the close Munkács district (which also has a remarkable Hungarian population) delegates only 15 students (5.8%) to the college. The main reason for that is, that in the town of Munkács (administrative centre of the district) already functions a Teacher Training College for Primary Schools and a College of Technology, which are of serious competition for the Ferenc Rákóczi II College, all the more because the Munkács Teacher Training College for Primary Schools systematically starts Hungarian-speaking groups too.

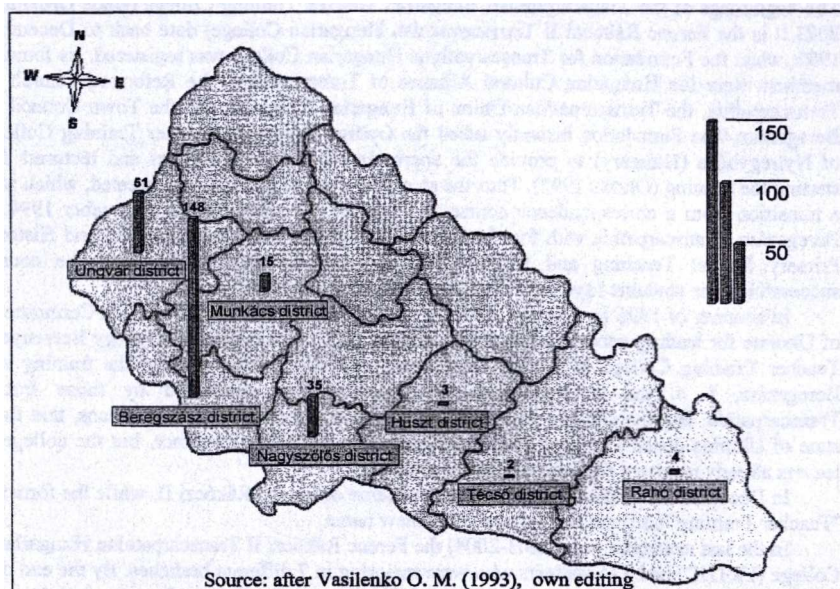


Figure 1. The distribution of the college's students in the Transcarpathian Region (2004, person)

As for the FRTHC-students' dispersion by branches, it can be said, that among the examined 6 fields of study the leading position is taken by the branch of Geography, which stopped being initiated from this (2004-2005) academic year on. This branch has 74 students (28.7 %) but it will only exist for four more years, until the presently second-, third-, fourth- and fifth-year students finish their studies (Figure 2). The second most popular field of study is the English-History combination with 59 students (22.9 %). This is the only branch, which continuously exists from the foundation of the college and, due to the varied useability of the English language, its further existence is easily predictable. The third place among the special subjects belongs to the Nursery School Teaching (48 students, 17,8 %), while the Primary School Teaching and the History-Geography branches have almost the same amount of students (38 and 35; 14,7 % and 13,6 %). The smallest branch is the Primary School Teaching-English combination, started in 2003 with only 6 students (2,3 %).

Interethnic relations and migration

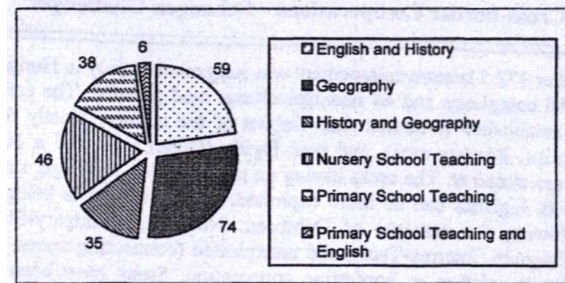


Figure 2. The distribution of the college's students by fields of study (2004, person)

Examining the dispersion of the different branches in the Transcarpathian region we can state, that the dominance of the Beregszász district is evident in the case of all special subjects but the Primary School Teaching-English combination (Figure 3). Its biggest dominance is seen at English-History pairing, where the 69.5% of the students come from this district. The share of the district's students of Primary School Teaching (60.5%) and Geography (60.1%) is almost as high. It nearly reaches 50% in the case of the History-Geography combination (48.6%) and Nursery School Teaching (43.5%).

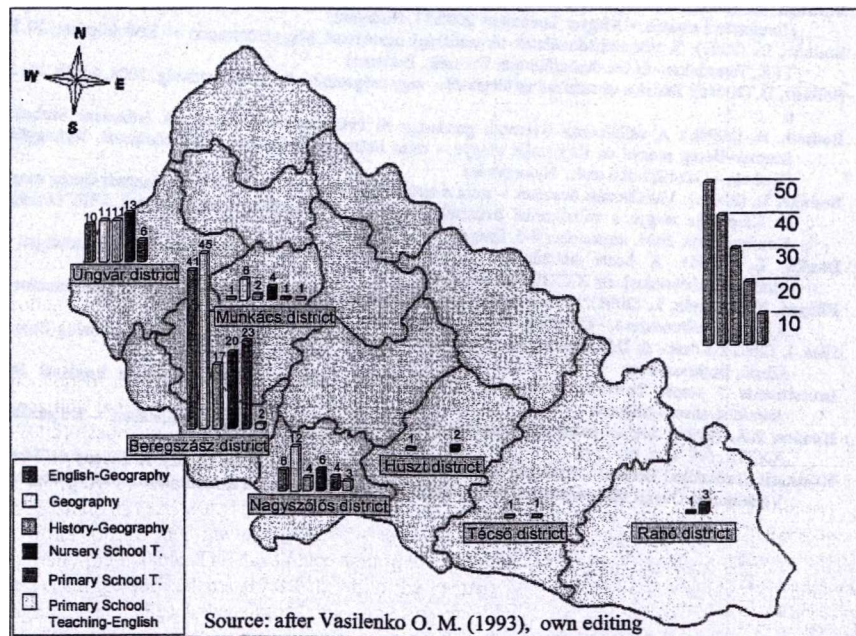


Figure 3. The division of the students in the region by branches (2004, person)

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The Ungvár district takes high share in History-Geography pairing (31.4%) and in Nursery School Teaching (28.3%). In the case of the English-History combination (16.9%), Primary School Teaching (15.8%) and Geography (14.9%) the Ungvár district reaches almost the same share.

The third place of the total rankings is taken by the Nagyszőlős district, which seems to be dominant in the field of the Primary School Teaching-English combination (50%), but this means only 3 students out of the total 6. The rest of the five branches show almost the same share of the district Geography - 16.2%, Nursery School Teaching - 13.0%, History-Geography combination - 11.4%, Primary School Teaching - 10.5%, English-History pairing - 10.2%.

The sexual structure of the students continues to show the great dominance of female undergraduates: 76% of the total amount of 258 students are women! This indicates, that pedagogical professions have lately become very "womanlike" in Transcarpatina, likewise in the whole world. The greatest female dominance among the college's students can be observed in the Beregszász district: 78% of the local students are women, thus men represent only 22%. (Figure 4).

After this I found necessary to deal separately with the Beregszász district, which gives more than 50% of the students of the college. During this examination it turned out, that more than one-fourth (26.4%, 39 undergraduates) of the district's students is delegated by the town of Beregszász itself (Figure 5). The rest of the students is divided almost evenly in the district, higher share is only shown by the following rural settlements: Mezővári — 7.4% (11 students), Makkosjányosi - 5.4% (8 students), Beregsom, Beregújfalú and Mezőkaszony - 4.7-4.7 % (7-7 students), Beregdéda, Bótrágy and Nagybereg-4.1-4.1 % (6-6 students).

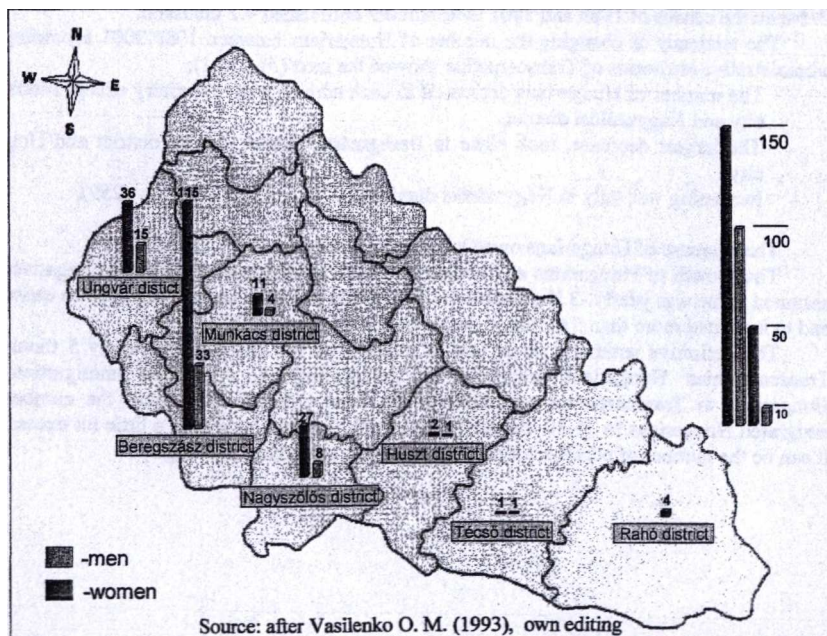
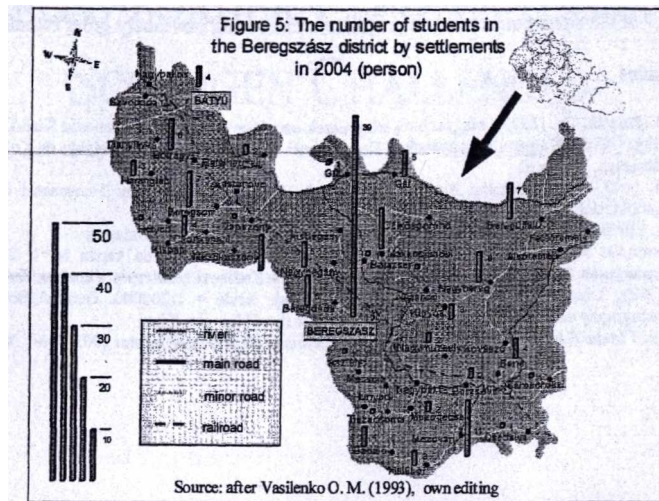


Figure 4. The sexual structure of the students by districts (2004, person)

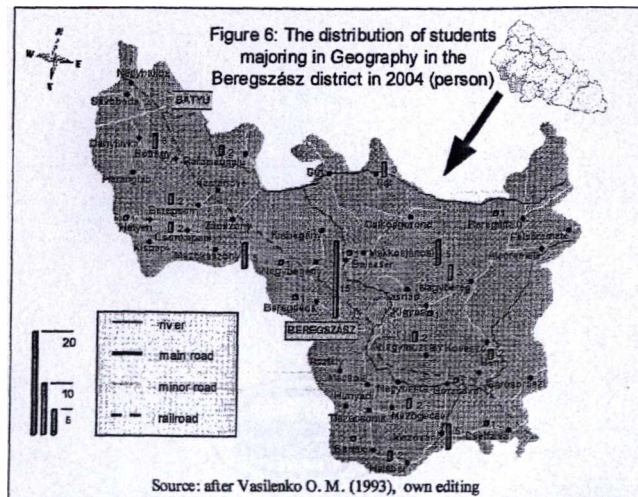
Interethnic relations and migration

Finally, I examined the districtal dispersion of the college's undergraduates, majoring in Geography. This research showed, that the most students of Geography come from the town of Beregszász (15 students, 24.2%), while all the other settlements of the district stay below the mark of 10% (Figure 6). Among the latter we can only mention Makkosjánosi, Mezőkaszony and Mezővári, which give 5-5 Geography students to the college (8.1-8.1%).



Source: after Vasilenko O. M. (1993), own editing

Figure 5. Number of students in the Beregszász district by settlements (2004, person)



Source: after Vasilenko O. M. (1993), own editing

Figure 6. Distribution of geography students in the Beregszász district (2004, person)

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According to these investigations several conclusions can be drawn:

1. the vast majority of the students of the Ferenc Rákóczi II Transcarpathian Hungarian College comes from the Beregszász, Ungvár and Nagyszőlős districts of the Trans-carpathian region
2. the dominance of the Beregszász district's students can be observed in the case of all branches of the college
3. more than one-fourth of the Beregszász district's students come from the town of Beregszász itself
4. in the sexual structure of the students there is an obviously great female dominance

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