

Migration and Higher Education

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Main points

- Import knowledge and export added value
- How transition affect mobility and HR
- In and out migrants/institutions
- Empirical survey,
- Studentification in urban area,
- Subsidiarity of actors
- Questions of future.

Winners **import knowledge** from producers and **export knowledge products**. The losers are forced to do the opposite

- If we are living in a challenging environment, **we are forced to do more** in the interest of being connected.
- If people find that their activities are unnecessary, the resources devoted to their individual development will not be reversed, they may **become hopeless**.
- After Hungary's political and economic transition, joining the global economy, the appreciation of human resources became noticeable. **The population has invested more and more in the development of young people's capability.**

Hungary is an example of **how the transition affect** mobility and human investment

- A part of the family recognized that by geographical mobility could fast increase intellectual capital and create an opportunity for it. **Private investment**, means household and family business. Nowadays 5% of household budget goes for education.
- In the early 1990s, Hungary enjoyed a high rate of **FDI**. The skilled labor force was needed to operate the capital, was quickly exhausted and head hunters turned to **direct recruitment from universities**. It was 1993.
- The first foreign study agency was opened in 1991.
- The number of students who attended in abroad has grown rapidly.

Periods

- As we know Student migration is a **precursor** of follow up,
- Study migration is a positive and **not so risky** situation,
- Hungary **internal brain drain** period 1990-2003, 2004 **migration cunami** of unskilled, higher education growth number of enrolled and institutions,
- 2008 double effects **Relocation** keep the young talented at home, cuts the higher education, **Schengen** free flow area,
- From 2010 a permanent **growing mass outflow** on skill basis, no capital investment, political perspectives has changed, assisted migratory decision,
- Currently **one third of young** agreed on out migration plan,

Meanwhile 27 foreign institutions have launched their education in Hungary

- Double **certificate, accreditation** requirement was taken in force from mid of 80s.
- Join to **Erasmus** program in 2004. Grow up the first generation born in market economy.
- The **best and brightest** of Erasmus fellow (20%) did not return.
- Hungary **attract the foreigners** to study here doctors, dentist, veterinarians, arts,
- Geographically the attraction was from Europe, and it was the easy way to stay legally here.

Main results of survey

With the following findings, respondents agreed to ratio:

- the outdoors will have an **impact on my whole life**; 85%
- foreign conditions at home will be only **later realized** later; 92%
- to live abroad to establish my **language** communication capability; 87%
- I could try the effect of my decisions; 43%
- Better to live **away from parents** this age; 34%
- I wanted to **develop my skills**; to be more mobile; 63%
- part of early intellectual capital development; enabling an early career; 23%
- **WHO, WHY and WHAT to do?**

Subsidiarity of flow actors

- It is the responsibility of the **state**: To enable foreign learning in the field of public education; as a foreign language knowledge, information technology application, open personality, communication style, knowledge of other places, spreading habits and culture.
- The role of the **regions**: To support the success of the adaptation process; economic breakout point; harvest "the best" to increase competitiveness.
- The **host institution** is responsible for: revenue, international authority and networking; it is in the interests of the migrant to make the decision to move about as best as possible.

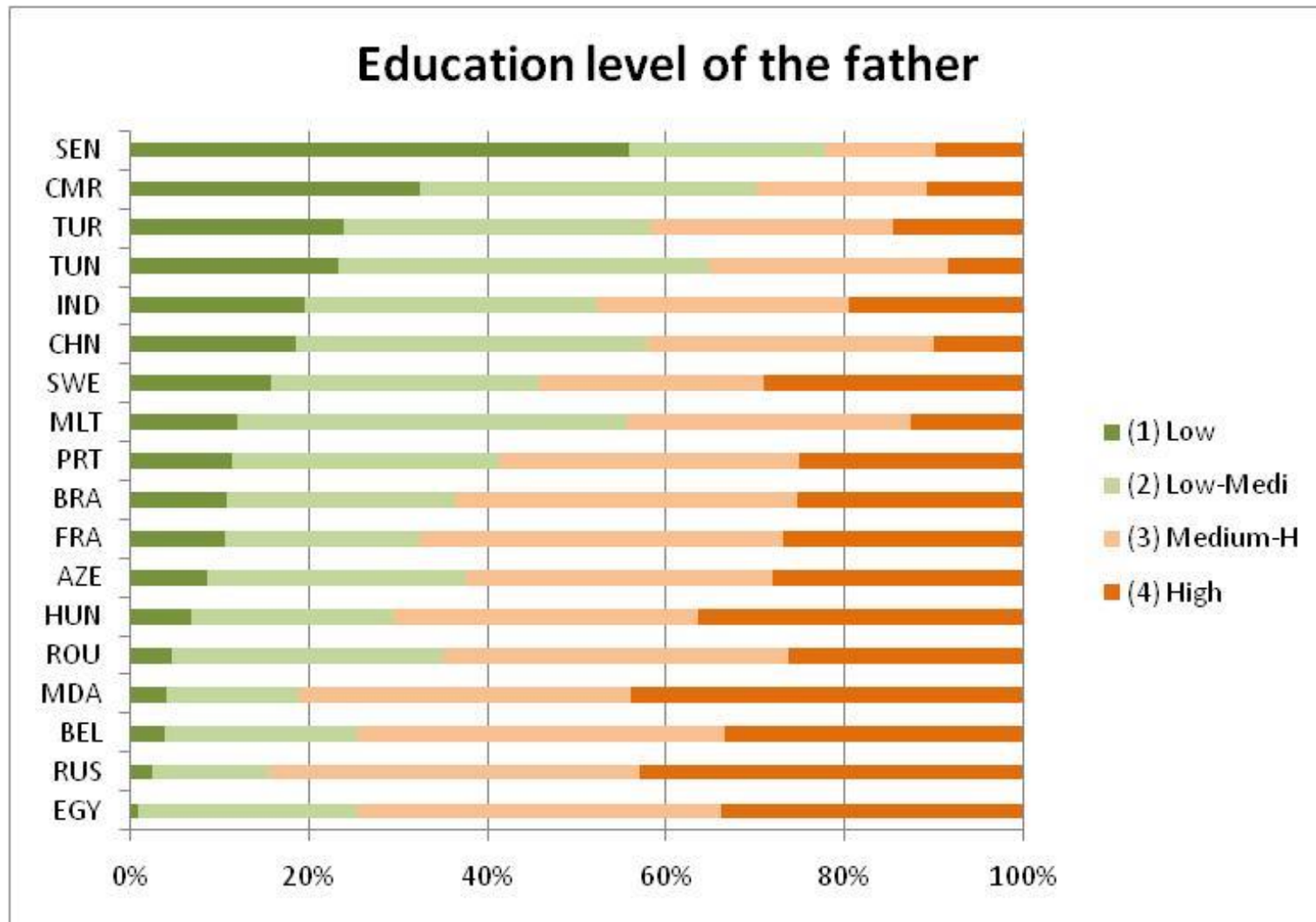
Studentification in urban area

- the problem is not with the capacity of the university, but with the joint-services like housing, sport facilities, leisure which play an important role at choosing the location of studying.
- Low level of Staff mobility
- Gradual study is 80 %, and post gradual.

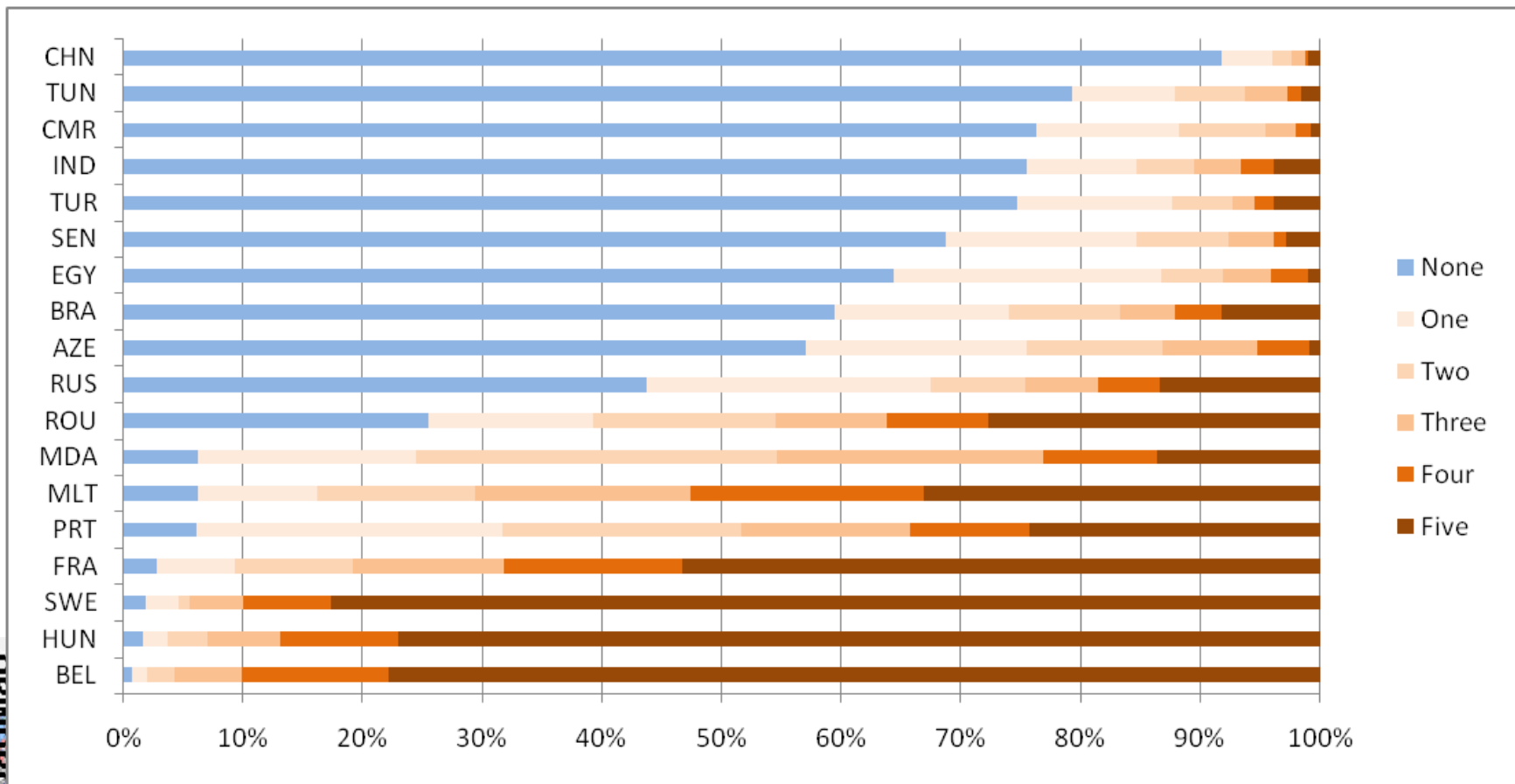
Geographical perception

- Do you know? Do you like it?
- Do you have any idea?
- What is your belonging?
- What is your social profile?

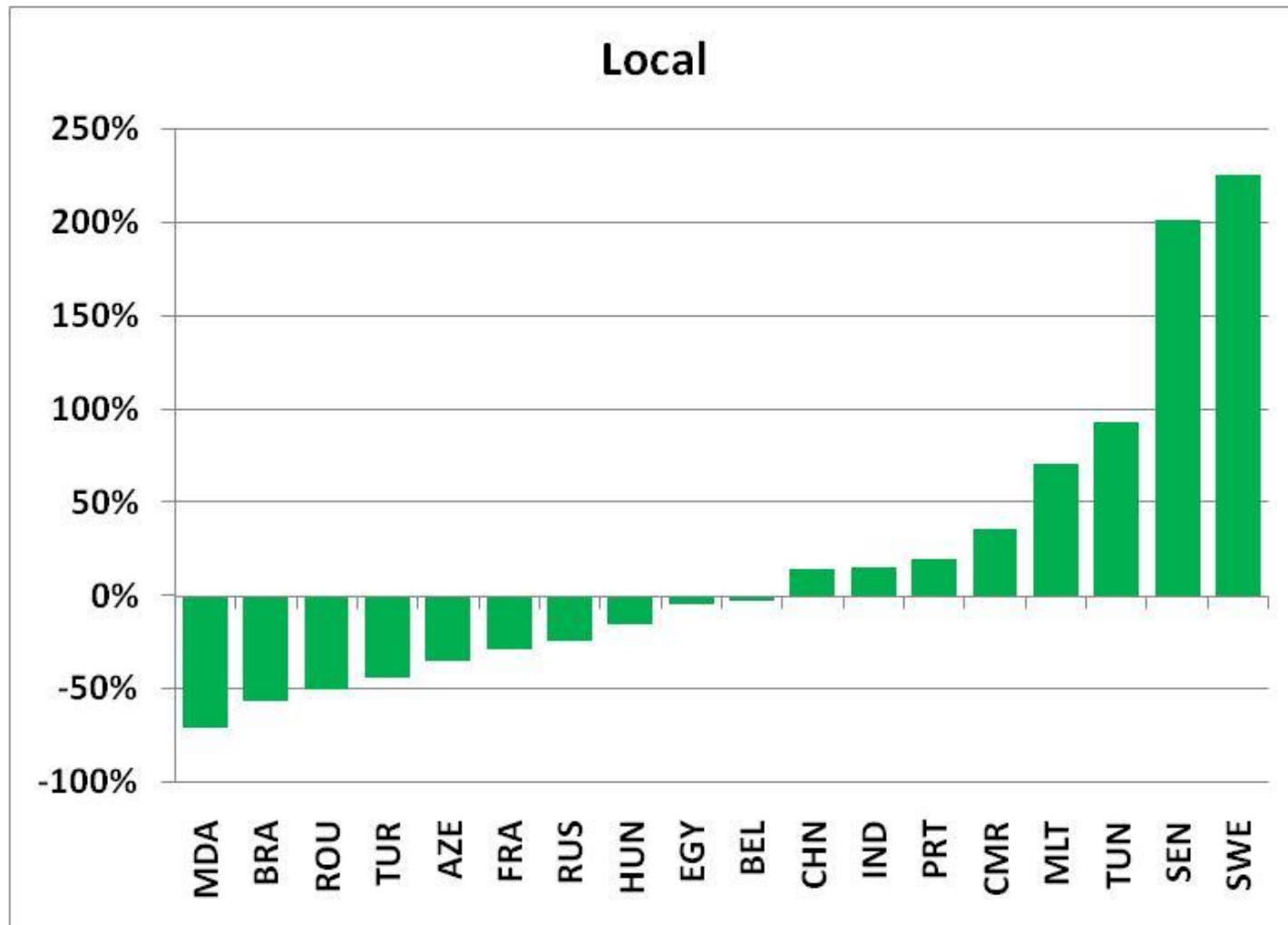
Socio-economic parameters



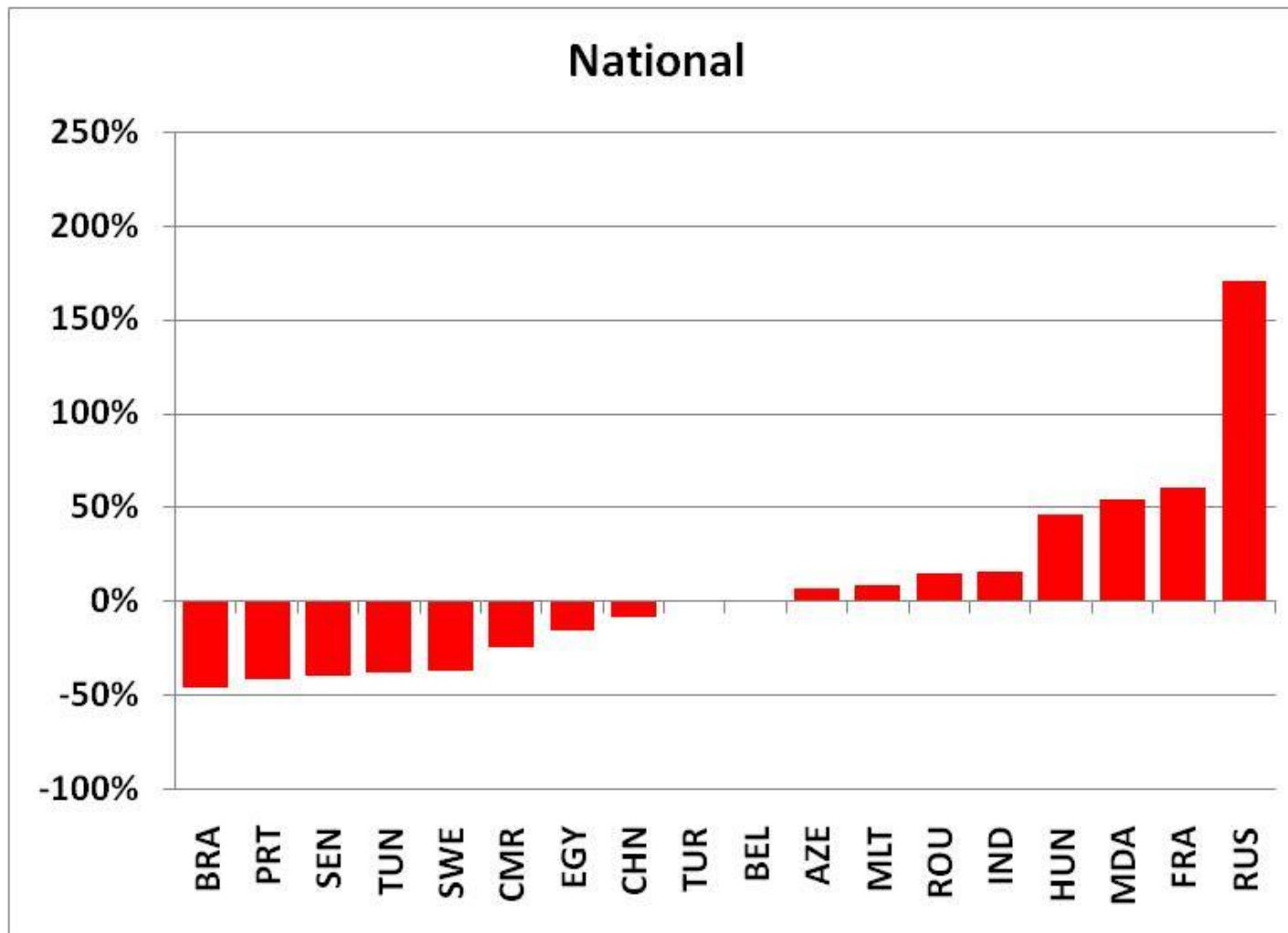
Countries visited



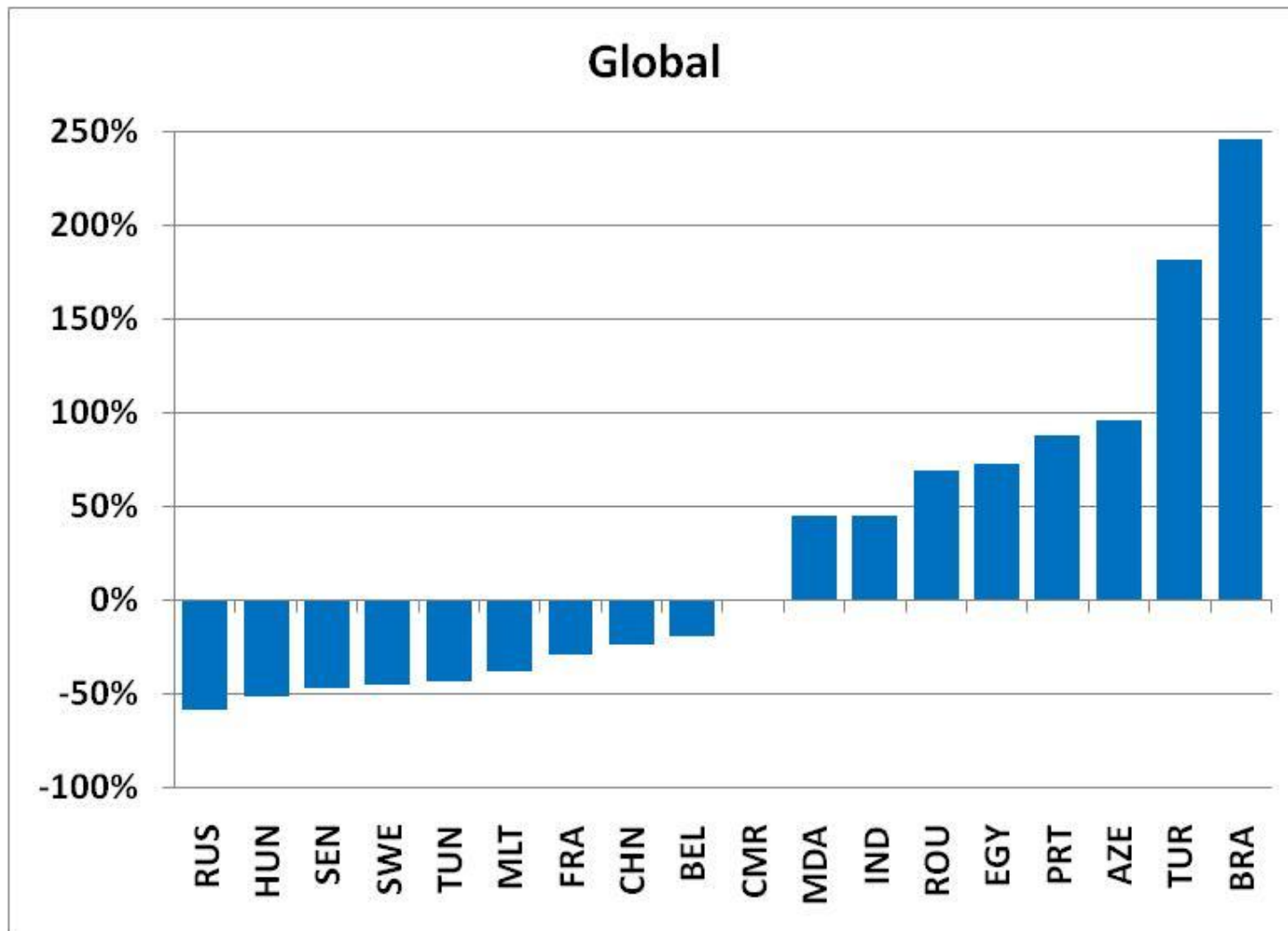
Scale of belonging



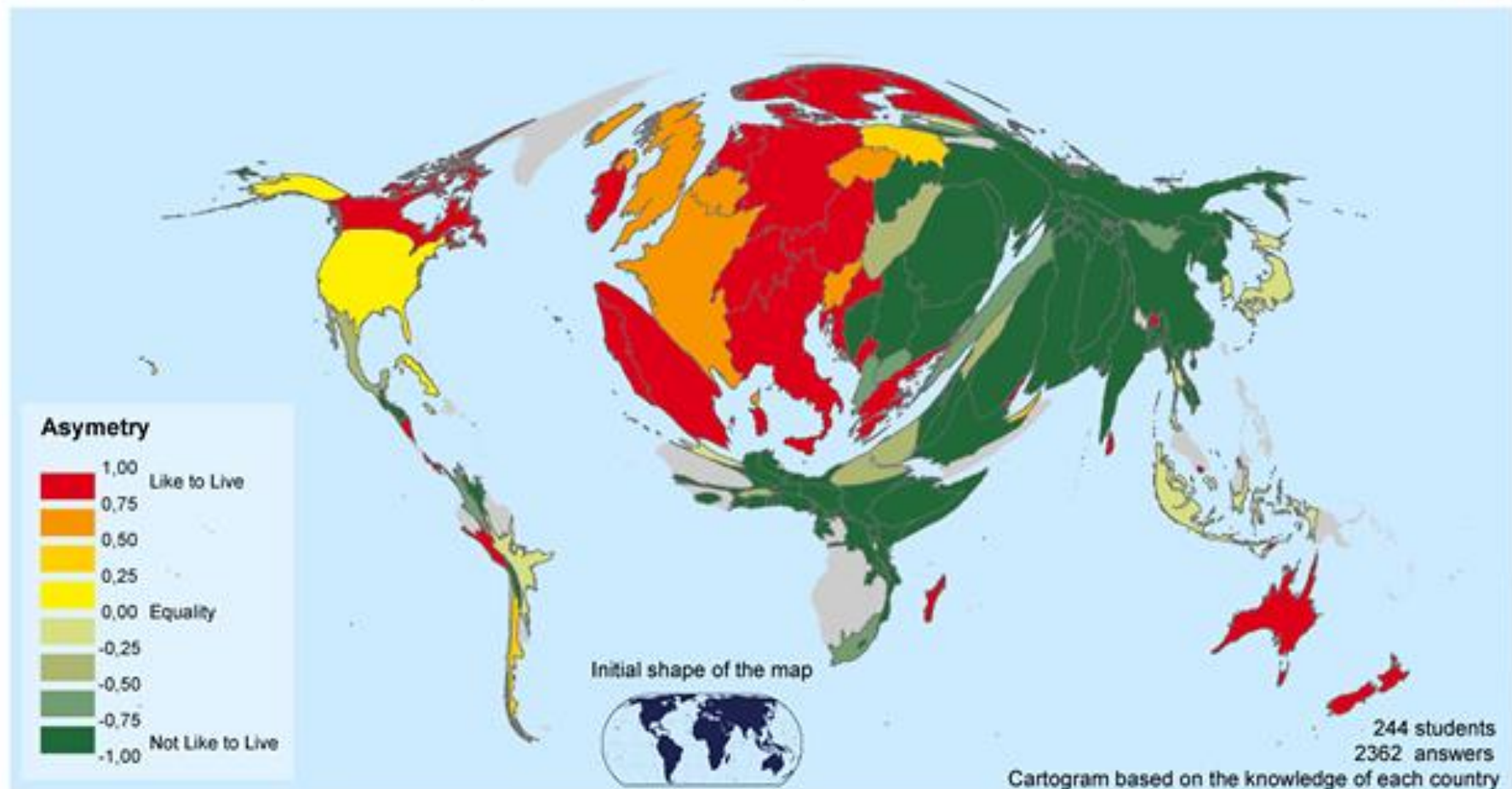
Scale of belonging



Scale of belonging



Countries Vision (HUNGARY)



source : EuroBroadMap, Vision of Europe in the World, 2010

The decisive **questions for the future** are following

- How the global business aspect of production is related to the individual mobility decision of the workforce,
- and what kind of framework of this national – institutional strategy,
- and how are the aspects of the sides advocating ?
- in the next few years, will there be jobs-tasks that use the return surplus?

THANK FOR YOUR ATTENTION