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**Agribusiness in Hungarian Higher Education
Past – Present – Future**

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Content

1. The institutions examined
2. Socio-economic environment: the curricula of years *1969-1989*
3. Curriculum developments of the past twenty years (*1989-2009*)
4. Some ideas on agribusiness education in the *future (2009-2029)*
5. Conclusions

Institutions

- Pillars of agribusiness education after World War II
 - a. Agricultural University of Godollo launched in 1945,
 - b. Successor institutions of three agricultural colleges (Debrecen, Keszthely and Mosonmagyaróvár)
- Institutions examined
 - Agricultural University of Debrecen,
 - Agricultural University of Godollo,
 - Karl Marx University of Economic Sciences, Budapest.

2.1. Socio-economic background (1969-1989): Farm structure

- Centrally planned economy in CEECs: directives
- Large farm dominating agriculture
- Cooperatives: decisive sub-sector, plus households
- Aim of the curricula after 1961: training of specialists for large scale farms,
- Ideology reflected in the curricula

2.2. The New System of Economic Management: 1968; Agriculture: 1967

- Centralized control and management in CEECs
- Hungary: mixture of centrally planned and market economy
- No directives
 - ◆ Strengthening of enterprise independence: resource allocation
 - ◆ Macroeconomic management tools: price, tax, income and subsidization system, NO capital flow between sectors
- Training in Agricultural Economics:
 - ◆ Five Agr. Univ.: similar curricula to each other and, University of Pecs:
 - ◆ Karl Max Univ.: strong macroeconomic approach

2.3. Adjustments in university curricula: Agricultural University of Debrecen (1969-1989)

After 1961: 5 year long general training in agronomy.

- Due to the lack of real market conditions: Education in Finance and Economics is moderate
- The list of *comprehensive examination subjects* was this:
 - ★ Chemistry, Plant Physiology Anatomy and Physiology of Domestic Animals, Political Economics, Agricultural Machinery
- *State (final) exam subjects*:
Plant Production, Animal Breeding, Farm Management
- Practices had a very important role in the training

2.4. Adjustments in university curricula: Agricultural University of Godollo (1969-1989)

Diploma in Agriculture: Five year long course of studies

Basic scientific subjects (*/Botany, Zoology, Chemistry, Mathematics, Physics etc.*) were given priority

Three major clusters:

- 1. Plant Sciences (Soil Cultivation, Plant Production, etc),
- 2. Animal Sciences (Animal Feeding, Animal Breeding), and
- 3. Farming, (Agricultural Economics, Farm Management and Economics, Accounting, Commerce, Statistics, and Business Law.)

2.5. Adjustments in university curricula: Agricultural University of Godollo (1969- 1989)

- New *Diploma in Farm Management: since 1968*
- Primary emphasis: *Farm Management and Economics* and (redesigned) *Agricultural Economics*
- *Statistical and Mathematical Methodology* and *Farm Operations* also had an important role
- Practices had a very important role in the training.

2.6. Adjustments in university curricula: Karl Marx University of Economics: continuous reforms in agribusiness curricula (1969-1989)

- Aim: training specialists for the state administration (ministries, national authorities) and for large companies
- Curricula: significant changes after 1968

Major subjects:

- Agricultural Economics; Farm Economics; Agricultural Accounting; Plant Production and Animal Husbandry; Agricultural Machinery Production and Agro-chemistry
- Food Trade: missing

3.1. Curriculum development (1989-2009): Agricultural University of Debrecen

Number of specializations doubled

Since 1995/1996: New type of Diploma: a qualification in
Agricultural Economics.

Higher emphasis on teaching *Economics, Finance* and
Accounting

Specializations:

- Enterprise Organization and Property Valuation
- Finance and Accounting and
- Trade and Marketing.

Faculty of Agricultural Economics and Rural Development was
established in 2002.

3.2. Curriculum developments (1989-2009): Agricultural University of Debrecen

- Faculty of Agricultural Economics and Rural Development:
- Under Bologna umbrella courses offered in:
 - ★ Economics and Rural Development (BSc level)
 - ★ Agricultural Administration and Informatics (BSc level)
 - ★ Rural Development (MSc level)

Economics related subjects:

- *BA* level: Finance and Accounting, Trade and Marketing, Tourism and Catering, and
- *MA* courses: Human Resources Consultancy, Accounting, Enterprise Development.

3.3. Curriculum development (1989-2009): Agricultural University of Godollo

- 1987: Faculty of Economics and Social Sciences established
- New course: Agricultural Economics and Management.
- Change in curricula: Agricultural Economics courses: two phases.
1-4 years: Agricultural Economics, Agricultural Marketing , Farm Business Management.
- 9-10th semesters: further specialization: in Farm Business Management. Early 2000s, further specializations
- Ideological subjects dropped. NEW: Micro- and Macro- economics, Computer Science, Ecology, and Natural Resources

3.4. Curriculum development (1989-2009): Agricultural University of Godollo

- Last 15 years: Agricultural Economics instruction: very popular
- Later on: a new competitor program appeared in the Faculty
- Last group of students: leaving Agricultural program in 2010.
- Demand for: Human Resources Management, Finance and Accounting: offered a more general instruction in Economics.

Bologna process:

- Two Bachelor courses:
 - ★ - one in Agricultural Economics and Rural Development and
 - ★ - one in Agricultural Administration and Informatics, and
- Two Master courses,
 - ★ one in Agricultural and Rural Development and
 - ★ one in Regional and Environmental Economics.

3.5. Curriculum developments (1989-2009): Budapest University of Economic Sciences (Corvinus University of Budapest)

1989: second most powerful education reform since 1968.

- New curriculum: international standards.
- Linear system of Bachelor and Master training was introduced.

First year: uniform curriculum.

2nd and 3rd years: mandatory subjects supplemented by agribusiness phasing-out and phasing-up subjects.

Main agribusiness subjects :

- 1. Agricultural Economics, 2. Marketing of Agricultural Products,
- 3. Common Agricultural Policy, 4. Entrepreneurship in Agribusiness.

Terminating agribusiness specialization in the MSc

3.6. Curriculum developments (1989-2009): Budapest University of Economic Sciences (Corvinus University of Budapest)

Bologna

- BSc level: a. Agricultural Economics and Rural Development, and
b. Agricultural Administration and Informatics.
- Master level, a new course was established in Agricultural Economics and Rural Development.
- As a consortia member: an MSc course in Agricultural Economics to be submitted for accreditation

4.1. Some ideas on agribusiness education in the future (2009-2029)

Future needs: role of agribusiness

Need for change in the curriculum

Key determining factors:

- environmental challenges; social changes; technological development and globalization.

Some other factors:\

- duration and impact of the current economic and financial crisis; the outcomes of the Doha Development Round; the agricultural and rural policy of the European Union after 2013

4.2. Some ideas on agribusiness education in the future (2009-2029)

Other aspects:

- Renewable sources; Climate change; Demographic changes; The challenges of technical development; Technology development; ICT,
- Globalization: international finances, trade, capital flow and workforce mobility.
- Risk assessment and risk management in agribusiness education
- Further aspects: food quality, food quality assessment, and organic production
- The supervision of the effects of the Bologna process cannot be avoided

5. Conclusions

Due to economic reforms permanent challenges for agribusiness curriculum development since 1968

Two major lines until 2006:

Agricultural Universities and successors

Corvinus University of Budapest (and predecessors)

Bologna process: convergence in agribusiness education

BSc

MSc

PhD: no convergence

The supervision of the effects of the Bologna process will be unavoidable

5. Conclusions (2)

Emphasis on traditional production technology approach was shifted to an economic one since mid 90s

New Faculties established (Godollo and Debrecen)

New (economic and rural development) courses were launched

State financed seats for agribusiness education has declined so did the enrolment

Agribusiness higher education has been fragmented: need for concentration

Double degree program with prestigious foreign universities should be focused on