

UNIVERSITY OF DEBRECEN
CENTRE FOR AGRICULTURAL SCIENCES
FACULTY OF AGRICULTURAL ECONOMICS AND RURAL DEVELOPMENT

**DOCTORAL SCHOOL OF INTERDISCIPLINARY SOCIAL AND
AGRICULTURAL SCIENCES**

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PhD Thesis

**THE ROLE OF THE UNIVERSITY OF DEBRECEN IN THE DEVELOPMENT
OF AGRICULTURAL HIGHER EDUCATION AND HUMAN RESOURCES IN
RURAL AREAS**

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Introduction

After a continuous increase, the number of students in higher education is stagnant at present. The differentiation of the value of the diplomas issued by the institutes of higher education has begun. The selection of the institution by the future student is largely dependent upon the value and judgement of the diploma of the given institution. Continuous contact with graduate students is not just a duty of higher education institutes, it is in their vital interest. By this means, they can gather valuable information about the position of their graduate students and the value of their training programmes and about the progress of their graduate students in general. This thesis reveals that most graduate students require keeping in contact with after graduation. Keeping contact is also important for the graduate students and not just for the home institutions, since they can benefit greatly from a well-managed "alumni programme".

1. Research objectives

- To analyse the situation of Hungarian agricultural higher education on the basis of relevant publications and statistical data;
- To study and describe the domestic employment situation in the agricultural sector on the basis of related literature and statistical data;
- To synthesize the experience of foreign universities leading in operating alumni systems and related publications and to give suggestions based on the adaptable experience;
- To follow up the careers of the students graduated from the University of Debrecen, Centre of Agricultural Sciences using a questionnaire, to evaluate the results and to draw up conclusions and suggestions.

2. Preliminary works and applied methods

Measurement of an educational institution's effectiveness can only be made after the graduate students have found employment, when the employers, the colleagues and the employee report together on the experience related to their integration. Thereby, they qualify the diplomas and provide the institutions with feedback for their development activities. Although this kind of examination is not yet generally applied, attempts have already been made (**Vámos, 2002**).

The authors of the UnivPRESS-ranking© emphasise the importance of feedback from the labour market. The institutional contacts with this important group of users have been developing recently. They also emphasise the importance of career follow-up services and the establishment of working partnerships with the representatives of the user sphere, mainly with chambers, employment centres and regional institutions (**UnivPRESS-ranking©, 2002**).

Emőkey (2001) strongly criticised of the agricultural educational system established several decades ago. He pointed out the necessity for change in vocational training, the curriculum of which is prescribed from above, is not related to the professional life and its real problems and situations and is input regulated. Therefore, based on a new concept that adapts to the changed conditions, a new study organisation procedure should be sought, that organises education in harmony with the real aims of studying and **focuses on the output**, that is with what skills the educational process should provide the educated person on the basis of the actual requirements.

For the career follow-up of graduate students and for the career study of recent graduates, several national and individual institutional attempts have been made. It should be noted, however, that there have been only a few such trials. The opinion of the graduate students and the applicability of the acquired theoretical and practical knowledge on the labour market are very important feedbacks for the institutions. Graduate students can be excellent advertisers of the institution, but they can also create a bad reputation if many of them cannot find employment for a long time or are employed in positions that require lower qualifications, or if the knowledge acquired at the institution is not applicable or not satisfactory in the labour market.

Bilik (2003) reported on a survey made among the higher education institutions on whether they monitor their graduate students or not and how they do it. His statements are as follows: (1) no such examination is made, (2) examinations have been made, but were stopped due to the low interest of students, (3) examinations are made, but the applied principles are not standardized, (4) examinations are made by certain faculties (not every faculty), (5) examinations for the whole institution are not made. The monitoring methods are diverse: (1) there are basic differences among the institutions and the themes of the questions, (2) some institutions question only those about their working conditions, the continued/restarted relationships between the workplace and the institution, and between the questioned and the institution who have a stable position, (3) some institutions ask the employers about their employed graduates, (4) some institutions ask for long term information, while others ask for short term information (5) some institutions ask only about employment within a given profession.

As higher education is turning into mass education, monitoring of changes in the labour market position of graduate students is of increasing importance. In parallel with the graduation of the first cohorts from the new educational structure, the demand for feedback has increased besides making prognoses. In order to facilitate this, institutional initiatives were started first, then a national programme was set up on the instructive of and with financial support from the Ministry of Education. The professional tasks of this are carried out by the experts of the Department of Human Resources, Budapest University of Economic Sciences and Public Administration. This research project is entitled “Career Study of Young Graduates on the Labour Market” (Hungarian acronym: FIDÉV), and has been the greatest initiative of this kind so far. The aim of the follow-up of the graduate students’ career is to provide feedback for the students, the prospective students, the higher education institutions, the employers and the Ministry on how graduate students qualify their position on the labour market, the realisation of their requirements and the applicability of their acquired knowledge. Until now, the career follow-up has been made for the graduates of 1998 and 1999. Those graduated in 1998 were contacted in September 1999. A total of 20 446 students, who graduated as full-time students from 51 public higher education institutions, were questioned. 6850 returned questionnaires were processed (33.5%). The second phase of the survey started in September 2000, when those graduated in 1999 were contacted, a total of 26 998

people. Among the studied institutions, ecclesiastic and private institutions have also been included. The number of the institutions was 35, this was due to the integration process. 5808 returned questionnaires were processed (22.5%). The methodology of the research was the analysis of the filled-in questionnaires. The thematic blocks of the 37 questions were: definition of the qualification, profession and workplace – position, salary and satisfaction, used skills, possibilities of further studies. **Fábri (2001)** warns that it can lead to misunderstandings if the aims of the survey are not clearly determined by the commissioner. In most of the cases, there is a real, severe dilemma in the background whether the career research is to provide information for decisions of higher education policy or for decisions of future applicants who make use of the service. The two aspects are not necessarily contradictory, but the same statements have different value, character and meaning in the different contexts (**Fábry, 2001**) and (<http://www.om.hu>) and (**FIDÉV workshop, 2003**)

A further national survey or study was made by the Universitas Press Educational and Information Agency and the “Jeltárs” Modern Ages Sociologist Workshop. Questionnaires were filled in by full-time students in the first semester of the academic year 2000-2001. In total, 2089 successful interviews have been made. The aim of the survey was the ranking (prestige ranking) of the higher education institutions on the basis of the students’ judgement, the questions were aimed at the general feelings of the students, the enhancement of their professional progress, the competitiveness and level of the training and the diploma. The opinions about the results of the survey and the ranking are varied, many question the objectivity of the survey and the representativeness of the institutions for several reasons. However, in Western Europe and in the United States similar rankings have been made for decades and have had a significant role in the debates about the evaluation of higher education, since they approach the question from the consumer’s point of view (parent, student, prospective employer).

The authors of the Hungarian prestige ranking also emphasise that the ranking is consumer-oriented, that is the viewpoints of the students, the labour market and the economic-regional partners of higher education are considered. Though prestige is important, it cannot replace evaluation according to objective indices and the two cannot be merged. It provides a kind of orientation for the consumers and also makes

the institutions consider the reasons for their ranking. The Faculty of Agriculture of the University of Debrecen was ranked first on the combined list as regards the value and marketability of the diploma, while it was listed second as regards the support of self-education and professional progress. The Faculty was also ranked second regarding the identification of the students with the institution **(F.Tóth, 2002)** and **(UnivPRESS-ranking©, 2002)**.

An example of high-quality institutional work is that of the Budapest University of Economic Sciences and Public Administration. The authors of the cited study also emphasise that due to the increasing demands and competition, the students start to consider education as a service and are greatly interested in its quality. The institution greatly relies on the opinion of both the present and former students and it is used in the development of education. At the end of each semester, they conduct a questionnaire survey to evaluate the work of the teachers and the fifth year students also evaluate the whole educational process in retrospect. The third phase of this process is evaluation at the labour market, when graduate students with a few years of work experience report on the university education as a whole and on the possibilities of finding employment. **(Kerékgyártóné et al., 2002)**

Patkós (2002) also confirms that with the expansion of the higher education system and its increasing input demands, society requires a more transparent image of the efficiency of the educational process and it follows the teaching methods adapted to the needs of students coming from increasingly diverse social backgrounds. The establishment of the feedback system has also been started at the Budapest University of Technology and Economics.

Among the agricultural higher education institutions, a serious and edifying example of the monitoring of graduated students is that of the former Agricultural University of Gödöllő, presently the Gödöllő campus of Szent István University. The Alumni Association of the Gödöllő University (GEDBE) was founded in 1995 in order to gather the graduate students and to monitor their situation, their living and working conditions. Questionnaire surveys were started in 1997 with the support of the Ministry of Agriculture and Rural Development. After receiving and processing several ten thousands of data, they have made their statements, which cannot represent the situation

of the whole agricultural intelligentsia, of course, but can provide information about the current situation of agricultural professionals. The enumeration of experts and the continuous analysis of their living conditions are indispensable for the development of agriculture and education. The results of the comprehensive survey were published as a brochure, in which the questions were grouped as follows: (1) living conditions and the quality of life, (2) opinions on the situation of the agricultural industry, (3) suggestions for the modernisation of agricultural higher education (**Vajdai, 2002**).

In the "Evaluation of results" chapter of my PhD thesis, I compare the results of the above-cited studies with my results and statements.

The educational institutions can assess the value of their diplomas and the possibilities and the preparedness of the graduated students on the labour market by sending out questionnaires to their former students at certain intervals. The evaluation of these questionnaires provides the institutions with very useful information and it helps them in adjusting their curricula to the current requirements of the labour market.

With our questionnaire consisting of 23 questions, we aimed to receive answers for the following major groups of questions:

- Information on finding employment
- Qualification of the alma mater
- Language skills
- Keeping contacts with the alma mater

Using the answers received for the first three groups of questions, I studied the marketability of the education and the diplomas issued by the institution. The last group of questions aimed to assess whether the graduates require keeping contacts with their alma mater and, if yes, in which form they would do it (financial support, receiving students as trainees, participating in projects).

In the autumn of 2001, this questionnaire for the monitoring of graduates was posted to all students who graduated between 1995 and 2001 from the Faculty of Agriculture of

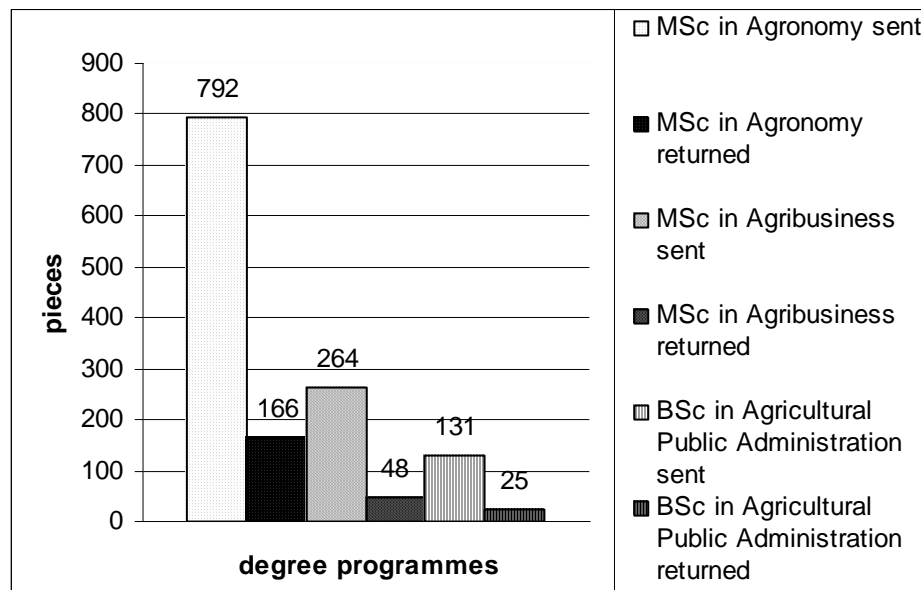
the University of Debrecen (and its legal predecessor the Debrecen Agricultural University). In the period of 1995-1999, only the degree programme in Agronomy had full-time graduates, but from 2000, students have also graduated from the Agribusiness and the Agricultural Public Administration full-time degree programmes. In the second phase, in the autumn of 2002, I sent questionnaires to the students graduated in 2002. Among the three studied degree programmes, Agronomy and Agribusiness programmes are masters, while Agricultural Public Administration gives a bachelor degree. My study concentrated only on full-time students, because they entered the labour market first after their graduation, while most of those participating in part-time or supplementary programmes already had a job during their studies and that would have distorted the results of the study.

I have sent out 1187 questionnaires in total, out of which 239 were returned that were suitable for evaluation. The questionnaires were anonymous, in the hope of receiving a higher return rate. However, the questionnaires received a code according to a specific system, so that the settlement, the degree programme and the year of graduation could be identified for the evaluation. The ratio of questionnaires sent and processed is presented in **Figure 1**.

On the basis of this, it can be stated that the ratio of the questionnaires returned and suitable for evaluation is favourable, 20.1 % compared to the total number of questionnaires.

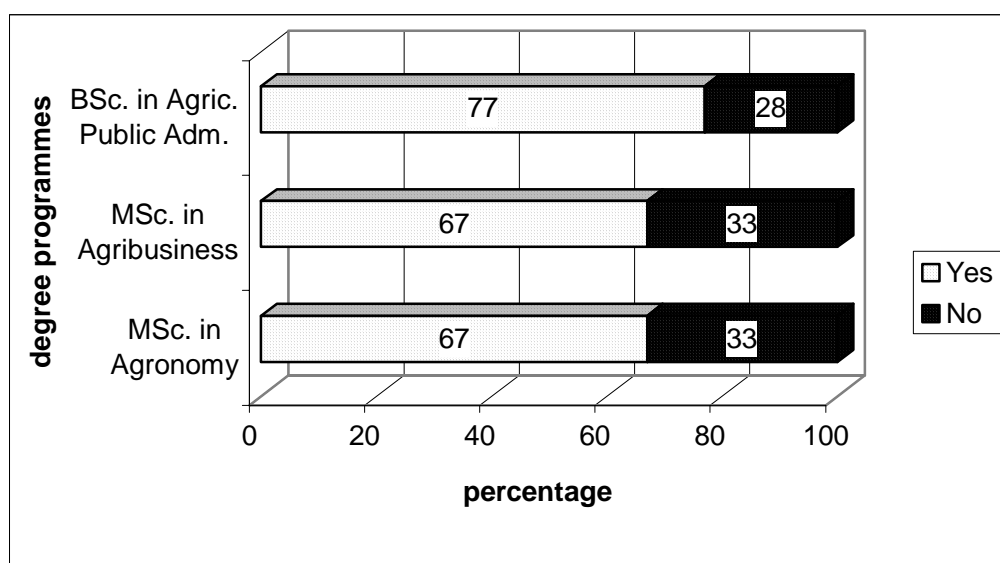
Though I did not ask for the name and the contact data, many questionnaires were returned with name and address. The ratio of those who sent back the questionnaire with name and address was the same for the two university degree programmes. The ratio of graduates of the bachelor programme answering with yes was higher and by providing their address, they can be contacted later. This indicates –what will be verified by the received answers in several aspects- that most of the graduates require keeping contacts with the alma mater after graduation. My observations are presented in **Figure 2**.

Figure 1: The percentage of questionnaires sent and returned



The processing and evaluation of the questionnaires was performed with the Microsoft Access database management program in a database developed specifically for my research, which enabled me to process the questionnaires and the questions individually and to make special queries.

Figure 2: The ratio of questionnaires returned with name and address



The results based on the returned questionnaires can be summarised as follows:

- The number of completely answered questionnaires is high
- The graduates took the task seriously, which is indicated by the fact, that they added remarks in several cases
- These above mentioned remarks provided significant background information
- Positive feedback (congratulations) was received from several people, which confirms the necessity of the survey
- Another indication of the positive reception is that about 70% of the returned questionnaires were provided with name and address

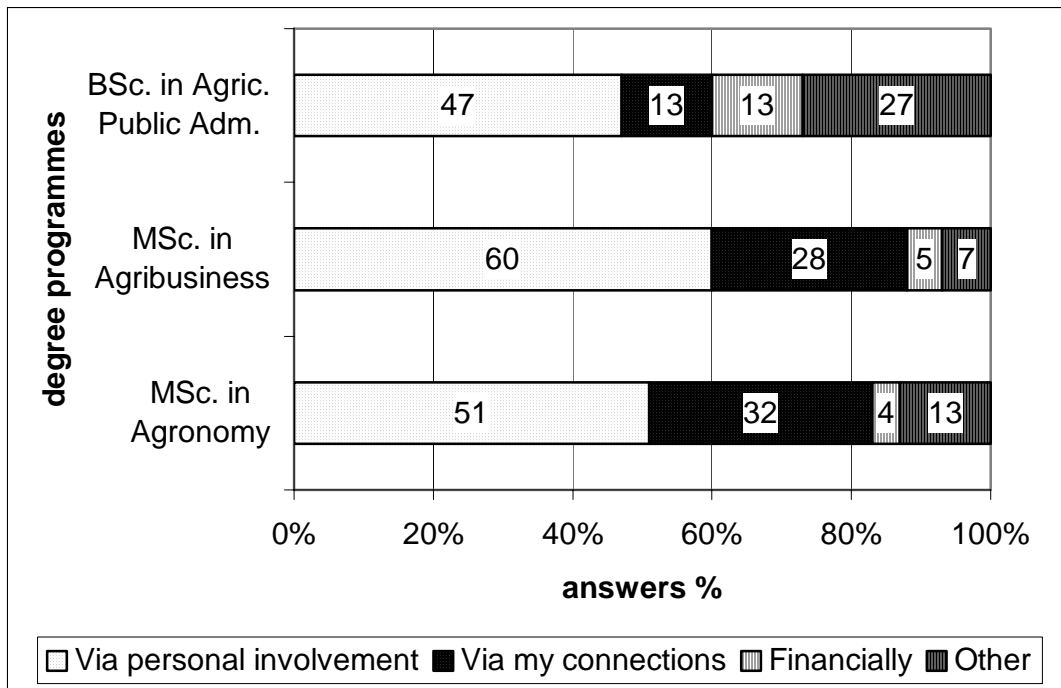
For the evaluation of the questionnaires, I used grouping and comparison as mathematical statistical methods. For the plotting of the results, I applied the Arc View 3.2 GIS program.

I extensively studied the technical literature and I continuously compared my results with the published data of other related Hungarian surveys.

3. Major statements of the dissertation

1. **The number of students in higher education has continuously increased** in parallel with the number of degree programmes offered. The value of knowledge certified by a diploma is increasing on the labour market. Those having a diploma have the lowest proportion within the unemployed. All these factors significantly increase the interest in higher education. However, significant differences have formed between the institutions, which have resulted in a differentiation in the values of the diplomas in practice.
2. In order to establish the European Higher Education Area, **Hungarian higher education also needs to be restructured**, which includes the introduction of an educational system that gives easily understandable and comparable degrees, the two-step education and the credit system, the support of lifelong learning and student mobility, the establishment of a European co-operation in the field of quality assurance based on comparable criteria and methods and the support of the European aspects of higher education with special regards to curriculum development, institutional co-operations, mobility, studies, practical trainings and research.
3. The alumni work in Hungary has not reached such a level as in the United States and some Western European countries (UK, the Netherlands). The intellectual values of an institution are embodied by its graduates and they deserve and require continuous contact with the alma mater. **To make the graduates hold to their institution is a very complex and deliberate system of tasks and relations, which functions well only if it offers advantages both to the graduates and the institution.** Graduates can be consumers and providers of the institutional services. They can participate in career advising as mentors helping the current students, or as users of this service. They can have ties with the institution as participants of lifelong learning or as beneficiaries of other services. However, weighing the contributions of the two sides, they are the ones who can give more in this relationship. They can support their alma mater in numerous ways, via their connections, in the enrolment activities, financially etc. The graduates are willing to do so, as is shown in **Figure 3**.

Figure 3: How could you support the academic and research work of the Alma Mater?

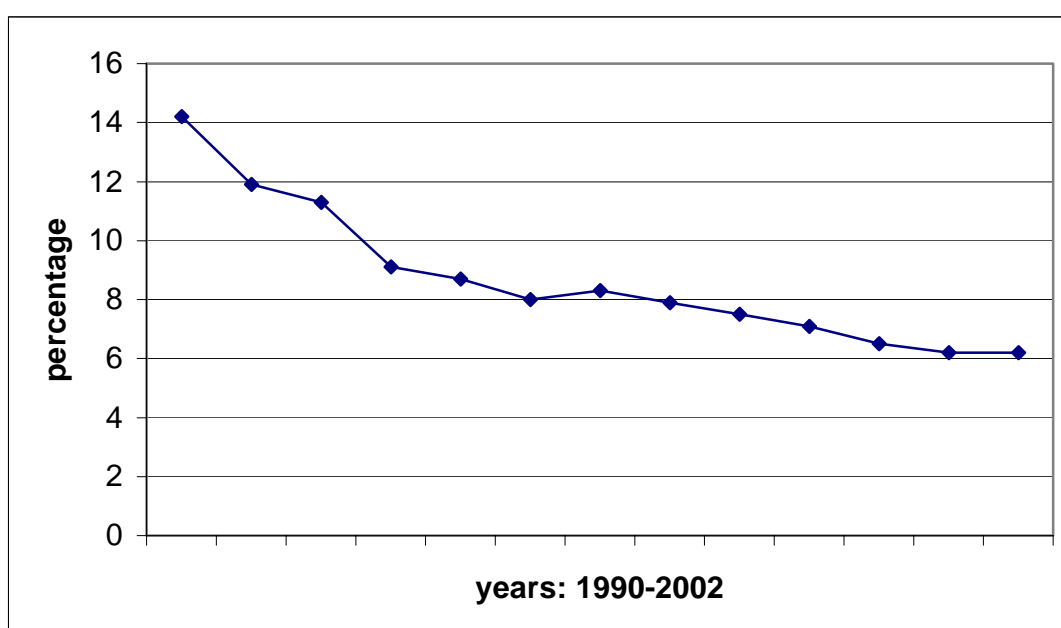


4. **Another dimension of keeping contacts with graduates is the continuous career follow-up.** Namely, the efficacy of institutions can be measured mainly by the performance of their graduates on the labour market. In Hungary, only a few institutions perform regular career follow-up activities, but a national survey has been started which embraces all scientific fields and ranks them according to the results. These surveys greatly influence young people before the choice of their profession, who prefer those universities and degree programmes the diplomas of which ensure that they can surely find a well-paying job immediately after graduation.

5. Besides the above, career follow-up also provides the alma mater with **invaluable information** which can be incorporated into the curricula of the degree programmes. Thereby new degree programmes and majors can be started which satisfy the continuously changing requirements of the labour market and increase the competitiveness of the institution.

6. **Since the change of regime, the number and the proportion of those employed in the agricultural sector has been decreasing compared to other sectors of the national economy.** This includes graduates with an agricultural degree, since the proportion of those who find employment in agriculture is decreasing (**Figure 4**). Although it has to be mentioned that besides the decreased role of agriculture within the national economy, there are some other factors which contributed to the lower number of agricultural employees indicated by statistics.

Figure 4: The proportion of agricultural employees compared to the total number of employees in the national economy in the period of 1991-2002

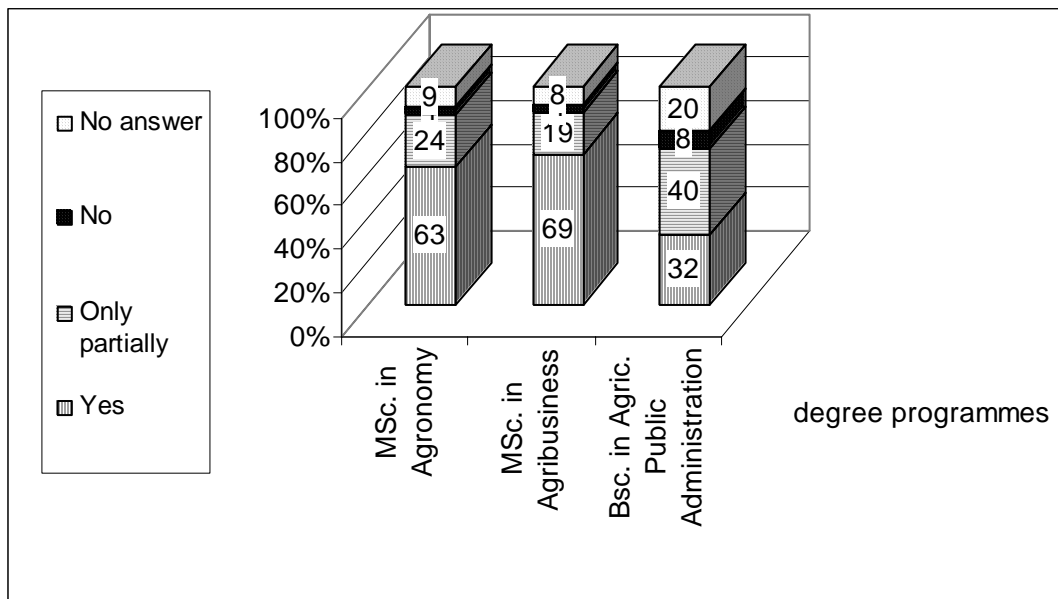


Source: Hungarian Statistical Yearbook, 2002

7. **A high proportion of the graduates choose to continue their studies after graduation,** so their higher education does not finish with receiving their first diploma. They can choose further study either out of necessity if they cannot find a job fitting their qualification, or as a tool to increase their prospects in the labour market immediately after graduation. However, many choose to study further besides working.

8. **The relationship between the job position and the qualification is relatively weak among agricultural graduates,** which means that many of them work in lower positions than their qualification would enable. Related results of our survey are presented in **Figure 5**.

Figure 5: The relationship between the qualification and the job position



9. On the basis of the survey, graduates **qualified the level of professional and basic courses as very good, while practical training and language teaching received worse qualification** as a result of their experience on the labour market.

10. **One third to half of the students** of the University of Debrecen Centre of Agricultural Sciences **already had had a language exam, mainly intermediate, before they started their university studies**. Most of them studied English during their university years and **many succeeded to pass the preliminary, intermediate or advanced level exam**.

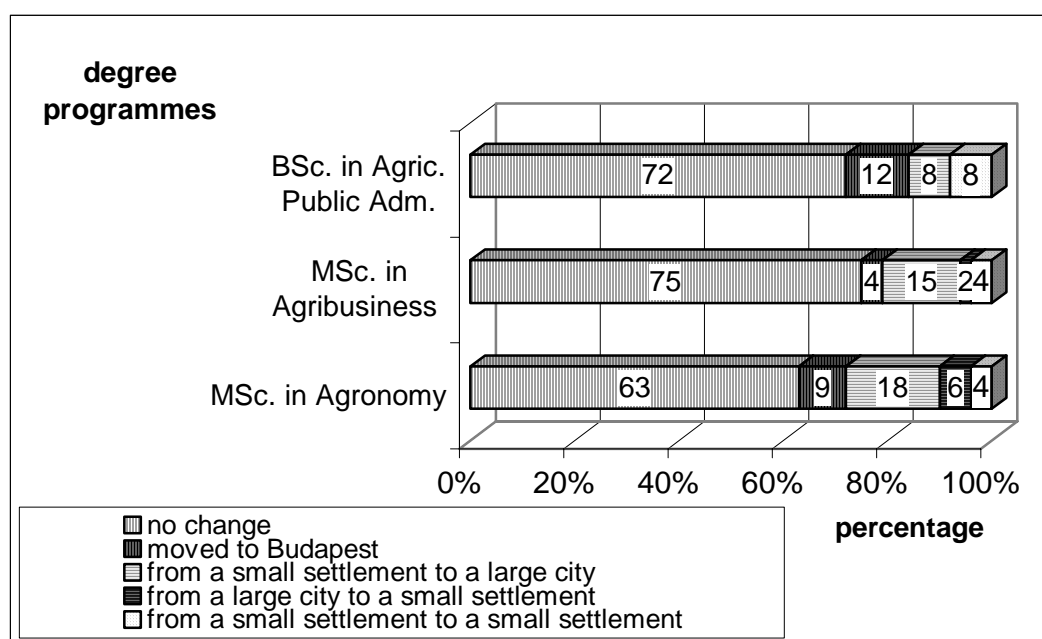
11. Regarding the contribution of the University of Debrecen Centre of Agricultural Sciences to rural development, it can be stated that **the recruitment area of the Faculty of Agriculture is the eastern part of Hungary**, but within that region the prevailing one is not Hajdú-Bihar county. A relatively large number of students come from Békés and Szabolcs-Szatmár-Bereg counties. From the central and western parts of the country, students came sporadically from the different small regions. It is conspicuous that a relatively high number of students come to the Faculty from the regions of Miskolc and Budapest.

12. Regarding the number of students at the Faculty of Agricultural Economics and Rural Development, Hajdú-Bihar county, within that the Debrecen agglomeration, is of determining role even within the eastern part of the country.

A considerable number of students come to this faculty from the Budapest region as regards the central and western parts of the country.

13. The University of Debrecen Centre of Agricultural Sciences has a role in rural development mainly in those regions where its students come from, since two thirds or three quarters of them find employment there after graduation. The answers are presented in Figure 6.

Figure 6: Changes in the place of residence of graduates before and after university studies



4. New and novel results of the thesis

1. The number of publications on this subject is increasing in Hungary and especially abroad, however, the number of PhD theses in this area is relatively low. In my PhD thesis, I have collected and synthesised the relevant Hungarian and international references and have drawn attention to the significance and the topicality of the subject.

2. I have developed and published examples by synthesising the foreign systems and solutions of keeping contacts with graduates that can probably be applied also in Hungary. This is justified by the fact that the reorganisation of alumni work at the Faculty of Agriculture, University of Debrecen started in November 2003, in which my research work also played a role.

3. I have set up a database about the full-time graduates of the Faculty of Agriculture of the Debrecen Agricultural University and the University of Debrecen Centre of Agricultural Sciences between 1995 and 2002, which includes the graduates' experience in finding employment, their opinions about the alma mater, their language skills and contacts with the alma mater. Based on the questionnaire developed by me and the experience revealed by the studied literature, the career follow-up of the graduates can become a regular activity in our institution.

4. The Centre of Agricultural Sciences received new information about:

- the careers of graduates,
- the qualification of the theoretical and practical knowledge acquired at the university by the graduates,
- preferences of the contacts between the graduates and the institution.

5. With the cited questionnaire survey, I have determined the student recruitment area of the University of Debrecen Centre of Agricultural Sciences and revealed the regional relationships between the former residence and the place of work after graduation. The Centre has a direct effect mainly in the Northern and Southern Great Plain regions and in Budapest.

5. Practical applicability of the results

- alumni work at the University of Debrecen Centre of Agricultural Sciences is currently in the phase of reorganisation. The synthetisation of the experience of foreign universities leading in operating alumni systems and of related publications and the formulation of suggestions based on the adaptable experience provide an excellent basis for my institution to establish high-level alumni contacts,
- such a comprehensive and in-depth career follow-up of graduates has not previously been carried out at the University of Debrecen Centre of Agricultural Sciences. Using the questionnaire, the processing and evaluating method developed by me, the career follow-up of the graduates can become a regular activity in our institution. Furthermore, the introduction of the related activities of several Hungarian higher education institutions and of some national initiatives is a valuable help in starting a career follow-up activity. By synthetising these, a high-level career follow-up activity could be started at our institution,
- leaders of the institution received reliable information on the employment and language knowledge of graduate students, as well as, their opinion and preferences of the contacts with the institution that can be useful in their decision making work.

6. Related publications

1. "A felsőoktatás és a munkaerőpiac kapcsolata" (poszter), "Az Észak-Alföldi Régió Mezőgazdaság- és Vidékfejlesztése" konferencia, 2001. október 30. Debrecen ("Relationship between higher education and labour market" poster, "Agricultural and Rural Development of the Northern Great Plain Region" conference, 30 October 2001, Debrecen)
2. "A humánerőforrás-fejlesztés és az agrár-felsőoktatás kapcsolata Nyugat-Európában és Magyarországon" (poszter), Fiatal Magyar Tudományos Kutatók és Doktoranduszok Ötödik Világtalálkozója: "Információ és globalizáció a tudományban" c. konferencia 2001. április 20-22. Gödöllő, 96.o. ("Relationship between human resource development and agricultural higher education in Western Europe and Hungary" poster, "Information and Globalisation in Science" conference, 20-22 April 2001, Gödöllő, 96.p.)
3. "Role of agricultural higher education in the rural development of Eastern Hungary" (poster) First International Symposium, "Prospects for the IIIrd Millennium Agriculture", 25-27 October 2001, Cluj Napoca, Romania
4. "A felsőoktatás és a munkaerőpiac kapcsolata" (kibővített anyag), Agrártudományi Közlemények különszám, Debrecen, 2002, 31-34.o. ("Relationship between higher education and labour market" long version, Acta Agraria Debreceniensis special edition, Debrecen, 2002, 31-34.p.)
5. "Agrárfelsőoktatás a felvett hallgatói statisztikák alapján" (előadás) "Innováció, a tudomány és a gyakorlat egysége az ezredforduló agráriumban" c. mezőgazdasági, vidékfejlesztési, környezetvédelmi tudományos és szaktanácsadási nemzetközi konferencia, 2002. április 11-12. Debrecen, 143-147.o. ("Agricultural higher education on the basis of admitted students' statistics" lecture, "Innovation, the Unity of Science and Practice in the Agriculture of the Millennium" – international scientific conference on

agriculture, rural development, environmental protection and extension, 11-12 April 2002, Debrecen, 143-147.p.)

6. "Az egyetem és végzett diákjai közötti kapcsolat Nyugat Európai tapasztalatok alapján" (előadás), III. Alföldi tudományos tájgazdálkodási napok, 2002. október 17-18. Mezőtúr, 2-7.o. ("Relationship between the alma mater and its graduates on the basis of Western European experiences" lecture, "III. Scientific days of the Great Plain", 17-18 October 2002, Mezőtúr, 2-7.p.)
7. "Felsőoktatás-agrárfelsőoktatás Magyarországon: Jelentkezési és felvételi statisztikák a Debreceni Egyetem megközelítésében" (előadás), VIII. Ifjúsági Tudományos Fórum, 2002. március 28. Keszthely ("Higher education-agricultural higher education in Hungary: Application and admission statistics concerning the University of Debrecen" lecture, "VIII. Scientific Youth Forum" 28 March 2002, Keszthely.)
8. "Informatikai lehetőségek a végzett hallgatókkal való kapcsolattartásban" (előadás), Agrárinformatika Konferencia, 2002. augusztus 27-28. Debrecen, 356-363.o. ("Information technology in alumni relations" lecture, Agro-informatics conference, 27-28 August 2002, Debrecen, 356-363.p.)
9. "The University and its alumni", (előadás), "University and Society, Current Problems of Regional Co-operation" scientific conference, 21-23 April 2002, Pécs, 67-69.p.
10. "Alumnimarketing" (előadás) MOKKA Konferencia, 2003. szeptember 4-5. Debrecen ("Alumnimarketing" lecture, "MOKKA" conference, 4-5 September 2003, Debrecen)
11. "A 2000-2002 között végzett gazdasági agrármérnökök és az egyetem közötti kapcsolat" (poszter), AVA Nemzetközi Konferencia, 2003. április 1-2. Debrecen, 379.o. ("Relationship between the alma mater and its former students graduated between 2000-2002 from the Agribusiness degree programme" poster, "AVA" international conference, 1-2 April 2003, Debrecen, 379.p.)

12. "Internet based communication between the Alma Mater and its graduates", (lecture) EFITA international conference, 5-9 July 2003, Debrecen, 315-321.p.
13. "Munkaerőpiaci visszajelzések, avagy karrierkövetés a Debreceni Egyetem Agrártudományi Centrumában" (előadás) IX. Nemzetközi Agrárökonómiai Tudományos Napok, 2004. március 25-26. Gyöngyös ("Feedback from the labour market or career monitoring at the University of Debrecen Centre of Agricultural Sciences" lecture, IX. International Agro-economic Days, 25-26 March 2004, Gyöngyös)
14. "Az agrárszektorban foglalkoztatottak hazai munkaerőpiaci pozíciói" (előadás) Innováció, a tudomány és a gyakorlat egysége az ezredforduló agráriumban, Agrárgazdasági modellek a 21. század mezőgazdaságában konferencia, 2004. április 16. Debrecen, 138-139. o. ("Labour market position of agricultural employees in Hungary" lecture, "Innovation, the Unity of Science and Practice in the Agriculture of the Millennium" – Agrarian models in the Agriculture of the XXIst century" conference, 16 April 2004, Debrecen, 138-139.p.)
15. *"Alma mater – graduate relationship via Internet" Agrarian perspectives – Sustainable development of an agrarian sector, challenges and risks, 22 September 2004, Prague, Czech Republic. accepted.*
16. *Végzett hallgatók karrierkövetése a Debreceni Egyetem Agrártudományi Centrumában. Magyar Felsőoktatás, Budapest, 2004, megjelenés alatt. ("Career monitoring at the University of Debrecen Centre of Agricultural Sciences" - Hungarian Higher Education, Budapest, 2004, submitted)*

17. *Agrárfoglalkoztatási helyzet Magyarországon és az Észak-Alföldi régióban. Competitio, Debrecen, 2004, megjelenés alatt. ("Agricultural employment in Hungary and the North-Great Plain region" – Competitio, Debrecen, 2004, accepted)*

18. *Karrierkövetés. Agrártudományi Közlemények, Debrecen, 2004, megjelenés alatt. ("Career monitoring" - Acta Agraria Debreceniensis, Debrecen, 2004, in press)*

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