

Abstracts

2007-10

1.) Tertiary Education and Regional Development, TERD

- Title of the Project: *Tertiary Education and Regional Development, TERD*
- Identification number of the project: OTKA T-69160
- Head Researcher: Tamás Kozma
- Senior Researchers: Gabriella Pusztai
- Funds: 7 233 000 Ft

Abstract

TERD is the abbreviation of our research topic: The Impact of Tertiary Education on Regional Development. The research was conducted within the confines of the CHERD research centre at the University of Debrecen with the support of OTKA from 2007 to 2010. The goal of TERD was to discover and analyze the impact of tertiary education on the regional development during the years of transition in the relevant areas of Central-Europe. The project aimed to describe and analyze the contribution of tertiary and higher education (THE) to the economic turns and political transitions of their local and regional societies during the 1990s in Central Europe (CE).

Publications

A list of relevant research materials and publications can be found at the following website:
<http://terd.unideb.en>

2007-2008

2.) Bologna-process in Central Europe, BCE

- Title of the Project: *The Bologna-process in Central Europe, BCE*
- Identification number of the project: 80/tkOKAI
- Head Researcher: Tamás Kozma
- Senior Researchers: Károly Barakonyi, László Bura, Béla Gabóda, Éva Gabóda, Irén Gábrity Molnár, Béla László, Anna Orosz, Gabriella Pusztai, Magdolna Rébay Péter Csaba, Szabó, Éva Szolár
- Funds: 1.819.000 Ft

Abstract

In the research, we investigated how the „Bologna process” has been implemented in Central Europe. We applied the comparative method to understand the higher educational reform, (the Bologna reform) which was launched in 1999. It is worth examining the state of the Bologna-reform in Central –Europe because of its unique history. This region of Europe joined the EU at the beginning of the 2000s. The 1990s were characterised by the impacts of the transition, which has not been finished yet in this region (until 2008). Therefore, the major goal of the research was to understand those political correlations which considerably influenced the process of the Bologna system in this region. One of the main findings of our research was that not only one, but two higher educational reforms have been passed since the political transition in Central Europe. The main goal of the 1990s was to create an independent higher education system, though in the 2000s, assimilation to the „European Higher Education Area”

has become a central motive. During the research, we did not simply repeat the official reports on the reform, but – regarding the Bologna process as an educational policy question – we wished to accomplish a deeper understanding of it by applying scientific aspects to examine the Central – European higher educational reform.

Results:

- Kozma, Tamás - Rébay, Magdolna (eds.): The Bologna Process in the New European Union Countries. European Education 40 (2008), No. 2. (tematikus szám) (thematic issue)
- Kozma, Tamás: Political Transformations and Higher Education Reforms. p. 295.
- László, Béla: The Impact of the Bologna Process on Higher Education in Slovakia. p. 465.
- Orosz, Anna: The Bologna Process in Croatia. p. 664.
- Pusztai, Gabriella/Szabó, P. Csaba: The Bologna Process as a Trojan Horse. Restructuring Higher Education in Hungary. p. 85 03
- Kozma T, Rébay M (eds) 2009 A bolognai folyamat Közép-Európában. (The Bologna Process in Central -Europe) Budapest: Új Mandátum

2003-2005

3.) The “Debrecen School of Pedagogy”

- Title of the Project: *The “Debreceni School”*
- Identification number of the project: OTKA 43016
- Head Researcher: Tamás Kozma
- Senior Researchers: Gábor Orosz
- Funds: 6 000 000 Ft

Abstract

Among the Hungarian educational research university schools, the “debreceni” is not a deeply researched one, although our public schooling system has certain years when the thoughts of Debreceni educational teachers influenced the whole country. The academic educational piece of research was based on the Reformed School and its legal progeny, the University of Debrecen. The work of educational teachers at the University of Debrecen (Béla Mitrovics, Sándor Karácsony, Béla Jausz, László Kelemen) created an educational school, which was unique as all teachers /professors came from different fields of humane studies. That is why it was essential to get to know and explore the professors’ scholarly relationships and their role in university life as well as in the educational public life. Their disciplines are good examples of the positive effects of the “debreceni” school.

Publication

- Kozma T. 2004 A debreceni iskola debrecenisége. (The meaning of the „debreceni” school) In: L. Brezsnyánszky, I. Fenyő eds 2004 A debreceni iskola. (The Debreceni School) Acta Paedagogica Debrecina CIII. Debrecen: Kossuth Egyetemi Kiadó, (Kossuth University Press) pp. 226-42

2002 – 2005

4.) Regional University

- Title of the Project: *Regional University*
- Identification number of the project: NKFP 5/150/2001

- Head Researcher: Tamás Kozma
- Senior Researchers: István Süli-Zakar, Csaba Béres, Gabriella Pusztai
- Funds: 15 000 000 Ft

Abstract:

This research aimed to examine those organisational and installation models, which helped us to analyse the tertiary education system in a regional prospective. During the research, we carried out a regional analysis, which helped us to understand those changed / permanent training demands which emerged in the 1990s. Due to the results of the research, we suggested a new institutionalism of tertiary education. On the basis of the research, it was appointed that the predictions about the regional development of higher education proved to be reliable. At the same time, (the) great turning points (e. g. the political transition and its consequences) were not proven to be predictable. The regional changes of the demands on higher education coincide with the regional spread of innovation in Hungary, except for the Borderland regions and the „Plain regions”. It is also one of the consequences of the research that the institutions of tertiary education offer short-term vocational trainings and general intellectual qualifications. The research proved that those institutions (models) are viable which combine vocational training with general qualification.

Publications:

- Kozma T 2004 Kisebbségi oktatás és harmadik utasság. (Minority Education and the „Third Political Way”) In: Barta J, Pallai L ed 2004 Emlékkönyv Gunst Péter 70. születésnapjára. () Debrecen: Egyetemi Történettudományi Intézet, pp. 413-24. ISBN 963-216-2730
- Kozma T 2004 Understanding education in Europe-East: Frames of interpretation and comparison. In International Journal of Educational Development 24, 5: 467-77. Társszerző: Polonyi T
- Kozma T 2002 Regionális egyetem. (Regional University) Kutatás Közben 233. Budapest: Oktatáskutató Intézet. ISBN 963-404-363-1

2002-2003

5.) Higher Education Accreditation in Central Europe

- Title of the Project: *Higher Education Accreditation in Central Europe*
- Identification number of the project: K69160
- Head Researcher: Tamás Kozma
- Senior Researchers: -
- Funds: 1 400 000 Ft.

Abstract

The term of accreditation is defined as the different activity reforms of higher education in Central-Europe. The different accreditation organizations (bodies) usually deal with the learning programs of higher education, while they find the solutions to the problems in the same organizations or in other organizations (capacity accreditation, finance conditions). The Central European accreditation is a tool for catch up and internalization. Eruption is expected from not only the previous totalitarian systems but from the isolation as well, which is traditionally carried to the intelligentsia by Central Europe. Accreditation can be regarded a governmental activity, or the scientific background of it. That is why accreditation organizations and processes are becoming part of the red tape, although in a different way (administrative, master, corporate, “self-governed organizations”). In the rapidly changing

and uncertain Central European political environment the accreditation organizations fight for survival. In order to survive, they apply special kinds of survival strategies (e.g. accreditation as quality assurance, science management or culture diplomacy). The accreditation organizations which are trying to stabilize their position develop their identity as well as their scientific attitude, which is connected to the changing trends of higher education in Central Europe (the Bologna process).

The relationships between the two piece of research:

The two pieces of research are connected to each other in the following dimensions: the tendencies of changes in higher education in Central Europe, identifying and analyzing the policy-makers of higher education. They differ from each other in the regional impacts of the “national” higher educational policy, especially in the borderland regions, their inclusion or exclusion to Europe.

Publications:

- Kozma T 2004 Az európai akkreditációs politika egy összehasonlító vizsgálat tükrében. (The European accreditation policy from a comparative research perspective) In: Cseke P et al ed 2004 Minőségi igények és módszertani követelmények a felsőoktatásban. (Quality demands and methodological requirements in higher education) Kolozsvár: Universitara Clujeana Kiadó. ISBN 973-610-300-5. Pp. 121-39 Társszerző: (Co-Authors) M. Rébay
- Kozma T 2003 (2004) Accreditation in the Higher Education System in Hungary. Paris: IIEP Társszerzők (Co-Authors) T. Híves, I. Radácsi, M. Rébay.
- Kozma T 2003 szerk. Felsőoktatási akkreditáció Európában. (Higher Education Accreditation in Europe) Kutatás Közben 242. Budapest: Oktatókutató Intézet, pp. 95. ISBN 963-404-373-9. Társszerkesztő: (Co-Authors) M. Rébay

2000-2002

6.) Minority Education in Central Europe

- Title of the Project: *Minority Education in Central Europe*
- Identification number of the project: OTKA T-32196
- Head Researcher: Tamás Kozma
- Senior Researchers: T. Polónyi, K. Torkos, A. Szerepi, I. Szíjártó, A. Horkai, G. Zsigovits, B. Korponay.
- Funds: 3 612 000 Ft.

Abstract

The delimitation of Central Europe is not an easy task and not independent of politics; it was re-discovered by the democratic opposition in the 1980's. Minority policy-making has been driven by community self-identification; and education has also served this goal. The so-called “minority policy-makers”, who started their career in 1989, were typically the representatives of the first generation of the “third political way”. Their institutions were established as a result of civil movement and in some cases, they were the results of cross-border cooperation (borderland education, off-shore education). The founders of the institutions are characteristic personalities. If they were able to get the support of their communities, they could integrate (themselves) in the parliamentary system. If they confronted with it, they gave their places to the consolidation process of minority policy-makers.

Publications

- Kozma T et al. 2005 Kisebbségi oktatás Közép-Európában. (Minority Education in Central-Europe) Budapest: Új Mandátum. ISBN 963-9494-2
- Kozma T 2004 Kisebbségi oktatás és harmadik utasság. (Minority Education and the „Third Political Way”) In: Barta J, Pallai L ed 2004 Emlékkönyv Gunst Péter 70. születésnapjára. (Saluting Péter Gunst’s 70th Birthday) Debrecen: Egyetemi Történettudományi Intézet, pp. 413-24. ISBN 963-216-2730
- Kozma T 2004 Kisebbségi oktatáspolitikák. (Minority Education Policies) Debreceni Szemle 12, 3: 394-405
- Kozma T et al. 2004 Határközi kapcsolatok és intézményalapítás: egy összehasonlító egyetemkutatás eredményei. (Cross-Border Cooperations and the Foundation of Institutions: the Results of a Comparative Research) In Debreceni Szemle 12, 1: 32-44
- Kozma T 2004 Változások hordozói. (The Representatives of Changes) In Educatio 12 (2003), 1: 65-78
- Kozma T 2003 Minority education in Central Europe. In European Education 35, 1: 35-53
- Kozma T et al. 2003 Kisebbségi egyetemek. (Minority Universities) In Magyar Felsőoktatás 13, 4-6: 33-35.
- Kozma T et al 2003 Roma childhood in Eastern Europe. In: Acta Paedagogica Vilnensia Vol XI. Pp 44-62. Társszerzők (Co-Authors) G. Pusztai, K. Torkos. ISBN 1392-5016
- Kozma T 2000 Kisebbségi oktatás Közép-Európában (Minority Education in Central Europe) In Educatio 9, 2: 220-38

1998-2001

7.) Árpád Kiss’ educational heritage

- Title of the Project: *Árpád Kiss’ „educational heritage”*
- Identification number of the project: OTKA 25176
- Head Researcher: Tamás Kozma
- Senior Researchers: Endre Kiss, Gábor Lénárd, Gábor Orosz
- Funds: 3 000 000 Ft.

Abstract

Árpád Kiss can be regarded as one of the most influential educational thinkers and policy-makers of the 20th century. His contribution to the 1945-46 democratic school reform (founded the elementary school system), as well as his leading role in the area of monitoring and evaluation forms of students’ school results, however, are not very well-known.

This state of being unknown is partly detectable since Árpád Kiss’ scholarly career finished because of Rákosi’s takeover in 1949 (Árpád Kiss was relocated), and thus the entire social and political system changed in a dramatic way in Hungary. Árpád Kiss had the chance to re-start his scholarly career only after the consolidation years of the Kádár system. The memorial room and the archives, which were given to the Department of Education by the family and the Árpád Kiss Association, are a unique chance to getting to know education practice and educational policy in the 20th century. This research was started to explore the Árpád Kiss’ educational heritage and the publication of the findings of the research.

The Kiss Árpád Conference, which is held in every two year, is a great opportunity to function as a forum for scholar discussions about his life and the educational heritage as well as a chance to publicize the major outcomes of the research.

Publications:

- Kiss E (ed) 2002 Tudásalapú társadalom. (Knowledge-based Society) A Kiss Árpád archívum könyvtára (The Library of Árpád Kiss's archives) II. Debrecen: Egyetemi Neveléstudományi Tanszék. (University of Debrecen, Department of Education)
- Kiss E (ed) 2001 Interdiszciplináris pedagógia. (Interdisciplinary Pedagogy) A Kiss Árpád archívum könyvtára (The Library of Árpád Kiss's archives) I. Debrecen: Egyetemi Neveléstudományi Tanszék.
- Kozma T 2001 Egy belső emigráció könyve. (A book of self-immigration) *Educatio* 10, 1: 196-200

1998-1999

8.) Minority Education: The Case of the Hungarian People

- Title of the Project: *Minority Education: The Case of the Hungarian*
- Identification number of the project: OKTK A-1551/IV/1999
- Head Researcher: Tamás Kozma
- Senior Researchers: Imre Radácsi
- Funds: 500 000 Ft

Abstract:

The aim of the research is to explore and describe the status of minority Hungarian education to determine (a) their demands concerning education and (b) the available educational capacities (network and structure) to satisfy these needs. The necessity and possibility of organizing Hungarian-language tertiary (higher) education was treated with special care during the research, as international comparisons support that this is going to be an accentuated branch of development in Central Europe in the next period.

Results:

- Kozma T et al. 2000 ed. Kisebbségek Közép-Európában. (Minorities in Central Europe) *Educatio* 9, 2: 205-432 (tematikus szám). (thematic issue)
- Kozma T 2000 Kisebbségi oktatás Közép-Európában (Minority Education in Central Europe) In *Educatio* 9, 2: 220-38
- Kozma T et al. 2000 Should we become more international or more regional? Aspects of minority higher education in Europe. In *Higher Education in Europe* 25 (2000), 1: 41-45.
- Kozma T 2002 Ungarn. In: Döbert H. et al eds. (2002) *Die Schulsysteme Europas. Grundlagen der Schulpädagogik* 46. Hohengehren: Schneider Verlag, pp. 587-602. (Társszerző: Rébay Magdolna)
- Kozma T 2002 Határokon innen, határokon túl: Regionális változások az oktatásügyben, 1990-2000. (Within the Borders or beyond the Borders: Regional Changes in Education, 1990-2000) Budapest: Oktatókutató Intézet, Új Mandátum

1997-1999

9.) Institutional Researches in Higher Education

- Title of the Project: *Institutional Researches in Higher Education*
- Identification number of the project: FKFP 326/1997
- Head Researcher: Tamás Kozma
- Senior Researchers: Bea Bojda
- Funds: 3 300 000 Ft

Abstract:

The Institutional Research in Higher Education (1997-1999) aimed to adapt the international institutional research efforts and tendencies - by using analyses, classical and modern research methods and approaches - into the Hungarian research environment, with all of its advantages and disadvantages.

Publication:

- Bojda B (ed) 2002 **Intézményi kutatások a felsőoktatásban.** (Institutional Researches in Higher Education) *Acta Paedagogica Debrecina Vol CI*. Debrecen: Kossuth Egyetemi Kiadó

1997-1998

10.) Researches on the Ecology of Education in East-Hungary

- Title of the Project: *Researches on the Ecology of Education in East-Hungary*
- Identification number of the project: AMFK 251/1996
- Head Researcher: Tamás Kozma
- Senior Researchers: T. Híves, R. K., Forray, K. Rubovszky.
- Funds: 600 000 Ft

Publication

- Híves T., Kozma T. 1998 **Oktatásökológia szöveggyűjtemény.** (The Ecology of Education - Reading Packet) Debrecen KLTE Ped. Könyvtár

1996-1999

11.) Regional Cooperation in Tertiary Education

- Title of the Project: *Regional Cooperation in tertiary education*
- Identification number of the project: OTKA T-20246
- Head Researcher: Tamás Kozma
- Senior Researchers: R. K Forray., Z. Györgyi., R. Mészáros., J. Pusztay, T. Elter, B. Máté, Á. Narancsik, Sz., A. Kálmán.
- Funds: 2 700 000 Ft

Abstract

The original aim of the research was to examine the geographical incidence of tertiary trainings with special emphasis on the cooperation of borderland regions. Consequently, the following tasks arose:

- collecting tertiary trainings
- selecting and analyzing regions that cross state-borders and in which cooperation could be encoded
- gathering further information concerning tertiary trainings.

The original aims of the research were limited to the borderland areas of the North-Hungarian, East-Hungarian and the Tyrol regions – by agreeing with the pre-reviews and concerning the amount of financial support. During the research, the aims and the areas were narrowed further due to the available rich data.

In finishing the research, we present the similarities and differences of borderland regions by concerning tertiary trainings. Based on this, we wish to present the future of borderland cooperation and tertiary training as well.

Publications:

- Kozma T. 2000 Regionális együttműködések a harmadfokú képzésben. (Regional Cooperations in Tertiary Education) *Educatio Füzetek* 227. Budapest: Oktatókutató Intézet. Társszerzők (Co-Authors) T. Híves, I. Radácsi
- Kozma T. 1999 Regionális folyamatok és térségi oktatáspolitiká. (Regional processes and regional education policy) *Educatio Füzetek* 225. Társszerző: (Co-Authors) R. K. Forray. Budapest: Oktatókutató Intézet.
- Kozma T 1998 New challenges of tertiary education in East-Central Europe. In: Leitner E. ed. 1998 Educational Research and Higher Education Reform in Eastern and Central Europe. *Studies in Comparative Education* 6. Frankfurt: Lang, 131-43
- Kozma T 1997 Túlélés vagy felzárkózás? (Surviving or Closing up?) In *Educatio* 6, 3: 453-64
- Buda M., Kozma T (eds) 1997 Határmenti együttműködés a felsőoktatásban. (Cross-Border Cooperation in Higher Education) *Acta Paedagogica Debrecina* Vol. XCVI. Debrecen: Kossuth Egyetemi Kiadó

1995-1996

12.) *Cross- Border cooperation in higher education: closing up strategies and cooperation tactics*

- Title of the Project: *Cross- Border cooperation in higher education: closing up strategies and cooperation tactics*
- Identification number of the project: AMFK 508/1995
- Head Researcher: Tamás Kozma
- Senior Researchers: Gábor Kálmán, Pusztai János, Szabó L. Tamás
- Funds: 700 000 Ft

Abstract:

The original goal of the research was to examine the regional incidence of tertiary education, especially the cooperation between cross-border regions. For this reason, the research tasks were the following. 1.) Identifying tertiary education trainings; 2.) Selecting and analysing those regions, which are cross-border, and where the cooperation can be measured; and finally 3.) Gathering further information on tertiary education institutions.

The summary of research can be described as an attempt to capture the differences and similarities of cross-border regions, with regard to tertiary education. On the basis on the findings, we aimed to predict the future of cross-border cooperation as well as tertiary education.

Publications:

- Kozma T 2000 Regionális együttműködések a harmadfokú képzésben. (Regional Cooperation in Tertiary Education) *Educatio Füzetek* 227. Budapest: Oktatókutató Intézet Társszerzők: T. Híves, I. Radácsi ISBN 963-404-354-2
- Buda M., Kozma T. (eds) 1997 Határmenti együttműködés a felsőoktatásban. (Cross-Border Cooperation in Higher Education) *Acta Paedagogica Debrecina* Vol. XCVI. Debrecen: Kossuth Egyetemi Kiadó

1994-1996

13.) Euroharmonisation

- Title of the Project: *Euroharmonization*
- Identification number of the project: OKTK 998/1996.
- Head Researcher: Tamás Kozma
- Senior Researchers: Imre Radácsi
- Funds: 720.000 Ft

Abstract:

In our research, we analysed the impacts of the EU-joining on education systems, education policy and the quality of education. The goal of the research was to discover and explore the types of arrangements needed to be taken in education to promote the joining process towards the Euro-Atlantic integration. To be more precise, we wished to explore those initiations which arised in the education system of the countries that has just emerged or wish to be member states so that those were able to join the EU; the social reception, political effects and financial consequences of the arrangements which arised during the joining process; and finally, we wished to appoint those “critical points”, where the Hungarian system of education needs to be adapted to the EU norms.

Publications:

- Kozma T ed 1997 Euroharmonizáció. (Euroharmonization) Budapest: Educatio Kiadó (Educatio Könyvek) (Educatio Books)
- Kozma T., Szigeti M G (eds) 1996 Európa. (Europe) In Educatio 5, 4: 553-746 (tematikus szám). Társszerkesztő: (Co-Author:) Gábor, Szigeti Miklós

1992-1994

14.) Cross-Border Cooperation in Education: Comparative Regional Research

- Title of the Project: *Cross-Border Cooperation in Education: Comparative Regional Research*
- Identification number of the project: OTKA T-4917
- Head Researcher: Tamás Kozma
- Senior Researchers: Anna Imre
- Funds: 900 000 Ft

Abstract

Two kinds of cross-border educational connections have been identified. The symbolic type of cross-border connections served mainly the goals and objectives of minority education; while the instrumental type of connections aimed to strengthen VET for fast economic modernisation and growth. Type A of the CBC in education was found typical at the Eastern part of Hungary (state borders between Hungary and Romania as well as between Hungary and Ukraine). Type B of the CBC in education (VET) was more characteristic at the North-Western part of Hungary (state-border between Hungary and Austria). Three CBC regions have been investigated, whose field studies showed that every CBC contains elements of type A and B and that their differences can be characterised by the majority elements.

Publications:

- Kozma T 1996 Határmenti együttműködés az oktatásügyben. (Cross-Border Cooperation in Education) OTKA kutatási beszámoló (OTKA research report), kézirat. (manuscript) Budapest: Oktatókutató Intézet D 4834
- Kozma T. 1994 Divided Nations. (Co-editor: Drahos P.) Budapest: Oktatókutató Intézet
- Kozma T., 1993 The expansion of education in Eastern Europe: A regional view. In Higher Education in Europe 1993, 2: 85-96
- Kozma T., 1992 Határmenti régiók együttműködése az oktatásban. (Educational Cooperation between Cross-Border Regions) In: R K. Forray, A. Pribersky ed 1992, Grenzüberschreitende Zusammenarbeit und Bildung. Budapest: Oktatókutató Intézet, pp. 18-24.

1991-94

15.) *Organizing professional interests in education*

- Title of the Project: *Organizing professional interests in education*
- Identification number of the project: OTKA T-2905
- Head Researcher: Tamás Kozma
- Senior Researchers: Iván Bajomi, Mária Nagy
- Funds: 1 100 000 Ft

Abstract

The end of the former political regime (called Kádár-regime by the name of the communist dictator in Hungary) was characterised by the loss of rigid political and bureaucratic control over educational institutions. Educational institutions were liberated by the party power centre (reform communists) that looked after supporters in their fight against rigid party leaders at the county level. Some of the liberties of educational institutions have been institutionalised (like voting for the school director, autonomy of the teaching staff, etc.). After the political transition, new owners stepped into the educational political arena (mainly local authorities but the churches and private foundations as well). They, on the contrary to the late 1980s, wished to secure their control over educational institutions. Schools felt they were losing their new liberties, which caused heavy disputes and political fights in the educational arena under the new government (1990-94).

Publications

- Kozma T., 1994 A közoktatás fejlesztési koncepciójának tudományos megalapozása. (The scientific basis for the developmental concept of public education) Kutatás Közben 198. Budapest: Oktatókutató Intézet. Társszerzőkkel (with Co-authors)
- Kozma T., 1992 Reformvitáink. (Reform disputes) Budapest: Educatio Kiadó
- Kozma T., 1992 The neo-conservative paradigm: recent changes in Eastern Europe. In: Altbach Ph G et al eds 1992 Emergent Issues in Education: Comparative Perspectives. Albany: State University of New York Press pp. 93-103.
- Kozma T., 1992 Szabad legyen vagy kötelező? (Should it be free or compulsory?) Társszerző és társszerkesztő: (Co-author and Co-editor:) P. Lukács Budapest: Educatio Kiadó
- Kozma T., 1991 ed. Önkormányzat és iskola. (Local Government and School) Kutatás Közben (Research In Progress Series) 153 Budapest: Oktatókutató Intézet (Education Research Institute)
- Kozma T., 1991 Egy közoktatási reform esélyei Magyarországon. (The chance of a public school reform in Hungary) In Info - Társadalomtudomány 18, 7-14.

- Kozma T., 1991 *Döntésformáló csoportok a magyar felsőoktatásban: politikai arculatuk és érdekérvényesítő stratégiáik.* (Decision-forming groups in the Hungarian higher education: political images and lobbyist strategies) *Kutatás Közben* 144. Budapest: Oktatókutató Intézet

1989-1991

16.) *Global challenges of education.*

(Leadership of a sub-research program, in the “Researches supporting the development of public education” national research program) Supporter: OTTKT (No. 4/1 program of social sciences)

1986-1990

17.) *The regional development of higher education*

(Leadership of a sub-research program, in the “Researches supporting the development of higher education” national research program)

Supporter: OTTKT No. 4/2 program of social sciences

1982-1985

18.) *The changes of the regional developments of higher education*

(Leadership of a sub-research program, in the “Researches assisting the development of public education” national research program)

Supporter: Ministry of Culture and Education