



EDUTUS FŐISKOLA

**Edutus50... The Edutus Mission
(1992-2017-2042)**

**Institutional Development Plan
A Framework Program**

<https://www.youtube.com/watch?v=jvM3-324Fw8>



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Foreword

Edutus College celebrated the 25th anniversary of its foundation. With this age – which, by the number of its years is adolescence in education – Edutus College is one of the oldest private educational institutions operating in Hungary.

In the life of an educational institution sharing and living common experiences are remarkable resources, so we honestly process and respectfully document the events of the last 25 years in the history of the institution. Still, the most important is what we do in the presence, in an era when challenges and questions are so sharply formulated that this situation includes the possibility either for dynamic development, or the break-up of the thread of the Edutus-story.

Being a small, private college in the countryside has several disadvantages, but it is surely an advantage that we can come up with new ideas, new solutions, which are not paralyzed by the fear of breaking the traditions or by content superficiality, the common denominator of the systems of fragmented interests. This was the reason why for the 25th anniversary of the College (MÜTF¹25 – CMBS25) Edutus50 discussion paper was born, referring to the previous name of the institution. From time to time, together with our professional, economic partners, the leaders of the sector, the leaders of public life and with the politicians concerned, we can alter, modify, improve and strengthen our commitment and support to the Edutus mission – as it is expected from an institution established in a mining town anyway.

The document published for the 25th anniversary was widely discussed and considering the ideas and suggestions of the feedbacks it was finalized in March 2018. The strategic document titled “Edutus50 – the Edutus Mission” is a framework program for institutional development, which specifies the aims and goals of the maintainer and the leaders of the College for the employees and partners, and also the mental posture which is required to reach them.

1. Introduction

1.1. The Essence

For Edutus College – unlike for large national public institutions and universities – the more inspiring rather than malevolent question “What is the reason of its existence?” will be still adequate for a long period of time. It is therefore important to set the goals of the institution as definitions.

The meaning of existence for Edutus, and thus the essence of the Edutus mission, is as follows: the institute disseminates its accumulated knowledge **(1)**, it is widely accepted as a partner **(2)**, and fulfills its responsibility as a public institution **(3)**. It is innovative and able to react rapidly **(4)**, private, Hungarian-owned **(5)**. It also serves as a scientific and knowledge-industry workshop **(6)**, and is maintained balanced and it is continuously developed **(7)**.

(1) The intellectual community of the College must be able to create products in the given professional and scientific field (e.g. Pályáraállító [Career Orbit] program and WRO) that

¹ MÜTF (CMBS) Modern Üzleti Tudományok Főiskolája – College for Modern Business Studies

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are primarily intended to provide human resources for a given sector (currently tourism, trade, mechatronics, public administration), as well as applied research results, solutions for developing the industry itself (Bejárható Magyarország [Explorable Hungary] Civitas Sapiens, Homo Gustatus, Content Marketing Academy). The successful dissemination of these products creates research and student market for Edutus College.

- (2)** As a small size institution with small financial and public relations capital it is only viable if it pursues broad „federal” policy not only with its industrial, economic and public partners, but with (higher) educational institutions which are relevant either due to their profile or their location.
- (3)** One of the major dimensions of the existence of Edutus is that it aspires to be the university of Komárom-Esztergom county (hereinafter referred to as County), so it must be able to sensitively react to the human resources, scientific and cultural demands and expectations of the County, moreover, it must be able to formulate them. This endowment of Edutus, namely its commitment to the development of the town of Tatabánya, the County and its settlements, has a significant influence on the developments in academic fields, cooperation and the ambition that Edutus embraces the entire County. This increased openness and sensitivity to the local community as an ability helps Edutus succeed in its businesses in locations outside the County, and beyond the borders of Hungary.
- (4)** Within the system of higher education institutions, each type - from large scientific universities to small professional workshops - has its own role, complementary function. The streamlined form and size of Edutus, due to its smaller autonomous inertia deriving from its private maintenance, enables the College to find and fill in gaps in the training market, to exploit emerging opportunities in a faster and more innovative way. This ability should be used even if this entails that Edutus with its brave enterprises will have to face many failures in the higher education sector. And this requires sufficient organizational endurance.
- (5)** Just as the saying goes: “a monolingual country with a single custom is weak and fallen”, it is beneficial for Hungarian higher education if several maintenance and operational models exist parallel, even if state-owned institutions are dominant. This contrasting difference which can be captured in a competitive situation helps the self-development of Hungarian actors in the increasingly globalized market of higher education, or, in a broader sense in the knowledge disseminating market; as well as the maintainers to evaluate the situation. In the case of Edutus, the fact that the institution also has the ambition to become the "university of the County" has the potential to provide important lessons from a development point of view for the whole Hungarian higher education, so it is necessary to eliminate all the unjustified and negative discrimination which derives from the nature of its maintenance form.
- (6)** Efficient and up-to-date knowledge transfer and development necessitate the crossing of traditional genre and organizational boundaries. This means that a higher education institution has to build "pathways" in the direction of public education, vocational training, adult education, applied and basic research, and of direct industrial R & D cooperation. The fact that the same knowledge appears in various forms aids its

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development and flexibility. It also increases the stability of the given institution, and the effective fulfillment of the tasks connected to local responsibility as described in the third paragraph.

- (7)** For a higher education institution balanced operation and reliable, accurate and high quality service for students, teachers, other employees and external partners are basic expectations just as in any other field of the economy. Thus hard and consistent application and development of modern business management methods and leadership skills are of particular importance. This continuous management, management development and upgrading is needed not only to achieve the ambitious goals, but, because of the growing competition, for the mere survival of Edutus College.

1.2. The Opportunity

1.2.1. Being Middle Aged

Its 25 years of existence (MÜTF25 –CMBS25) provides an excellent opportunity for Edutus – even necessitates it – to make an inventory, to list and evaluate experiences, good and bad ones too. As in a person's life – with all the pains and stiffness in our joints – age can bring the joy of self-confidence that we have already seen this and know what to do. In the life of Edutus this self-confidence – which never reaches hubris that makes us dull – is fundamental to take risks, go forward and initiate in the decades to come, instead of nervously managing risks.

1.2.2. Emerging Sectoral Structure

Already seeing the end of the planning and budgetary cycle of 2013-2020 in the European Union which fundamentally specified developments in Hungarian higher education, and approaching to the end of a government cycle which is leading to economic and leadership consolidation, a Hungarian higher educational system is being formulated and it will not considerably change in the medium term.

This structure appropriately matches the historical traditions, the labor market, the expectations of economic and public institutions, and the system of public education and training, as well as the system of scientific organizations. And on this map of higher education, which is more or less taken as a fact, and in an appropriate division of labor, should and can we find the place of Edutus and plan for medium term.

1.2.3. New Global Challenges

Perhaps only by the grace of fate, Hungarian knowledge industry avoided what other Hungarian economic sectors could not: namely that at the wrong time under wrong conditions global actors devastated and rebuilt them based on their own logic – often in an unfavorable way for the national economy. We can see that this today more harmful than useful overprotecting shell will be permanently broken by digital development. We will not only see that more and more Hungarian young people are successfully addressed by foreign higher

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education institutions and will go abroad for a shorter or longer period of time, but in the upcoming years digital transformation in education will lead to the fact that any material in the curriculum and thus the teacher who produces and presents it, along with his or her institution, even the most famous ones, are coming to our homes. From now on, what it will be worth traveling to the school for is the so-called “campus experience”, which cannot be given even by the different, most advanced, tailored online courses. It includes the social network that a higher education institution can actually offer (network of contacts, personal intercourse, events, and behavior patterns learnt from teachers and senior students). However, it is high time for Hungarian competitors to be measured in this international championship. A lightweight institution, such as Edutus, has to develop its own curriculum and its enrollment policy, organization and site development practices accordingly. Briefly, it must offer its students global, high level knowledge and local experience for life.

1.2.4. Conscious Hungarian Economic Development

In the last eight years, not only has the Hungarian state and public administration been renewed, but in part, the ship of the Hungarian economy also set off to sail again, by its own strength and alongside national interests, so now and for this reason it can be deliberately steered and will not only drift.

Within the industries belonging to the scope of education at Edutus (tourism, vehicle industry, digitalization, public service management), strategies for providing the system of targets and devices have emerged, and shortly thereafter a division of labor within the sectors will be formulated in which the place of Edutus has to be found.

1.3. The Approach

1.3.1. Open Strategy Formulation

In case of all work created by mankind – and an institutional strategy is like that – we have to decide how to incorporate closeness and openness in it, whether to apply standard and/or patent-approach. Open, standard-like communication, which is a sort of self-revelation, is usually accompanied by strength and self-confidence. In spite of the fact that Edutus cannot be considered particularly strong, with this strategy it decided on this approach.

We did so, because we think that the advantage deriving from using our own ideas and rapid solutions is not lost, we can retain it over the competitors. And it is equally important for us that our partners understand these ideas and motivations, thus we can implement them together. The open honesty of this present strategy is precisely meant to enhance external and internal commitment by taking the risk that some of our solutions may even serve the advancement of our competitors and they might execute some of our ideas even better than we do.

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1.3.2. Brave and Optimistic Planning

When implementing a strategy, not the realization of the viable ideas or coming up with these ideas is a really difficult task. The real challenge is to set aside ideas which were previously considered great, and we got attached to them, still then and there for some reasons they were not implementable. So the real challenge is to let them go at the right pace, without sadness. Accordingly, this present strategy should be formulated by a certain well-focused easiness, since we all know that several things mentioned in it will never be accomplished. However, this does not indicate that, with a sort of “long-list” approach, we should not seek and try to find the answer to all questions we expect, hope for, have a fear of, or ask from ourselves.

1.3.3. A Well-kept Strategy

The essence of strategic planning is that executives are able to assess, evaluate and change as needed periodically, in this case every five years. A higher educational institute which teaches and learns at the same time it is appropriate to do so. Then we should make sure to have enough courage to re-read the strategy later, and reading it will bring us joy, if not for any other reason, then for self-irony.

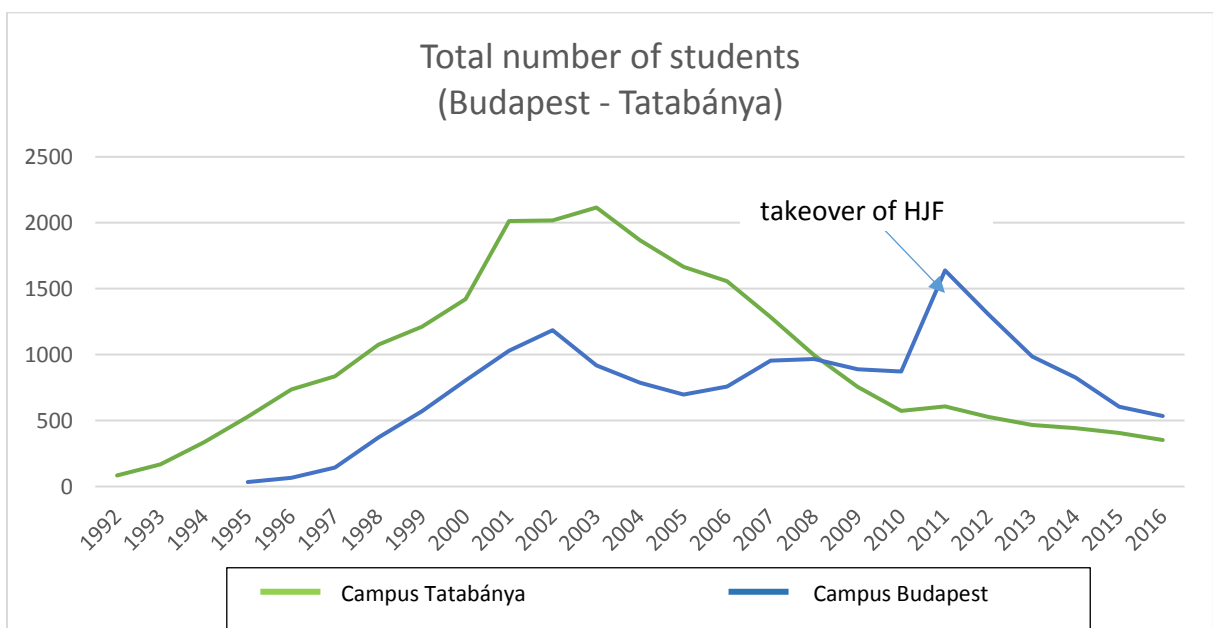
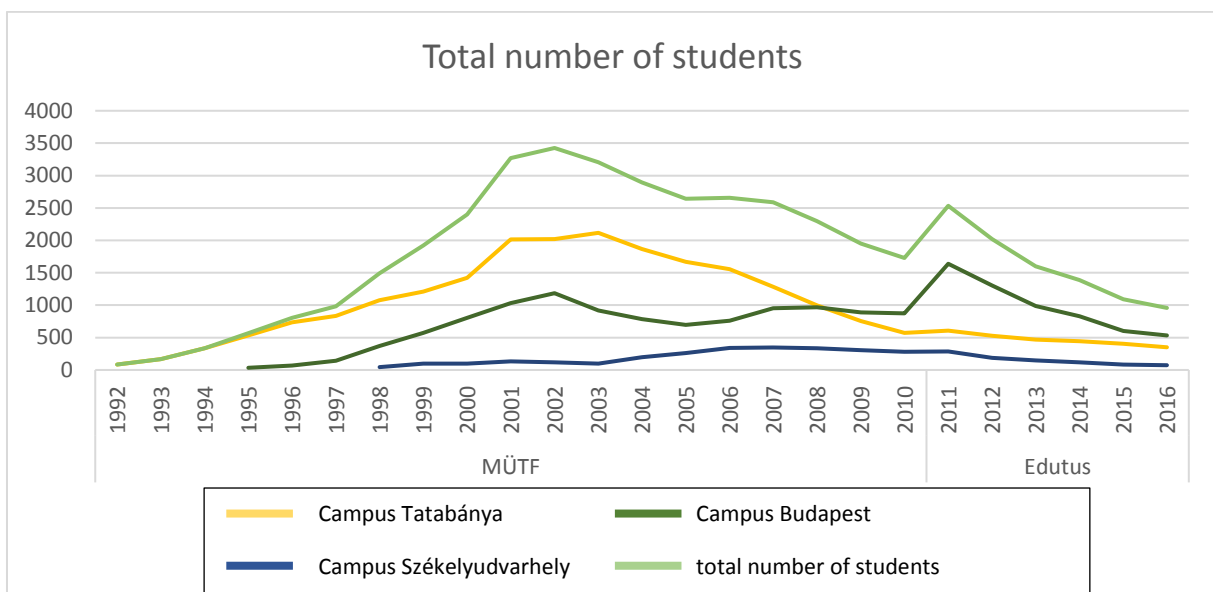
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2. Specifications

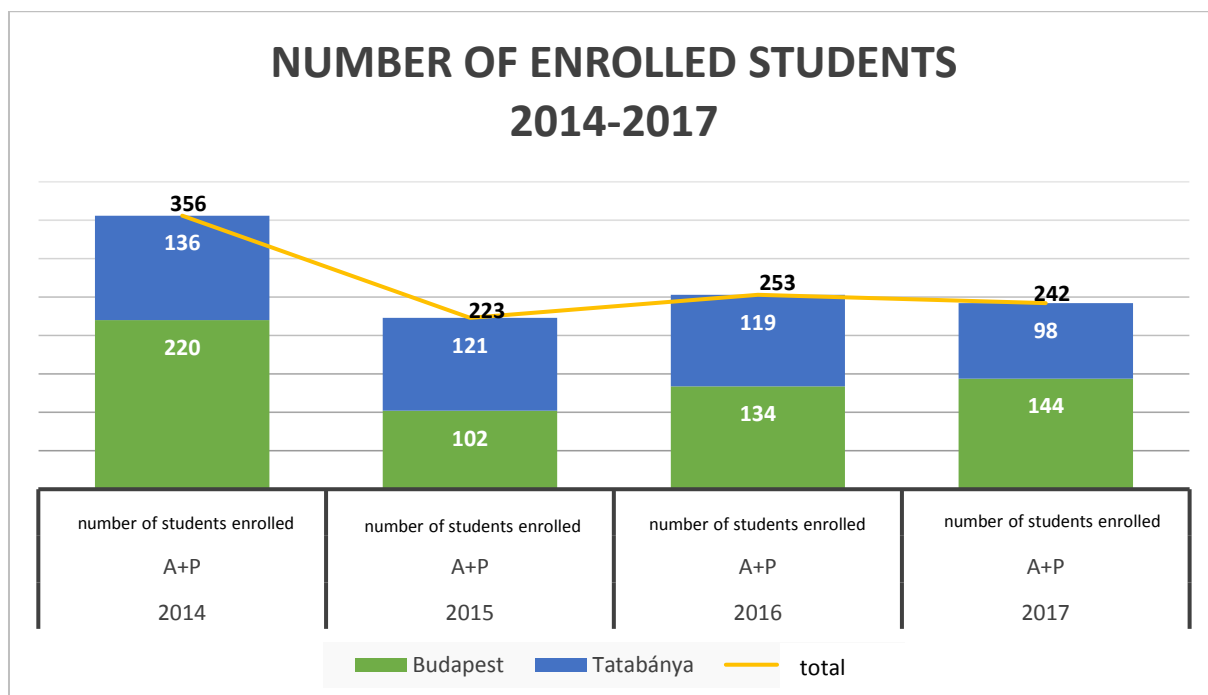
2.1. The First 25 Years of Edutus

2.1.1. Students-Academic Staff-Budget

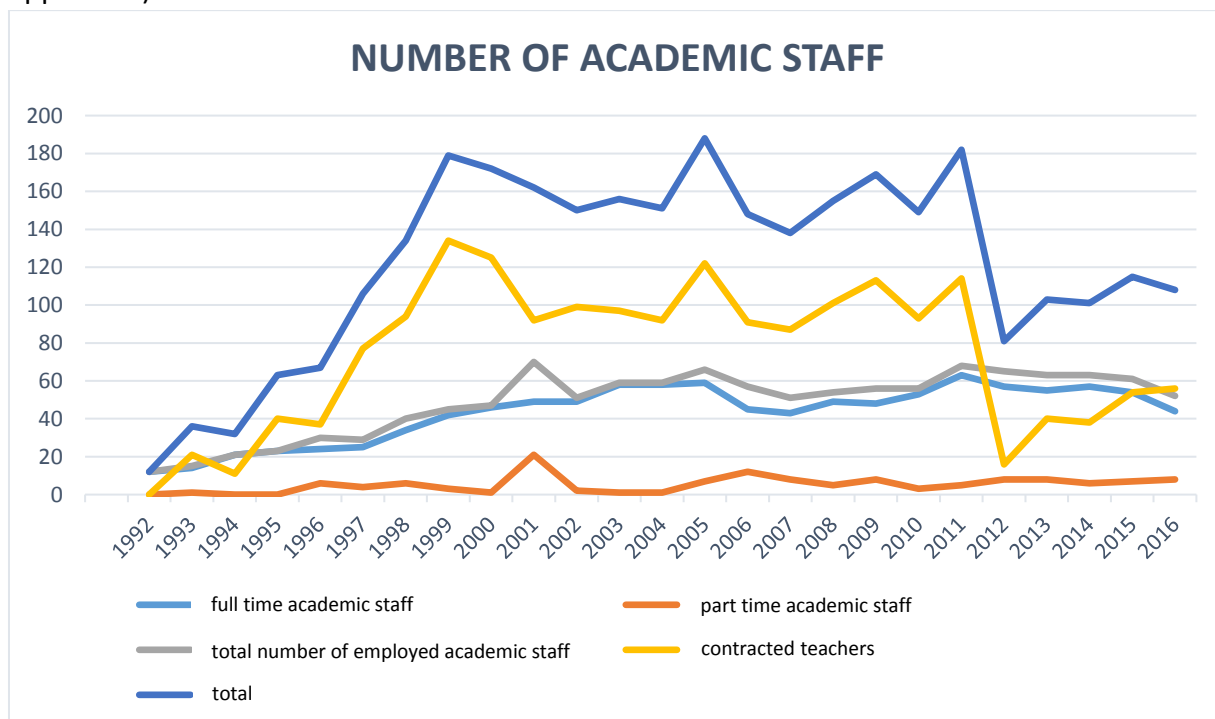
The changes in the size of Edutus in the last 25 years can be best described with three sequences: the number of students, the number of teaching staff and its budgetary situation. These sequences can basically describe the operation of a higher educational institution, but, at the same time, they do not reflect those quality developments, reactions to challenges which can be used to reverse unfavorable trends.



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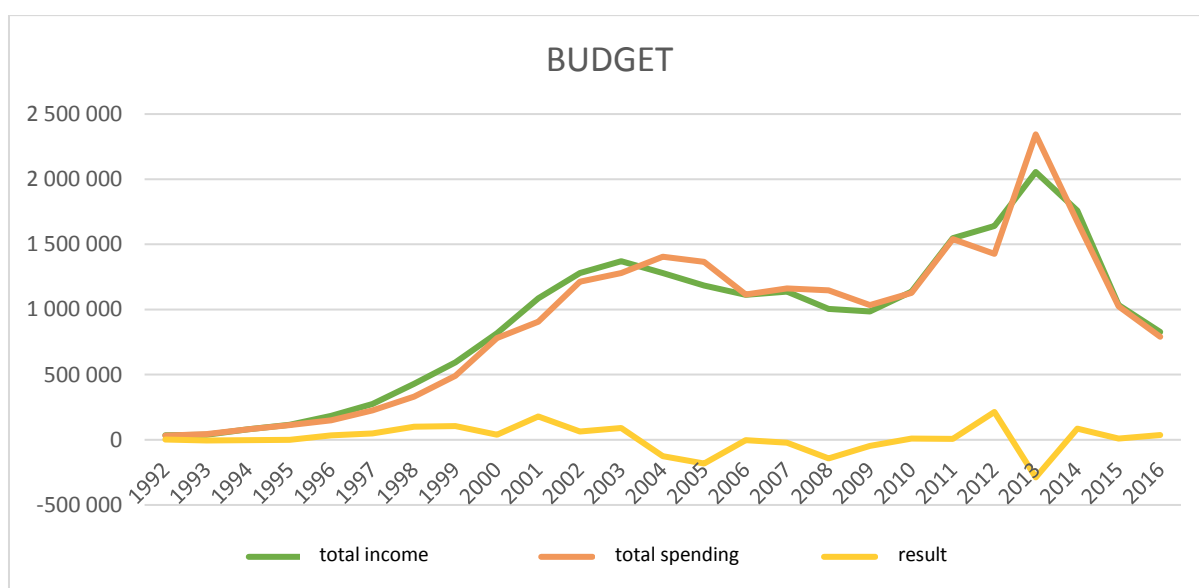


Due to the merger of MÜTF (CMBS) and Harsányi János College (HJF), the number of students resumed from a higher base in 2011. Compared to this, however, the continuous decrease in the number of students – which was caused by the government measure that the state stopped financing students studying in private institutions – could only be reduced. However, the changes in the number of enrolled students at Edutus show that – considering the whole Hungarian higher educational system – on unchanged conditions, the enrollment numbers would be realistically set at this level (and this is proven by the slightly increasing number of applicants).



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The number of full time teaching staff has been about the same since 2002. The number of hourly contracted teachers has considerably decreased in the last few years. Because of the preconditions of the accreditation of the college, the number of full time staff cannot be further reduced, but at the same time in many cases – mainly in practice-oriented programs – this worsens the performance. Considering this, due to the consolidation efforts, the number of hourly teachers had to be reduced temporarily. Compared to this, to enable new developments, the number of staff, who are partly teachers, employed on temporary contracts is dynamically growing. In case of practice-oriented training programs and courses which are taught at Edutus as well there has been remarkable tension between the conditions of accreditation and real professional experience and embeddedness all over the country.



In the EU programming period 2007-2013, Edutus made significant project incomes, but they were accompanied with significant expenditures. Besides the fees from the continuously declining number of students, funding from applications provided coverage for the developments. It is interesting, however, that the proportion of income from these tenders and other external revenues is still lagging behind in some cases compared to the external funding capacity of some public universities. In the past programming cycle on the Tatabánya campus the infrastructure necessary to start technical training was developed. During the 2014-2020 programming period, the amount of grants received was HUF 670 million, which, given the slower than expected opportunities, is a promising start.

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2.1.2. Strategy Retrospection

The previous and most recent institution development strategies of Edutus (CMBS) are worthy and instructive to look at, especially the self-image and ambitions described in these documents are worth looking at. It is clearly visible that only after the general sectoral economic upturn which was caused by student abundance since the foundation up to the turn of the millennium, the search for survival techniques will be a continuous task and the survival of Edutus paired with its high quality work based on product development and establishing workshops is considered success.

1993: CURRICULUM CONCEPT

Mission:

The **goal** and **duty** of the college is to train **businesspeople** who speak **foreign languages** fluently, are ready and able to operate on **international markets**. It is a requirement that the college trains specialists with excellent communication skills, who are experts in international marketing and finances and are able to conduct successful businesses in Hungary abroad.

1994: DEVELOPMENT STRATEGY AND PROGRAM 1995-2000

Main goals of the strategy:

To **strengthen** the college: professional quality, finances, and technical conditions

To establish the **good reputation** of the college.

To **broaden the scope of competence**: to become the most practice-oriented college by its new training programs, buildings, technologies, full time staff, institutional and company relations

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2000: INSTITUTIONAL STRATEGY 2000-2005

Main goals of the strategy:

Stabilization, strengthening the quality of training programs, the number of students, the financial situation and the new initiatives (new training program, new campus).

Preserving flexibility, utilizing the opportunities deriving from our ability to adapt to changes coming both from the government and the market side

Preserving good reputation and expanding it with new factors.

Completing the tasks issued by HAC in 1999, **fulfilling scientific and development tasks**, preparing for the **upcoming accreditation processes**.

Joining international cooperation in higher education by developing a training program in English.

Launching new **technological training programs**.

2006: REFORM PLAN 2007-2009

Launching new training programs: marketing MSc, SME-management MSc in German language, mechatronics higher level vocational training program, correspondent courses for companies

New activities: information providing and foreign language services, regional and company researches, advisory services

2006: MÜTF (CMBS) VISION FOR 2011

Main points of the Vision for 2011:

Three BSc programs in economics, and **two MSc programs** (one in German language)

Launching a higher level vocational training program in mechatronics in 2007 and to develop it into a bachelor-level program.

Preparing training programs in the field of **power engineering**, environmental management and **logistics**.

Intensive **research activities** mainly with project funding

Financial and economic **stabilization** of the college

The campuses in **Budapest** and **Székelyudvarhely** (Odorheiu Secuiesc, Romania) will strengthen, the one in Dunaszerdahely (Dunajská Streda, Slovakia) will stagnate

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2010: STRATEGIC PLAN 2010-2015

Main goal:

to become a university of applied sciences, to establish a sustainable eco-university offering economic, technical and public administration training programs.

Training program development:

- Establishing and launching laser technology, renewable energy production and management BSc programs.
- Updating the content of business and economics training programs.
- Introducing the framework for e-learning and producing online teaching materials.
- Preparing for training international students, launching joint training programs.

Developing research, innovation and international relations:

- Establishing research workshops.
- Increasing the number and quality of publications.
- Increasing knowledge- and technology transfer, and the number of research activities for companies.
- Elaborating an international strategy, stimulating student and staff mobility.

Cross-border and regional involvement:

- Launching a marketing MSc training program in Székelyudvarhely (Odorheiu Secuiesc, Romaina).
- Establishing the „Selye Invisible Collegium” in Upper Hungary.
- Collaboration with geographically close universities and colleges.
- Network building with secondary schools in the region and integrated regional training centers (TISZKs).

Goals related to students:

- Increasing the number of students.
- Launching a Program supporting sportspeople (Sportolói Program).
- Establishing a Student Information Service Center (HISZI – SISC).
- Operate a Graduate Career Tracking System (DPR).

Management and HR development:

- Launching a Management Information System (VIR).
- Introducing Neptun Academic Information System and Poseidon document management system
- Elaborating a new motivation scheme for academic and administrative staff.

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2012: INSTITUTION DEVELOPMENT PLAN 2012-2016

Main goal:

To develop a diversified training structure, in addition to the currently dominant business training programs, in the following training areas:

- Technical training programs: technical manager specialized in mechatronics and energetics
- IT specialist training programs: specialized in economics and/or engineering IT
- Social sciences, law and administrative training programs: specialized in social studies, labor and social security, in European and international administration
- Humanities training programs: specialized in andragogy.

Further training development directions:

- Training programs in English: international economics and tourism and hospitality BSc.
- New MSc program: tourism management.
- Launching dual training programs.
- Launching new higher level vocational training programs.

2016: INSTITUTION DEVELOPMENT PLAN 2016-2020

Main goal: To qualify for being a **university of applied sciences** by 2018, and *strengthen the position of the college* in the study fields of economics, technology and social sciences by 2020.

To qualify for being a university of applied sciences:

- Developing the current training programs (based on the new training and outcome requirements with new specializations)
- Launching new training programs: new MSc programs, training programs in English, dual training programs

Further training developments for 2018:

- New training areas: information technology, urban development engineer specialization
- New higher level vocation training program: technical engineer assistant

Horizontal development goals:

- Developing the content of training programs
- Human Resources development
- Developing the infrastructure
- Organization development: changing the organization structure and regional expansion

Further objectives aimed at strengthening the position of the institution, supported primarily by strategic breakpoints:

- Increase the number of students
- Develop cross-border and international relations
- Increase R&D innovation activities
- Strengthen CSR activities

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2.1.3. At the Age of 25 – 2017.

As previously indicated, the above numbers cannot really express and substantiate why the situation with which Edutus came to 2017 is hopeful. Let us therefore consider the main take-off points.

- Edutus fulfilled all the academic, organizational and infrastructural conditions on the basis of which, in case of the approval of the Parliament, it becomes a university of applied sciences in 2018.
- We have succeeded in developing those so-called professional products on our own which are necessary for the dynamic development of the college, and, connected to it, we have also found the circle of partners with whom we can reach sustainable development. Here we must emphasize the in 2017 the college won the rights to organize the 2019 world final of World Robot Olympiad (WRO), which will be the largest international study competition in the history of Hungarian education.
- The establishment of the organizational network of Edutus (Budapest Kossuth Square, BME [Budapest University of Technology and Economics], rural sites: Sümeg, Tata, Balatonfüred, Tokaj-hegyalja) has started.
- Among the weaknesses to be eliminated, it is important to improve the scientific and industrial activity of the staff, the professional and public life participation of the students.

2.2. External Conditions

2.2.1. Institutional Environment for Higher Education

The competitiveness of Hungarian higher education institutions is growing, with particular emphasis on the truly intensified and increasingly open competition for high quality students and academic staff. The internal efficiency of the institutions and their ability to cooperate with external partners have improved significantly by the introduction of the so-called chancellor system, and the shift of higher education institutions to "self-sustainability" will further strengthen this trend in the years ahead. The displacement effect is further enhanced by the global interoperability of knowledge industry, including higher education which was primarily caused by digitalization. The advantage of private higher education institutions resulting from a more efficient management is thus significantly reducing, the lack of state-financed students also causes perceived weakening, and regional "protection" also ceases. Accordingly, it is expected that the private higher education market will be further cleansed and becomes less saturated. The question is whether other foreign higher education institutions are starting to operate in Hungary. At the same time, because of the tighter and more disciplined management, state higher education institutions get more cautiously involved in establishing campuses to serve the local needs of smaller settlements, which is an opportunity for the more flexible Edutus. Due to the small number of students, Edutus is able to address the underrepresented groups in Hungarian higher education with a tailor-made training offer and conditions, so there is a considerable reserve – and at the moment an advantage – in the sportspeople program and in the access of people with disabilities.

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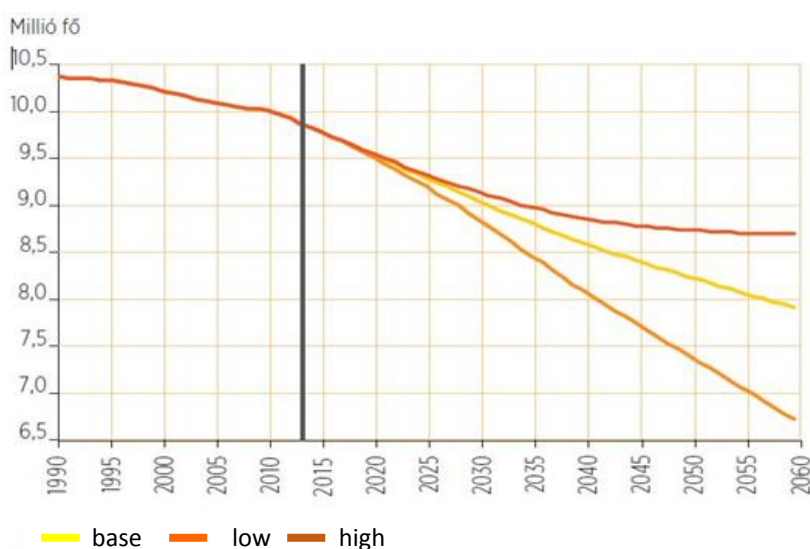
Previously the partnership approach has been mentioned, and in this connection it can be seen that there is almost no strategic breakpoint where Edutus does not plan to realize its vision with a stronger state institution as a partner (see Chapter 3).

The strength of Győr and Budapest would in itself be a vacuum for higher education in Tatabánya (and Tata) if there was not a significant industrial potential in Komárom-Esztergom County, which places it to the 4-5th place among the counties considering its dynamics. This serious lack of workforce generated by economic prosperity makes it possible, useful and necessary for Edutus to open up higher education in the direction of vocational training, adult education, senior academies and other training systems. We can talk about similar economic and labor-market characteristics in the case of every Edutus campus. In small institutions like Edutus, in addition to the fear of increased competition because of digitalization, we must see that for really good quality Edutus educational materials this global curriculum marketplace creates unprecedented opportunities. Speed, presentation power, a clear and transparent legal environment and modern technical solutions will be crucial in this area, and Edutus provides sufficient resources on ensuring these conditions.

2.2.2. Demography

The demographic situation of a country is difficult and slow to evolve, even with strong government commitment that we are currently experiencing in the field of family policy. At the same time, however, at least it makes possible for higher education to assess potential primary resources of students coming from public education.

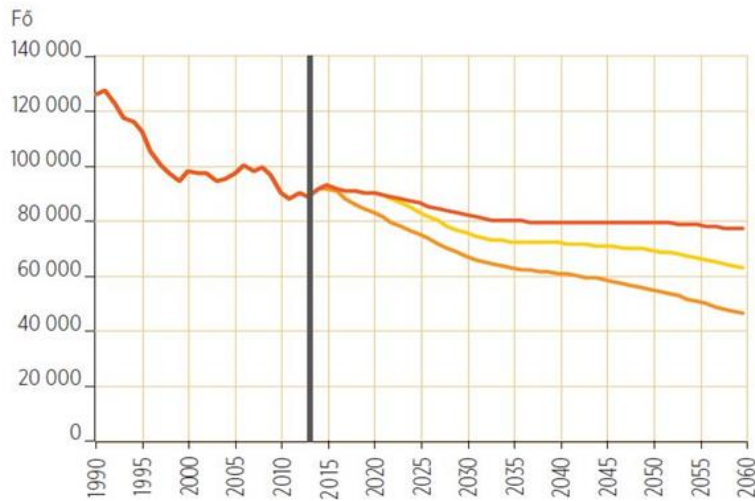
Number of population in Hungary, 1990-2060



KSH: CSO (Central Statistical Office), Hungary

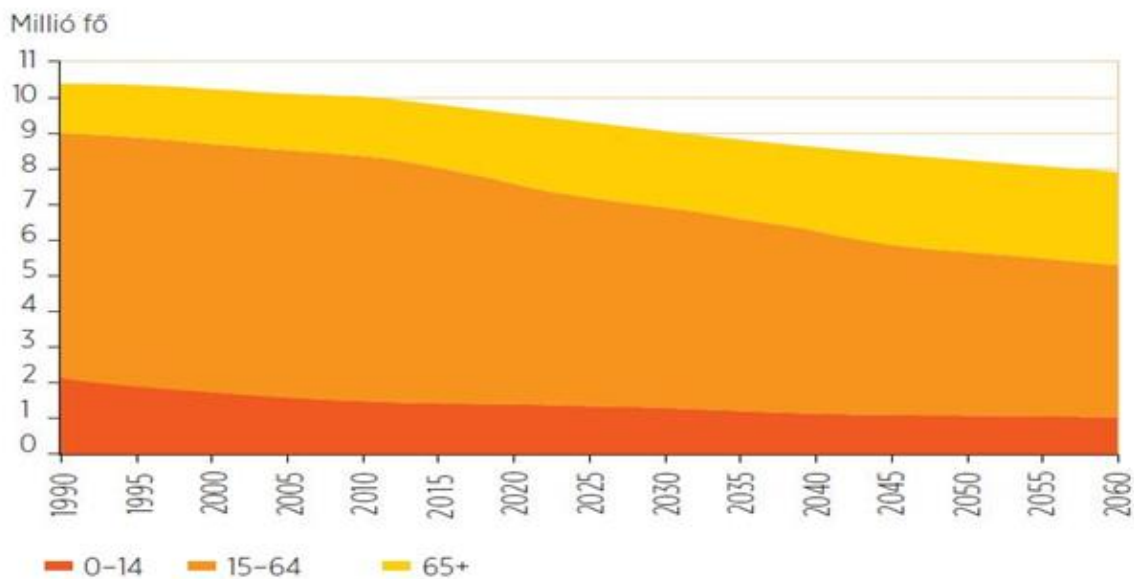
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Number of live births, 1990-2060



KSH: CSO (Central Statistical Office), Hungary

The composition of the population by age groups, 1990-2060



KSH: CSO (Central Statistical Office), Hungary

The above estimates and figures clearly show that in the so-called "traditional" 18-20 year-old recruitment age, with the channeling effect of Budapest, there is no real growth potential for Edutus. The realistic goal – mainly with stronger cooperation with public educational and vocational institutions in the county and by effective operation of the campuses – is to reach the 2010-2012 level, which, without any external intervention, makes BSc level education sustainable. Compared to this, however, it is a positive development that those jobs in the

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labor market are slowly disappearing, where there is no need for continuous re-training, meaning that a significant number of middle-aged people can be continuously enrolled if we have appropriate training offers and relations in the economic sector. Moreover, it is an increasingly accepted cure against massive civilization diseases mainly for the urban population to educate older generations, and by employing them in special positions to enhance their social and self-esteem. In brief, it is of vital importance for Edutus to reach out to all ages, serving a need for lifelong learning.

2.2.3. Economic Environment

As a result of the economic development of recent years, Edutus must now be able to provide an answer to the "who" teaches "what, where, and how" questions better, faster and more accurately than its competitors. Since new economic power centers are constantly being opened, with them training needs are emerging, and for their proper interpretation, and in connection with product development, further guidance is given by the individual government strategy papers being it a field of tourism, castle or mansion development, self-driving cars or digital welfare. In short, one of the most important organizational development challenges is to incorporate this continuous forecast and development activity into the system of the institution's tasks.

One of the most significant changes in the period before us, the transformation of the so-called EU funding and its effects are almost unforeseeable, but it is certain that by 2020-2022 the management of Edutus must be ready to understand the essence of the new application, support and incentive system as quickly as possible and to interpret it correctly. In addition, it is an open question in the Hungarian higher education, a process which is currently not perceptible in everyday practice yet, but observed by many with high hopes, whether the government's opening to the east and south strategy will result in a student inflow like in the 1960's and '70's.

Edutus's answer is that knowledge should be provided locally, the European student experience should be given in Hungary, i.e. during product development this particular mixed-structure education should be offered, taking advantage of an institutional partnership which is set up based on the mutual benefits of the target country.

3. The Current Goal and Value Inventory of Edutus

In the following, we summarize the breakpoints and projects for institutional development which, based on our current knowledge, are feasible and contribute to the development of the college, and which, even in case of their partial implementation, enable the dynamic development of Edutus.

3.1. Geographic Network

3.1.1. Edutus, the University of Komárom-Esztergom County – Let's Embrace the County

- 3.1.1.1. Tatabánya – Featured vehicle industry center, information technology, robotics (partner in education: Széchenyi István University, Győr), graduate nursing training (partners: Szent Borbála Hospital, Semmelweis University HSMTC)
- 3.1.1.2. Tata – Civitas Sapiens workshop (partners in education: Moholy-Nagy University of Art and Design, National University of Public Service)
- 3.1.1.3. Esztergom – technical training program and adult education
- 3.1.1.4. Bábolna – agricultural training program and adult education

3.1.2. Higher Educational Developments Outside Komárom-Esztergom County

- 3.1.2.1. tourism – in priority areas:
 - 3.1.2.1.1. Sümeg – Huncaastle – adult education
 - 3.1.2.1.2. Balaton – Balatonfüred – training Homo Gustatus and Explorable Hungary (EHP) specialists
 - 3.1.2.1.3. Tokaj-hegyalja – Bodrogkeresztúr – training Homo Gustatus and EHP specialists
 - 3.1.2.1.4. Pannónia Szíve [Heart of Pannonia] – tourism training program and adult education
 - 3.1.2.1.5. Tata-Neszmély – training Homo Gustatus and Explorable Hungary specialists
 - 3.1.2.1.6. Székelyudvarhely – Explorable Székelyföld [Székely land] Program
- 3.1.2.2. Budapest
 - 3.1.2.2.1. Edutus ház – Falk 1. – conference center (professional partner: Hungarian Administrative-Organizational Development Research. Institute)
 - 3.1.2.2.2. Budapest University of Technology and Economics – Facility management and IT training programs
 - 3.1.2.2.3. Józsefváros (district VIII.) – Pályáraállító [Career Orbit]
 - 3.1.2.2.4. Rákospente (district XVII.) Civitas Sapiens Budapest workshop

3.2. Edutus Priority Products and Breakpoints

3.2.1. Tourism

- 3.2.1.1. Explorable Hungary (partner in education: Eszterházy Károly University, Eger)
- 3.2.1.2. WTO [World Tourism Organisation] membership and network building
- 3.2.1.3. Homo Gustatus program (experience-gastronomic training)
- 3.2.1.4. Huncaastle – a training and conference series for castle and mansion management
- 3.2.1.5. Edutus tourism and hospitality vocational training institution

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3.2.2. Technology and Robotics

- 3.2.2.1. Vehicle industry center (1206/2014. (IV. 1.) Gov. decree on declaring the Tatabánya and Esztergom area a featured vehicle industry center
- 3.2.2.2. Laboratories:
 - 3.2.2.2.1. National Instrument+LabVIEW, CAD laboratory
 - 3.2.2.2.2. „Green House” – energetic demonstration laboratory
 - 3.2.2.2.3. Mitutoyo and Optical laboratory.
- 3.2.2.3. Lego
 - 3.2.2.3.1. WRO (World Robot Olympiad), FLL (First Lego League)
 - 3.2.2.3.2. Robotics public educational institution
- 3.2.2.4. Facility Management – Smart Facility

3.2.3. Priority Target Groups

- 3.2.3.1. Pályáraállító [Carrer Orbit] – incentive scheme for disabled students in higher education (partner in education: Eszterházy Károly University, Eger)
- 3.2.3.2. Edutus Sportspeople Program – dual career
- 3.2.3.3. Collegium Talentum – cross-border talent fostering network
- 3.2.3.4. Edutus/MÜTF/Harsányi alumni
- 3.2.3.5. Network of urban senior academies

3.2.4. New Training Areas and Methods



- 3.2.4.1. Civitas Sapiens – Smart City
- 3.2.4.2. Content Marketing Academy
- 3.2.4.3. Webinarium and Digitus – digital marketplace for Edutus educational material
- 3.2.4.4. Cooperation with the Allen College (double degree program)
- 3.2.4.5. IT trainings (IT engineer BProf and short-cycle training programs)
- 3.2.4.6. further development of technical training

4. Edutus50... The Assessment System of the Edutus Mission

The strategy „Edutus50... the Edutus-Mission” was discussed by the Senate on the 25th anniversary session of the college with the aim that after a wide-ranging exchange of opinions it would gain its final form and content by the beginning of 2018.

The implementation of "Edutus50 ... the Edutus Mission" will be corrected and developed by the Senate at least every five years after a similar wide-ranging exchange of views, and the current management of Edutus will supplement it with further information and, if necessary, explanations.

Tatabánya, 23 March 2018


Némethné Dr. Gál Andrea
acting. rector
Edutus College



Szögi Zoltán
CEO
Edutus Ltd.
