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AUTUMN MESSAGE

It is the Indian summer here, but instead of pleasant soft warm sunlight, the icy breath of war touches our hearts. The Ukrainian-Russian war had been developed into the third World War already. More and more Western countries are delivering heavy weapon to Ukraine, and the US provides star war type communication to demolish the Russian military forces.

On 30-31 May 2022, the European Council agreed on a **ban on almost 90% of all Russian oil imports** by the end of 2022 - with a temporary exception for crude oil delivered by pipeline. EU leaders called further **diversifying energy supply sources and routes**, requested to accelerate the deployment of **renewables**, further improve energy **efficiency** and improve **interconnections** of gas and electricity networks. According to the Versailles Declaration and previous European Council conclusions, EU leaders reiterated the invitation to the Commission to explore with international partners ways in which to **curb rising energy prices**, including the feasibility of introducing **temporary price caps** where appropriate.

EU leaders underlined that EU sanctions against Russia allow **the free flow of agricultural and food products** and the delivery of **humanitarian assistance**. They expressed strong support for the ongoing work on the **solidarity lanes**, which are facilitating food exports from Ukraine via land routes. However, Brussels behaves very cynical and the majority of the Ukrainian grain is delivered to European posts instead of the badly needed African ones.

Sabotage against the Nord Stream gas pipeline is the latest sign of the region's critical situation as Russia cuts supplies amid a standoff over the war in Ukraine. In Germany customers already asked about burning horse manure and other unusual fuels.

Brussels and the leaders of the EU as well as US do not think to negotiate on finishing and ending the war, the Western “democrats” only racks their main how to create a new sanction against Russia. According to rumors the export of toilet paper is also prohibited from Russia. The World has enough and cheap energy. Narrow-minded EU bureaucrats ruining the wellbeing and forcing the European to pay three-five times for energy and freeing to death! This is the aim and foresight of the democratic West?

To pass over a more pleasant theme, the world's leading Family Business event: the FBN Global Summit, was held in Budapest. The subject of the event highlighted “The Art of Building Bridges in Family Business”: bridges between family and business, between generations, between family businesses, between family business and society. Building bridges means an art, not any theory or science. There is no magic bullet to create and support family businesses, because each family thinks differently, and their beliefs, experiences and situation are unique. The 31st FBN Global Summit celebrated bridge builders.

As winter approaches, people feel uncertain about their own fate. Will they be able to pay their energy bills and will there be enough food to feed themselves, their children and the elderly. We must ask our Lord to give our leaders enough wisdom to solve the world's problems and give us the strength to survive this disaster.

Dr. Antal Szabó
Scientific Director of ERENET

PAPERS

President Katalin Novák

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SPEECH AT THE 77th UN GENERAL ASSEMBLY - NEW YORK¹**ABSTRACT**

This speech was delivered on 21 September 2022 in New York at the Assembly Hall of the United Nations

Keywords: International Day of Peace, worldwide conflicts, Russia-Ukrainian war, Hungarian assistance to refugees from Ukraine, Queen Elisabeth II, Winston Churchill

JEL Classification: F53, H56

“It has perhaps always been the case that the waging of peace is the hardest form of leadership of all. I know of no single formula for success, but over the years I have observed that some attributes of leadership are universal, and are often about finding ways of encouraging people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration, to work together.”

A quote from the speech of Her Majesty, the late Elizabeth II from 2010, delivered here, at the United Nations General Assembly.

Today, on the International Day of Peace, I stand here to urge the world leaders to be faithful to the legacy of Elizabeth II, so that we can live in peace.

Dear Excellencies, Ladies and Gentlemen!

I am particularly pleased and honoured to greet my fellow Hungarian, President Csaba Kőrösi. With his presidency, after forty years, Hungary is again serving as President of the UN General Assembly for one year. It is a great honour for Hungary – and especially so in the present challenging situation. Mr President, dear Csaba I wish you every success in your work.

I am standing in front of you today as the President of Hungary. The first woman president of my country, wife and mother of three children.

As a President and as a mother I feel responsible for preserving an environment for the generations to come, in which they can enjoy security and comfort.

Today, on the International Day of Peace, I stand in front of the General Assembly to reaffirm our commitment to the UN Charter, Article I:

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“To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;”

Let us remind ourselves to the main aim why the United Nations was brought to life. Peace.

We, people and leaders in the Western world, often pretend that we have lived in an age of permanent peace and prosperity since the end of the Second World War. In many ways this might be true, indeed, we live in a more peaceful and prosperous age than before.

Let's not forget, though, the wars and armed conflicts that rage in many regions of the globe, which kill innocent people, tear families apart, destroy infrastructure and economies, turn well-kept agricultures into wasteland and add to the destruction of the world that surrounds us. According to the Council on Foreign Relations's Global Conflict Tracker, there are currently 27 ongoing conflicts worldwide. The tracker categorizes conflict into three groups: “worsening,” “unchanging,” and “improving.” Right now, there's not a single conflict described as “improving.”

Globally, conflict and violence are on the rise, according to the United Nations. The UN has warned that peace is more under threat around the world than it has been since World War II.

The number of wars and armed conflicts around the world has been rising intensively since the Second World War. The scholarly optimism that the decline in the number of casualties might lead to a process where armed conflicts become irrelevant was quickly overshadowed by recent developments in Europe and other parts of the world.

Excellencies,

I come from Hungary, from the heart of Europe. Everyone would assume that since the Second World War, peace has been a regional characteristic.

Let us not forget that only eleven years after the end of Second World War, Soviet tanks were rolling on the streets of Budapest. We had forty-five years of communist dictatorship and it didn't take long after the peaceful change of regime of 1989 that war broke out in our imminent Southern neighbourhood. The killing lasted for a decade.

Now, after hardly more than 20 years, war is raging on the European continent – once again in Hungary's neighbouring country. It fills us with particular concern, especially because ethnic Hungarians living across the borders also shed their blood.

Russia's war against Ukraine is a constant threat and security risk not only for the Ukrainian citizens living in the war zone, but also for all of us. The threat of escalation is a reason for worry and action. Hungary firmly condemns Russia's aggression against Ukraine, which has destroyed peace in Europe, caused dramatic human suffering and destruction, and has serious repercussions on the world order.

Since the beginning of this conflict, Hungarians have stood with the victims. We have been providing economic, social and humanitarian aid to Ukraine and to the Ukrainian people fleeing the war. Hungary is currently implementing the largest humanitarian operation in her recent history. The Hungarian people,

churches, civil organizations, local authorities and the government gave shelter to nearly one million refugees since the outbreak of the conflict.

We have learnt that war is evil and leads nowhere. A war only has victims, and the ones with the greatest losses are families: mothers and fathers who lose their children in the battlefield, wives who lose their husbands in the fighting, children who lose their brothers, sisters in the hell of war.

It is in the strongest possible terms that we call for the investigation of war crimes committed against innocent civilians. These crimes must be documented, investigated and prosecuted by the relevant international institutions. No crimes committed can go unpunished.

Excellencies, Ladies and Gentlemen,

What do we want in the UN? To win the war?

We should not stand for winning any war. We need to stand for restoring peace. If there is a will, there is a way.

Hungary is a member of several allied systems. Above all, the United Nations, NATO, the European Union, the Council of Europe, and I could go on. These organisations were created by their founding fathers to pursue peace as their fundamental goal. I could say that they were created by the desire for peace, and I am convinced that the service of peace is the foundation of their identity.

Let me recall again the words of late queen Elizabeth II. I quote: “The aims and values which inspired the United Nations Charter endure: to promote international peace, security and justice; to relieve and remove the blight of hunger, poverty and disease; and to protect the rights and liberties of every citizen”.

Hungary urges fellow member states to declare peace as the major priority in the present conflict between Russia and Ukraine.

Excellencies, Ladies and Gentlemen,

It is by no means self-evident, that today, at the time of war, energy and food crises, the organisations set up to avoid war and preserve peace are focusing on ideological indoctrination. This is not what is needed today. Instead, we must regain our ability to distinguish between the essential and the irrelevant, the important and the unimportant, reality and fiction.

Most of us came to the Assembly from London. We attended Elizabeth II's funeral together and bowed at her coffin. We bade farewell to an exceptional monarch whose life was steeped in service to peace. We owe it to the people and to her memory to make our decisions in the same spirit.

Let me conclude by quoting Winston Churchill from 1953:

“Those who can win a war well can rarely make a good peace, and those who could make a good peace would never have won the war.”

Let us make a good peace.

Thank you for listening to me.

Source: <https://www.sandorpalota.hu/en/speech-katalin-novak-77th-un-general-assembly-new-york>



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THE ROLE OF EDUCATION, IN PARTICULAR UNIVERSITIES, IN ENCOURAGING YOUNG PEOPLE TO BECOME ENTREPRENEURS ²**ABSTRACT**

The labour market is in constant transformation, requiring today's youth to prepare for increasingly dynamic career paths. In the European Union, including Hungary, the role of education in supporting young people's entrepreneurial development is becoming a matter of rising importance. Research findings only seem to agree that there is a complex and hard-to-detect link between entrepreneurship education and the number of successful businesses started by young people. When going through the literature, it is important to distinguish between the impact on the entrepreneurial intention from the results achieved in real action, while also being able to identify the role of prior studies in the success of the enterprises launched by young people and to separate it from family and other external factors.

Keywords: Entrepreneurship, Economic Education, Higher Education

JEL Codes: A20, L26, I23, I25, O15

INTRODUCTION

In my review of both domestic and international literature on the role of education in the entrepreneurial development of young people, I aimed to examine existing analyses and research on the topic, also to define the research questions addressed and the methods used, while summarizing the most relevant findings.

In order to map Hungarian literature, I performed keyword search (entrepreneur, enterprise, young entrepreneur) in the MTMT database (Hungarian Scientific Bibliography Database) and identified relevant publications, examining the lists of results in detail. A similar method was applied to search the MATARKA database (Hungarian Periodicals Table of Contents Database). I have also systematically reviewed the issues of the Economic Review, the Budapest Management Review as well as the Hungarian Science Journal starting from 2010. To discover additional related literature, I used the web-scale discovery tool "SuperSearch" of the Central Library of Corvinus University. The literature search was performed on publications both in Hungarian and in English.

1. ENTREPRENEURSHIP EDUCATION IN THE EUROPEAN UNION

The prominent role of education in promoting entrepreneurship has also been recognised in the European Union. International studies highlight the role of higher education in entrepreneurship training, with researchers on the subject emphasizing both the importance of education for entrepreneurship as well as describing good practices. At the EU level, the importance of entrepreneurship education and the promotion of entrepreneurial mindsets is primarily justified by the need to create jobs (especially to reduce youth unemployment), to boost competitiveness and economic growth. The acquirement of entrepreneurial

² First publication see in Review of Economic Theory and Policy, Volume 17 Number 2 Autumn 2022

skills is in line with the concept of lifelong learning. The need for entrepreneurship education is becoming more and more relevant at a younger age. In addition to entrepreneurship courses and development programmes in higher education institutions, the need for entrepreneurship education in primary and secondary schools is also being more emphasised (European Commission [2002]). The European Commission's research programmes on entrepreneurship education have, among other things, explored and analysed the representation of the entrepreneurial concepts in national curricula (European Commission [2004]). The European Commission's expert group on entrepreneurship education welcomes the cultural change that stresses the need for entrepreneurship education, but also notes the lack of a coherent structure for integrating entrepreneurship education into the education system. Their key findings are as follows (European Commission [2002 pp. 7-8]):

- In almost all the countries surveyed, there is a reasonable policy commitment at a governmental level towards entrepreneurship education
- No indicators and no data series are available to analyse the field
- Evaluation of measures undertaken is mostly limited and occasional
- Programmes to promote entrepreneurship among primary school children are rare, despite the availability of several good practices
- The introduction of entrepreneurship education at the secondary school level is more common, but often based on the institutions' own initiatives
- The secondary and advanced vocational training system does not sufficiently guide students towards becoming self-employed or entrepreneurs
- At the academic level, entrepreneurship training is mostly directed at students enrolled in economics and business majors
- The "learning by doing" methodology, through which young people set up and run mini businesses, thus acquiring key entrepreneurial skills, is considered a common practice in most countries
- There is a limited supply of further vocational education courses for teachers on entrepreneurship (in-service training)
- The links and cooperation between educational institutions and the world of businesses are to be strengthened
- Lack of private funding for entrepreneurship programmes

An expert paper on entrepreneurship education in higher education has been published, focusing on non-business students, as viable business ideas are assumed to arise from technical, scientific, and creative fields of studies. The report points out that there are currently relatively few university lecturers in entrepreneurship education and that the methods typically used in practice do not apply the approaches that are considered to be the most effective based on previous experience (European Commission [2008]).

2. GLOBAL OVERVIEW

The power of university start-ups is illustrated by Lüthje and Franke [2002], who have shown that if the 4,000 companies founded by MIT graduates and faculty were to form a nation, it would be the twenty-fourth largest economy in the world. For successful firms to emerge from higher education institutions, systematic work is essential. The lack of education and training on entrepreneurship at a global level has led to the GEM 2008 survey highlighting this issue. Entrepreneurship education and training and the propensity to start a business have been shown to be positively related, but the effect varies across countries with

different levels of development (Bosam et al. [2008]). Data from the GUESSS surveys also emphasise the positive impact of entrepreneurship education on the entrepreneurial development, highlighting the difference between intention and actual action while exploring the factors that influence implementation, of which the role of gender (men are more likely to actually start a business) and education has been empirically demonstrated (Solesvik [2013]; Jonesou-Salo et al. [2015]; Varamaki et al. [2015]; Galvao et al. [2018]).

Joensuu et al. [2013] point out that supporting youth to become entrepreneurs is not an easy task, but a complex process through which students recognise their entrepreneurial potential and find business opportunities in which they can fulfil it.

The GUESSS 2011 data survey also aimed to examine the intention to start a social enterprise. Data on students from South African universities were analysed by Viviers, Venter and Solomon [2012], which showed that 54.8% of the young people within their sample would start a social enterprise, although only 9.4% had a specific environmental or social mission.

Morris et al. [2017] investigated the impact of the university ecosystem in influencing students' propensity to become entrepreneurs. Their analysis showed that entrepreneurship curricular and extracurricular programmes had a positive effect on their entrepreneurial spirit, while financial support from the university had a negative impact. Students' previous entrepreneurial experience moderated the stimulating effect of such programmes, as well as the negative impact of financial support from the university.

Maresch et al. [2015] used data from the GUESSS 2011 survey to evaluate the impact of entrepreneurship education among Austrian students majoring in business and economics as well as science and engineering. Their results show that entrepreneurship education has a positive impact on the propensity to start a business among students studying in areas of business, while such positive impact is less significant among students enrolled in science and engineering. According to the researchers, one possible explanation for this phenomenon could be the "Matthew effect" (Walberg - Tsai [1983]), which suggests that students who have previously acquired business knowledge are more likely to absorb and process business-related material. Passioni and Glavam [2018], who looked at the effect of the chosen field of higher education on entrepreneurial propensity, came to a somewhat opposite conclusion. For Brazilian students studying management, engineering and accounting, entrepreneurship education was shown to have a positive impact on the intention to start a business among students majoring in management and engineering.

To investigate students' start-up entrepreneurial activity, Bergmann et al. [2016] attempted to measure the impact of factors affecting entrepreneurial propensity at the individual, university and regional level. Their study found that individual factors had the greatest explanatory power for both start-ups and active businesses. While start-ups were mostly influenced by the university environment with limited effect of the regional context, the opposite was true for student enterprises that were already active.

Holienka et al. [2017b], based on the GUESSS 2016 survey, classified university students into 4 main categories according to their intention to start a business: doers, dreamers, procrastinators and abstainers. Based on this classification, they made proposals regarding entrepreneurship education. They argued that universities should adjust their entrepreneurship education programmes to the entrepreneurial propensity of their students. Students with an already established business are interested in completely different topics than their fellow students who only have a strong entrepreneurial drive. Turning dreamers into entrepreneurs rather than abstainers also requires a different approach. Interdisciplinarity is key, as it is often the students coming from science and engineering backgrounds who have an idea for a product or service that can be commercialised, but who have no economic or entrepreneurial qualifications, which is why it is important to connect them with students with business studies and a higher entrepreneurial appetite. Universities that

support entrepreneurial thinking have a responsibility to help students develop their initial ideas and support them to create sustainable businesses over the long-term.

Canever et al. [2017] attempted to answer the question of whether there are differences in the propensity to start a business between students attending public and private universities in Brazil. Their analysis revealed that there are no significant differences in the entrepreneurial attitudes of students from the two types of institutions in the country.

Gelaidan and Abdullateef's [2017] study of Malaysian business students in higher education showed that the most stimulating factors for university students' entrepreneurial ambition are relationship and educational support.

Susanj et al. [2015] have shown in a study on Croatian university students that those who participate in a business-oriented training programme have a higher propensity to entrepreneurship than those who do not.

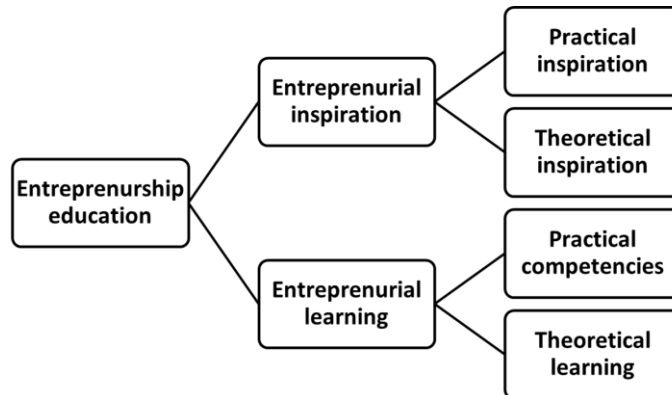
During the research on entrepreneurial propensity, arises the question of whether personal characteristics or external environmental factors have a stronger influence. Sesen [2013], in a study on Turkish university students, concludes that the most significant factor in becoming an entrepreneur is entrepreneurial self-efficacy, followed by networking connections and access to capital. His results suggest that the university environment does not have a significant effect.

Nabi et al. [2018] used qualitative methods to investigate the conceptual and inspirational elements of entrepreneurship education among university students. Their model is illustrated in the figure 1.

The mixed-method, longitudinal research based on the model revealed that students who participated in entrepreneurship education programmes showed higher entrepreneurial knowledge and inspiration compared to their counterparts who did not take part in such courses. The insight gained from the in-depth interviews showed that entrepreneurship courses can have both positive and negative effects on students' start-up intentions. The reason for the decrease in entrepreneurial intentions is that although students had a certain entrepreneurial drive when they enrolled in the course, however, acquiring knowledge about more realistic and practical perspectives on entrepreneurship during the learning process had a negative impact on them. For such students, entrepreneurship education is part of a development process during which they are confronted with the complexities and challenges of being an entrepreneur. The entrepreneurial learning dimension of entrepreneurship education consists of two sub-dimensions: acquiring the theoretical knowledge needed to start a business, and the practical knowledge (to know how to implement it). Entrepreneurial inspiration can also be broken down into theoretical elements linked to external sources, such as reports and readings from certain individuals as well as into practical elements, the typical source of which is group-based, practice-oriented, experiential learning. The study reports that it is practical and theoretical inspiration that has the greatest positive impact on entrepreneurial intentions (Nabi et al. [2018]).

Figure 1: Inspiration and learning in entrepreneurship education

(Source: Nabi et al. [2018], p. 458)



Hahn et al. [2020] have shown that the effectiveness of entrepreneurship education is influenced by whether the entrepreneurship course is optional or compulsory and by the entrepreneurial background of students' families. Silva et al. [2021] have shown that academic entrepreneurship education has a stimulating effect on young people's entrepreneurial ambitions, but also that the university atmosphere and entrepreneurial skills play an important role as well.

Dvorsky et al. [2019] created an Entrepreneurial Propensity Index measuring university students in the Czech Republic, Slovakia and Poland. Their work found differences in the entrepreneurial propensity of students across countries, with the highest in the Czech Republic (0.470), followed by Slovakia (0.424) and Poland (0.412). The quality of university education was positively assessed in each of the three countries. The index combines observations on the social environment, the business support from the state, the macroeconomic environment, the quality of the business environment, access to financial resources, the quality of university education, personal attributes, business advantages and entrepreneurial propensity.

In their study of the propensity to start a business among university students in the Visegrad countries, Nowinski et al. [2019] came to the rather interesting conclusion that entrepreneurship education had a direct impact on youth only in Poland. According to the researchers, it is due to the fact that it is the only out of the four countries where entrepreneurship education is introduced at a high-school level.

3. Experience and research findings in Hungary

In Hungary, the SEED (Foundation for Small Enterprise and Economic Development) assessed and evaluated the current situation of entrepreneurship education in 2008. The survey covered public education, higher education, and adult education. The final report of the survey contains several important conclusions. Key findings on youth entrepreneurial outcomes are as follows (SEED Foundation [2008], pp. 2-7):

- Low motivation to become an entrepreneur, although it is a positive result that young people are not prejudiced against entrepreneurship
- The economic education in public institutions needs to be improved: new education and training approaches are isolated; the development of modern, approach-oriented education requires the development of curricula, textbooks, teacher training and in-service training; the number of modern solutions is limited
- In higher education, entrepreneurship courses are typically offered to students of economic/business majors; the topic of entrepreneurship appears infrequently in BA courses
- The SME (small and medium-sized enterprise) sector, especially micro-enterprise owners are not

particularly open to acquiring new knowledge

In their survey on Hungarian data, S. Gubik and Farkas [2016] showed that start-up intentions among students in higher education is mostly influenced by family background, while the impact of entrepreneurship courses and training offered by universities is not reflected in the actual entrepreneurial activity.

In their evaluation of the Knowledge Entrepreneurship Development Programme (SZE-Duo) of Széchenyi István University, Borsi-Dőry [2015] concluded that entrepreneurship education should be more emphasised in higher education courses in order to support and fulfil the entrepreneurial intentions of young people. They identify as a special characteristic of entrepreneurship education that instructors can only be qualified to teach entrepreneurship if they possess entrepreneurial skills themselves. The personal and professional background of the lecturers is crucial in the education of entrepreneurs (Pardo [2013]). Referring to international research, they point out that the field of entrepreneurship has not yet achieved its rightful place among other sciences, with the professional recognition of entrepreneurship education remains below that of other fields. The inter-disciplinary nature of the subject also complicates the situation in terms of research (Borsi-Dőry [2015]).

S. Gubik and Farkas [2013] point out that it is important that students of science and social sciences also learn about the steps of starting and developing a business, whereby they identify the renewal of entrepreneurial services and their availability to non-economic students as a priority. Mentoring as a personalised support activity is increasingly important in supporting young entrepreneurs. Based on a questionnaire survey of Hungarian students, Zsigmond [2018] established a six-factor model of the competences, attributes and attitudes required for successful process management (Zsigmond [2018]). PwC's survey of Hungarian start-ups also highlighted the role that mentors might play in the start-up process [PwC, 2019].

Although encouraging entrepreneurship should be started at an early age, there are relatively few empirical studies on the attitudes of primary and secondary school children towards entrepreneurship.

Horváth et al. [2019], somewhat alleviating this gap, investigated the possibility of integrating communication design into education by involving primary school students into their research. Based on their results, communication design as a methodology for developing entrepreneurial attitudes cannot be used successfully among 3rd-grade children but can be applied effectively among 6th and 8th graders.

Diószeginé Zentay [2018] uses the example of the University of Debrecen to analyse and urge the development of entrepreneurial skills among engineering students.

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Erdős [2018] conducted a comprehensive literature review and analysis on the development of higher education institutions in Hungary as entrepreneurial universities. His results are extensive, with a single idea closely linked to spin-offs emerging from domestic universities. The spin-offs of Hungarian universities bear little resemblance to the dynamically growing businesses nurtured by US universities, so although Hungarian spin-offs do exist, such success stories and excellence in high-tech areas as those experienced in the US are unlikely to be reflected in the domestic market.

Czeglédi et al. [2016], examining the state of entrepreneurial training in Hungarian higher education, concluded that interactive methods such as role-play, discussion of case studies and simulation are not used with sufficient intensity in entrepreneurship education.

Varga et al. [2016], in their study on the perception of entrepreneurial skills taught in universities, concluded that the low entrepreneurial propensity of students is due to risk aversion, lack of self-confidence (the negative connotation of the term "entrepreneur" plays a role in this) and lack of proper expertise and professional knowledge.

Imre-Tóth [2014], [2015] conducted research on the changing role of universities and the function of entrepreneurship education in promoting entrepreneurship.

According to an analysis by Szerb and Lukovszki [2013] based on GUESSS 2011 data, the role of a supportive university environment and fellow students is not of particular importance in the development of entrepreneurial intentions. They showed that those who are not serious about becoming entrepreneurs consider their university environment to be supportive of them starting a business, while those who have a genuine ambition to pursue entrepreneurship are less satisfied with the support they receive from universities.

Kárpáti-Daróczi et al. [2019], analysing the dilemmas of engineering students becoming entrepreneurs, concluded that students who implement innovation during their studies may face a crossroads between commercializing their ideas as entrepreneurs or focusing on pursuing their degree. They believe that it is important for the university to support the process of becoming an entrepreneur, but that the "final product

" is the graduate engineer and not the entrepreneur without a degree. The trust relationship between the students and the university is seen as a suitable basis for the initial incubation counselling and mentoring processes.

Rippa et al. [2020], involving European engineering students, showed that entrepreneurship education does not by itself influence the decision of engineering students to become entrepreneurs, but that such decision is determined by the interaction of several other factors.

Szerb and Márkus [2006], based on an international survey of 14 countries, entitled Collegiate Entrepreneurship 2006 (GUESSS first data collection), found a positive correlation between taking entrepreneurship courses and becoming an entrepreneur among the Hungarian sample.

S. Gubik et al. [2018], quoting Richert-Schiller [1994] and Lüthje-Franke [2002], and referring to the work of Schrör [2006] and Autio [2005], point out that firms of tertiary graduates are more growth-oriented and tend to be set up in higher value-added sectors. They underline that therefore stimulating entrepreneurial intentions and activity of young people in higher education is an issue of economic policy (S. Gubik et al. [2018]). Partly as a result of such findings, universities face a rising expectation to prepare their students not only for employment but also for entrepreneurship (Szerb - Lukovszki [2013]). According to Imreh-Tóth [2015], there is a growing expectation for universities to promote entrepreneurship, especially in dynamic, innovative areas, which are ideal breeding grounds for high-growth start-ups.

4. METHODOLOGICAL ISSUES IN ENTREPRENEURSHIP EDUCATION

The Small Business Development Centre of Corvinus University of Budapest has always been at the forefront of adapting modern, up-to-date entrepreneurship education methods. One such example is entrepreneurship education through student enterprises. The practical implementation and lessons learned of such approach were reported by Csapó-Filep [2007], Csapó [2007], [2008], [2010], who presented the advantages and disadvantages of different entrepreneurship education methods from two perspectives, one based on Szomor [1997] and the other on Jamieson [1984].

Table 1: Advantages and disadvantages of entrepreneurship education methods

(Source: Szomor [1997] based on Csapó [2007], p. 33)

Can be well planned and implemented.	It classifies entrepreneurship education as a “general subject”.	It can be planned with sufficient flexibility	Focusing on the markets makes it campaign-like.	Strong student motivation can be generated.	Difficult to plan and manage.
The lecturer dictates the topic, without any deviation.	It is difficult to keep students interested.	Good methods can be used to make it playful.	For students, it's not realistic enough, it's seen as artificial.	Certain skills can be developed strongly.	A great deal of responsibility lies on the teacher.

Well measurable, assessable in the standard way.	It focuses almost exclusively on knowledge and not skills.	It can develop a wide range of skills.	Performance is difficult to measure in a school setting.	It can also meet actual needs, e.g., school-related ones.	Profit orientation can be at the expense of learning.
There is low extra cost.	Difficult to find actually 'competent professionals'.	Relatively low cost.	Entrepreneurial responsibility is down-played in simulation.	Legally exists and well-established.	It places extreme pressure on both students and teachers.
Fits in well with the regular school timetable.	Students quickly forget what they have learned.	More manageable than a real business.	The 45 minutes of time available is hardly ever enough.	Can be continued after finishing school.	Difficult to fit into the Hungarian legal system.
Familiar to both teacher and student.	Swimming is not something you can learn from a book.	It's like swimming with a life vest.	The result depends rather on the student's attitude.	Entrepreneurial responsibility is direct and sometimes expensive.	In many aspects, it is "outside" the school system.

Table 2: Types of entrepreneurship courses/programmes

(Source: Jamieson [1984] after Csapó [2008], p. 45)

	Theoretical knowledge	Theoretical and practical knowledge	Practical knowledge
	Promoting entrepreneurship	Assistance in starting up a business	Assistance in running a business
	Everyone	Those interested in entrepreneurship	Entrepreneurs
	Theoretical courses	Theoretical courses, simulated and real businesses	Mentoring, coaching
	Basics of entrepreneurship, small business policy	Business planning, business management	Seeking funding, protecting intellectual property

Despite its various risks and difficulties, entrepreneurship education through the launching of a real business is the most effective way of introducing entrepreneurship. In the spring of 2003, the Small Business Development Centre of Corvinus University (SBDC) launched the "Entrepreneurfriendly University - Entrepreneur-ready Students" programme, under which students and student units could apply with a business plan for private funding (the programme was also reported by Figyelőnet (24.hu [2007])). In addition to the theoretical knowledge provided at the university, the students also received financial support, while the winning teams were assigned mentors by SBDC, who helped to prevent new entrepreneurs from making major mistakes. During the evaluation of the programme, three important advantages were highlighted (Csapó [2007:40]):

- The mentor worked with a small group of students
- The sessions were targeted and focused on solving real problems of entrepreneurship
- Through the spill-over effect of the project, the example of the students involved had a positive impact on their peers

Csapó [2008] presented modern international experiences in entrepreneurship education and analysed the possibilities for adaptation in Hungary.

The essence of the Finnish Team Academy teaching methodology is to prioritize learning over teaching in a real business environment, through self-regulation and the development of entrepreneurial team responsibility.

It is applied in many countries in Europe. Gál et al. [2017] report on the essence of the methodology and its spread in Hungary and Europe.

In her research [2014], [2015], Mihalkovné Szakács examined entrepreneurship education from several perspectives. She analysed the relationship between entrepreneurship education and the development of entrepreneurial competences and studied the characteristics of a competent entrepreneurial teacher.

The experience of in-depth interviews with faculty members of Hungarian universities with Master's programmes in business development revealed that universities prefer to start correspondence courses, and try to introduce novelties into the training, but in many cases their implementation is inconsistent and not conscious. The heads of Master's programmes agree that the 75% theoretical teaching rate required by the regulations at the time of the research is very high, and that the training should be more practical, which is what they are aiming for. They consider it essential to increase interdisciplinarity and the cooperation of more diverse teams (Árváné Ványi et al. [2017]).

Imreh-Tóth [2015] investigated the possibilities of adapting successful Western European and American practices of entrepreneurship education in the Hungarian context, primarily in line with the specialities of the University of Szeged. Analysing the practices followed by the universities at the forefront of entrepreneurship education, he came to the conclusion that it is important to gain international experience on a professional basis, and that special courses for high-tech enterprises potentially born at universities are crucial, but that low-tech courses should not be forgotten either. The use of teaching methods that have been successfully applied elsewhere is to be welcomed, but the content must be adapted to the socio-economic cultural context of the country. It is essential to involve actual entrepreneurs in the training and to include case studies of domestic entrepreneurial issues in the curriculum. the role of student self-employment groups can also play an important role.

SUMMARY AND PROPOSALS

Based on a review of the entrepreneurship education literature, both the results of international and domestic research demonstrate the impact of training and education on stimulating entrepreneurial activity. However, entrepreneurship education alone does not lead to an increase in the number or success rate of young people starting businesses. The process is much more complex, involving the development of entrepreneurial competences, the variety and diversity of methodologies used in educational training, and the impact of the academic environment.

While the transformation of the labour market means that new generations must prepare for an increasingly dynamic career paths, which means a significant upgrading of self-employment (see the case of self-employed individuals with KATA) and business start-up skills, there is currently no coherent, well-developed system of entrepreneurship education in the European Union or in Hungary that would allow this massive demand to be met adequately. It can be concluded that entrepreneurship has not yet taken its rightful place among other sciences in Hungary, and that the professional recognition of entrepreneurship education is below that of other disciplines. There are many isolated examples of well-developed and not as effective practice, from which it is time to create a national network of entrepreneurship education of comparable quality, but which reflects individual differences. The Young Entrepreneurs' College of the Hungarian Chamber of Commerce and Industry, which is currently being established, could be a potential coordinator of such network connecting state, higher education, civil society, and market actors. By collecting the best practices, training and qualifying entrepreneurial teachers and mentors, it could start laying the foundations for a new education system capable of providing high-quality training on a mass scale.

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Building of the Corvinus University

Below: The Chain Bridge with the Gellért Mountain and the Gellért Hotel
Photo © by Dr. Antal Szabó

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LEADING TO INSPIRE AND MOTIVATE OTHERS**ABSTRACT**

A successful businesswoman, Giselle Rufer Delance considers herself to be on a mission to inspire and motivate people. Ms Rufer uses her experience to encourage people to set goals and work hard to accomplish them. Her DELANCE watch brand serves as a paradigm of inventiveness, courage, and excellence for all entrepreneurs, men and women alike.

Keywords: DELANCE, women watches, motivation, entrepreneurs, business leader

JEL Classification: L26, L29, M12

Describe your background and what did you do before you founded/joined the company?

When I was 4 years old, I dreamt of becoming a “cowbee”, which for me was the feminine version of a cowboy. What an exciting life awaits you! Then, after having read the lives of the Saints, I wanted to become a Saint. Faced with such an insurmountable task, however, I ended up becoming a tomboy ready to defend any noble cause! When a teacher nicknamed me "Don Quixote," I pertly responded, "No, Madam, I am Doña Quixote." Later on, I discovered my artist's name: Giselle Delance. I carefully stored it away for the future—if I were an artist, I could live all the lives I wanted!

Before I turned 15, I had to work at my mother's firm. As my mother's second in command, I learned every aspect of the business. By the age of 22, when I married and left the business, I had learned an enormous number of useful things, including how to work 12 hours a day with a smile on my face.

As soon as I was married, I went back to school until I was 26 and obtained the Swiss scientific baccalaureate. In 1969 and 1971, my two children were born. After that, I took art courses to become an artist. I worked until I was 36 as an assistant in art at the university and as an art teacher in secondary schools. From 36 to 40, I went to engineering school and obtained my degree as the only woman graduate of the class.

Tell us more about the company.

At 40, I was hired by the Swatch group to launch the Flik Flak series and discovered as I travelled throughout the world that the watches designed for women were not to my taste.

In my passion to discover the meaning of time, I realized that time is life. This created in me the desire to create a timepiece symbolic of both the passage of time and eternity, whence came the design of the Delance watch line.

I felt I had to personally create the watch that corresponded to a woman's time, her talents, values, and dreams since the large companies in the industry I contacted were not interested.

Delance watches are meant for the woman who requires a timepiece that is truly unique, a woman who is looking for a special design with a symbolic meaning. The man in her life, who loves her for all that she is, is also drawn to the idea of offering her a watch that will symbolize their love and the deep bond that unites them.

The act of creation brings me great joy. Each time I offer to personalize the Delance watch for its new owner and I see her eyes light up, my happiness is complete. This moment represents the meeting of two souls in a joint endeavour of collaboration, a form of communion. When I have the pleasure of speaking at conferences, I often talk about the creative act and my passion for what I do – in fact, I talk about my life.

What has been your biggest learning since becoming an entrepreneur/ business leader?

My enterprise allowed me to discover who I am, and although I suspected that I was capable of doing all I do, I could never be sure until I had accomplished it. I travel the world by myself, from exhibition to conference. On occasion, I have spoken in front of a thousand people in a foreign language; the television, radio, and press come to ask me for comments in French, German, and English. Once the shadow of a corporate president, the assistant I used to be has come a long way from those days.

In Switzerland, I was named "Woman Entrepreneur for 2008". This is an incredible recognition. It affords me great pleasure. I was given champagne and invited to speak on radio and television, as if I had suddenly become a genius! But I keep my feet on the ground and use all this acclaim as a marketing tool, for, after all, that is the purpose of this award, to bring the entrepreneur visibility so she can benefit from it to advance her company.

The lessons gleaned from this life? I would like to tell each of you to be all you are, to develop your talents, to learn all you can, to live as fully as possible, to love each other more and, above all, to laugh, laugh and enjoy life.

Life passes so quickly, we mustn't waste a second... honestly, on my word as a watchmaker!

How do you motivate people to go the extra mile?

I trust them that they can do the job. If they have doubts, I support and encourage them. I listen to their suggestions and propositions and, if it is appropriate, we implement them. They have a lot of liberty, and I encourage initiative. I recognize their contributions, small and big.

What gets you up in the morning? What motivates you?

The 3 important tasks I listed the day before and that I have to achieve that day. The hope to make a good deal, the opportunity to meet interesting people, a project to develop or achieve, and the many tasks that I have to do.

Kindly describe how you will specifically know what success looks like for you.

I have a long-term success in view: Delance is the watch that women all over the world want to wear, to buy, to offer. The Delance watch is a coveted award for the achievement of a woman.

When I have done-achieved all that made me get up in the morning, the 3 important tasks of the day, it is the success of the day.

Every time my team or I have achieved a goal, near or far, it is a success that we celebrate according to its importance.

What is some of the advice you give to aspiring female leaders?

Be yourself, be true to your values, develop your talent, be all that you can be, be authentic, be more of a woman. And take care of your soul, your health, your dreams, your family. Enjoy life, dance, sing, love, work with joy and intensity. To be a good leader, you have to inspire others so that they want to follow you.

What are your future plans to sustain the company's success?

It is time for myself to prepare my retirement. That is why I'm looking for a woman who can take up the torch and keep the DELANCE flame alive and expand the company all over the world. I would like to stay the soul, the ambassador of the company for ever.



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WHAT IS INTERNAL MOBILITY AND WHY DO SO MANY ORGANIZATIONS GET IT WRONG? ³**ABSTRACT**

Laurie Moot with a background in journalism, experience in education, and a career in marketing, is a storyteller at heart.

She found her niche in building creative content strategies that cultivate trust and drive action. She has designed scalable content marketing programs from the ground up across formats and distribution channels, including SEO, thought leadership articles, and sales enablement resources. Collaborative, dynamic, and transparent environments that encourage growth, intelligent risk-taking, and autonomy are where I do my best work.

This article collects her thoughts and observations on internal mobility and summarises why do many organizations get it wrong.

Keywords: internal mobility, Global Talent Trend Report, siloing of talents, corporate culture

JEL Classification: J61

The Great Reshuffle has rolled over into 2022. Though the pace is slowing from its peak of 4.5 million voluntary quits in the U.S. in November of 2021, the number of people choosing to change companies and careers remains around 1.5x the normal rate, with 40% of the global workforce considering leaving their current job in the next 3 to 6 months.

McKinsey recently published a study outlining the reasons workers are leaving their jobs. These findings, as well as LinkedIn's **2022 Global Talent Trends Report**, suggest that thoughtful cultural change is what organizations need in order to craft an employee experience that keeps workers engaged in their jobs and sets them up for growth within the company.

This growth, known as internal mobility, is an old concept that requires a new approach in order to succeed in today's workplace climate.

Here's why internal mobility is great for business, and how your organization can increase employee retention by addressing common internal mobility roadblocks.

³ See at <https://www.linkedin.com/business/learning/blog/learning-and-development/what-is-internal-mobility-and-how-to-get-it-right?trk=e-ml-mktg-ldc-20220921-AlwaysOnAwareness-blog-TOFU-whitespace-em3-global&src=e-ml&mcid=6945143065695133700&cid=7016Q00000nRhNQAU> as of 19 April 2022

INVESTING IN INTERNAL MOBILITY PAYS DIVIDENDS

With over 4 million workers quitting their jobs every month and the U.S. unemployment rate at 3.8%, it's clear that talent isn't simply disappearing into a void. Workers are leaving their jobs for career advancement elsewhere. And it is costing companies a lot in real dollars and lost productivity.

Retaining talent saves money

A recent LinkedIn survey found that only 20% of employees believe they have the right conditions for career growth opportunities within their current organization. Where does that leave the other 80%? The thought of a workforce turnover of that magnitude is staggering, and some industries are already facing separation rates above 50%.

With an average time of one to three months to secure outside candidates and a cost of six to nine months' pay to recruit and train new salaried employees, external hiring involves a great deal of time and money.

When positions are filled internally, hiring costs are reduced by nearly 20%.

INTERNAL RECRUITING ACCELERATES PRODUCTIVITY

Even the most qualified external talent acquisitions require time and training to acclimate to corporate culture and systems. This prolongs the time until they are productive in their new role.

By contrast, internal candidates know the culture, the workforce, and the systems, and can get up to speed on their new role much faster.

ROADBLOCKS TO WATCH OUT FOR

There are some outdated behaviors and modes of thinking that can impede success for internal mobility in the modern work environment.

The corporate ladder mindset

The concept of the corporate ladder has been around for over a century. With this model of internal mobility, career tracks move along a singular upward trajectory with increasing rewards, but fewer opportunities the higher up the ladder an employee moves.

Why it doesn't work

The problem with the "ladder" mindset is that it is incredibly limiting, for both the individual and the employer.

Employers might only look down the ladder for potential internal hires, missing the opportunity to promote exceptional talent from other areas of the company.

Workers might reach a certain point on the ladder and believe there are no more opportunities for them to advance within the organization, becoming one of those 40% ready to move on to the next company.

What to try

Removing the ladder mindset from your corporate culture requires buy-in from the top. Leadership needs to think about career pathing and internal prospecting in a whole new light, and to communicate this to the workforce in a way that encourages individualized career plans.

Opportunities for movement within the organization should encompass both the vertical and lateral planes. If a visual metaphor helps, imagine replacing the ladder with scaffolding. Workers can move across the platform at any level, or continue their upward climb.

This brings us directly to the next roadblock...

DEPARTMENTAL SILOS

Driven by the need to openly and equitably share data across departments, the practice of siloing is fast becoming a thing of the past.

But not everyone has gotten the memo.

Why they don't work

Siloing of talent by managers is a detriment to the whole organization. Some managers believe that they “own” their top-performing employees. If a manager regularly discourages workers from applying for internal jobs outside of their department, those employees will eventually look elsewhere for advancement opportunities.

What to try

It's important to lead your management team to the understanding that internal mobility is vital for the well-being of the organization.

You might try setting up talent pool partnerships between departments to encourage the collaborative mindset. According to LinkedIn data, some of **the most common transition pathways** are:

1. Accounting to Finance
2. Marketing to Sales
3. Business Development to Sales

Even reluctant managers should see the benefit of broadening their own internal talent acquisition opportunities.

PROMOTING FROM WITHIN THE INNER CIRCLE

While a healthy social culture within an organization supports employee well-being, granting promotions based on favoritism almost always has the opposite effect.

Why it doesn't work

When managers forego formal channels to promote internal candidates, certain things can get missed. Really important things.

A full vetting process might reveal that the candidate could use additional training to prepare for the role, or that they aren't the right fit at all. Worse, another perfect candidate might be elsewhere within your organization, but they aren't on the hiring team's radar because they don't have the same social connections.

What to try

While a manager's stamp of approval on an internal candidate is a strong recommendation, it can't replace the insight that comes from walking all candidates through the same hiring process.

Encourage your managers to offer names of candidates they think might best fulfill open positions, but maintain the autonomy of your hiring team. When every candidate goes through the same process, it levels the playing field.

THE ROLE OF L&D IN CREATING A CULTURE OF INTERNAL MOBILITY

There are many opportunities for L&D to take part in fostering a healthy and fruitful culture of internal mobility in your organization.

Organizational growth mindset

An organization with a growth mindset is essential for developing internal talent. By making skill building a part of the employee experience, your workforce knows your company is invested in their continued development.

In addition to individual skill building, encourage participation in social and community-based learning opportunities. These group learning experiences contribute to cross-department connections and help pull **down those silos**.

Individualized career pathing

Every person in your organization has a unique path that led them to where they are now. So, why should we expect them to step onto a single preset path moving forward?

By working with employees to map out their individual career path, you can set skill building goals that will prepare them to apply for those internal opportunities when they arise.

CORPORATE CULTURE IS CHANGING FOR THE BETTER

Lessons learned from the pandemic continue to propel corporate culture into a more caring, equitable, and people-centered direction. It's exciting to see how far things have come in such a short time — and exciting to see L&D leading many of these changes.

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ALBANIAN MANDARIN EXPORT

ABSTRACT

The paper summarises the export of tangerine (mandarine) from Albania

Keywords: Albanian mandarins, Citrus production, Albanian farmers, tangerines exports

JEL Classification: F61

The export of tangerines has marked a significant increase in the first weeks of December 2020....

A LITTLE HISTORY

Tangerine belongs ⁴ to the large family of citrus and from the surveys in Germany have been rated as Fruit of the Year 2020!

The mandarin house, as the name suggests, comes from the area of southeast China and it was the Arab Traders who brought it to Europe and North Africa in Roman times. Over the centuries, they have developed. other varieties such as Clementine, Mandarin, Tangelo, Minneola and Satsuma, as we know them in stores so. Albanian mandarin exports increased sharply in 2020 and 2021, in spite of the challenges of Covid-19.

Although one of Europe's smallest countries in terms of area and population, the favorable Mediterranean climate with plenty of sunshine ranks Albania one of the top agricultural producers among 38 European nations.

Despite difficulties, Albanian farmers managed not only to handle the crisis on their own, but they helped increased the exports, while most of the other exports plunged by 17.7 percent during January-June 2020. On the other hand, data from the Ministry of Agriculture show that agricultural exports accounted for 68.6 percent of the total amount of commodities exported during the first half of the year. The same data confirm that Albania exported over 112,000 tons of fruit and vegetables during Jan-Jun 2020 with an estimated value of Lek 6.4 billion

The citrus sector in Albania is another group with positive records of production and exports in the structure of the agricultural sector, which has multiplied in real numbers in recent years. In recent years the production of citrus has tripled to over **50,882 tons, compared to 13,336 tons in 2010**. While the production

⁴ Tangerine (Citrus tangerina) is an orange citrus, a type of mandarin. The English word tangerine is usually translated as "mandarin" in many dictionaries, like in the Hungarian one. In several countries, the words mandarin and tangerine are synonymous, but the much darker orange fruit should be called tangerine.

of tangerines in the span of 9 years increased in double digits. Last year (2019) according to Eurostat. Albania was positioned in 8th place in terms of annual citrus production, of more than 9,000 metric tons per 200 hectares, better than Malta, which has a convincingly smaller area of cultivation and that Croatia, a country that has a not at all favorable climate, as well as a small cultivation area as a result. "While Spain, Italy and Greece lead in citrus overproduction", according to the European Union statistics agency. While in the world, Albania is ranked 66th in the world for citrus exports.

Citrus production in Albania is mainly represented by the cultivation of mandarins in the southern Albanian region of Saranda, where a mandarin cooperative has become a success story in the underdeveloped agricultural sector in Albania. *Located in southern Albania, close to the UNESCO World Heritage Site in Butrint, the Xarra cooperative near the Ionian coastline also benefits from a sunny Mediterranean climate. Tangerine cultivation is ranked among the most profitable agricultural activities in Albania.* Tangerine production has increased rapidly in recent years, as a result of well-organized production on farms and cooperatives in the South, where advanced technology is also used. The export of tangerines has marked a significant increase in the first weeks of December 2020. According to official statistics from the export center of Vlora, the exports of tangerines during the week 11 - 17 December 2020, reached the figure of over 1600 tons. While the amount of exports of this citrus in one day goes up to 400 tons. Referring to statistics, in 2010 the production of tangerines amounted to about 5 thousand tons, while in 2019 the production increased to over 31 thousand tons.

Mandarin cultivation in the southern region of Saranda dominates the sector and is among the most profitable agricultural activities in Albania. Production is concentrated among well-organised farms and cooperatives using modern cultivation methods.

The export of tangerines marked about 14 thousand tons in 2019, from 0 exports marked by Albania in 2010. While the import of tangerines decreased to 2250 tons in 2019, from over 11 thousand tons that were imported in 2010.

The main markets where mandarins are exported are in Kosovo, Northern Macedonia, but their export to Bosnia and Herzegovina, Serbia and Ukraine has already been consolidated.

Exports continue normally despite the pandemic !

LITERATURE

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**ROLE OF NGOs IN RURAL ECONOMIC GROWTH THROUGH MICRO FINANCE
IN INDIA – A REVIEW****ABSTRACT**

Non-governmental organizations (NGOs) played an important role in rural economic growth, rural construction, and agricultural and rural development even during pre-independent era in our country. Also, in the post-independent period the NGOs became an alternative agency for the development activities of the Government. After the introduction of Microfinance through small agricultural credit, micro finance, self-help group (SHG) etc, the role of NGOs in rural economic growth and development is increasing mostly day to day. At present the NGOs are responsible for making micro finance through SHG, micro insurance, kisan credit card etc. are the largest programme in the world. This paper analyses the role of NGOs in rural economic growth and development through micro finance. The study reports that NGOs are playing an important role in the formation of SHGs and motivating rural women to join the group and linking the groups with various micro financial tools. The study makes the valuable contribution by providing a base to the micro finance for economic growth and development through NGOs.

Key words: growth, development, agency, microfinance

JEL Classification: G21, G23, L26, L31, Q12

INTRODUCTION

NGOs have their origin in non-profit based voluntary organizations and have been working in the World for centuries mainly in the developed countries. The voluntary organizations have contributed significantly in reducing poverty, deprivation, discrimination through awareness, social mobilization, service delivery and training, literacy programme etc. They are the effective non-political link between Government and people. NGOs are playing an important role in the formation of self-help groups with rural women and motivating them to join in SHG for marketing of micro insurance among marginal peoples, awareness programme for primary education to rural child, health and nutrition, environment awareness etc. NGOs are committed for the upliftment of rural and urban poor, marginal people, under privileged, impoverished and they are close and accessible to their target groups. NGOs are flexible and independent functioning operation, prompt in decision-making, mass people concerned driven by social and humanitarian values and principles.

The NGOs are expected to convince and support SHGs in rural economic growth and development to motivate the rural people to organize themselves and to form into SHG; to help the SHG in identifying raw materials and local resources; to help the group members to upgrade their skills and technology to make best use of resources; to make available credit facilities and to act as a link between the rural poor and the bank and ultimately to act as friend, philosopher and guide to the SHGs.

OBJECTIVES OF THE STUDY

The study had the general and specific objectives as follows:

A. General objective: The objective of the study is to determine the role of Non-Governmental Organizations (NGOs) in rural economic growth through micro finance.

B. Specific objectives: (i) Identify the existing status and services of Micro finance in India (ii) Establish the challenges faced by NGOs in micro finance transactions (iii) Identify ways of improving the access to and utilization of micro finance services to rural people.

LITERATURE REVIEW

Dr. Rajendran (2014) showed that Non-governmental organizations play an important role in helping rural women to form Self-help groups and they motivated women to join Self-help groups. Approximately 55% of the respondents informed that Non-governmental organizations helped them to form Self help groups. It is concluded that NGOs and self-motivated women are the main motivational factors to join SHGs and Self help group members also influence other women to join the groups. Dr. M Rama Mohan Rao and M Pathania Biswas (2014) showed that the Indian micro finance sector has grown up rapidly during the first decade of the twenty first century. A lot of changes have been seen during the last ten years on how the MFIs function. SBLP has also grown exponentially and is considered as the single largest micro finance programme globally. However, in this case for growth and expansion the essence of micro finance as a programme for reaching the poor and excluded lost its focus. Dr. D Aravazhi & S. Porkodi (2013) showed that the micro finance institutions are an integral part of financial inclusion and instrumental in providing “last mile connectivity”. They concluded that financial inclusions would be real and successful only when the small, marginal and landless laborers have unhindered access to the financial services like savings, micro credit, and micro insurance and remittance facilities. Susy Cheston (2002) has examined that micro finance has the potential to have a powerful impact on women’s empowerment. Although micro finance is not always empowering for all women, most women do experience some degree of empowerment, as a result. Empowerment is a complex process of change that is experienced by all individuals somewhat differently. Cheston & Kuhn (2004) has concluded that micro finance programme have been very successful in reaching women. This gives micro finance institutions an extraordinary opportunity to act intentionally to empower poor women and to minimize the potentially negative impacts some women experiences. Eoin Wren (2005) has examined that micro finance creates access to productive capital for the poor that together with human capital, addressed through education and training and social capital achieved through local organization building, people to move out of poverty. Linda Mayoux (2006) has examined that micro finance programs not only give women and men access to savings and credit but reach millions of people worldwide bringing them together regularly in organized groups. Dr. Jyotish Prakash Basu (2006) has explained that the two basic research questions. First, the paper tries to attempt to study how a woman’s tendency to invest in safer investment projects can be linked to her desire to raise her bargaining position in the households. Second, in addition to the project choice, women empowerment is examined with respect to control of savings, control of income, control over loans, control over purchasing capacity and family planning in some sample household in Hooghly district of West Bengal. Mohammad Anisur Rahaman (2007) has examined that about micro finance and to investigate the impact of micro finance on the poor people of the society with the main focus on Bangladesh. Chintamani Prasad Pattanaik (2012) has examined that micro finance seems to have generated a view that micro finance development could provide an answer to the problems of rural financial market development. Bipasha Baruah (2007) has critically analyzed the experiences of MHT and SEWA Bank in partnering with the state, the private sector, funding agencies, urban local bodies and other NGOs in developing and delivering housing, water and sanitation programs for low-income urban families living in slums. . She has made also recommendations that would enable different actors to play an optimal role in

partnerships designed to improve the living and working conditions of the poor. Bipasha Baruah (2015) has concluded that NGOs could play important roles as intermediaries between beneficiaries, governments, and international relief and donor organizations on post-disaster rural reconstruction projects. Ishrat Jahan and Md.Mamun-ur-Rashid (2015) has analyzed both monetary and social impacts of RDS microfinance and arrived at a general conclusion that this grossly has a remarkable impact on selected socio-economic aspects of the women beneficiaries. Neelima Kumari (2013) has explained SGSY scheme which focuses on Group approach by organizing the poor into self help groups (SHG) through social mobilization process. Against this backdrop of this programme, the SGSY's guidelines emphasis on the role of NGOs and their significant participation in mobilizing people and to creating awareness among the people for the successful implementation of the SGSY schemes. Dr. R Uma Devi (2013) has established the important roles played by NGOs against poverty through micro finance, capacity building, self-reliance, peace building, sustainable community development and specially women's empowerment all-aiming at poverty alleviation. Mohammad A. Razzaque (2010) has made an attempt to overcome the issue i.e. the effectiveness of micro finance in reducing poverty. Assessment of micro credit intervention is often flawed by the shortcomings associated with the data and empirical methodologies employed that fail to tackle such issues as non-random participation and self selection programme participants influenced by their unobserved characteristics. Dr. Suresh Kumar (2009) has focused on the determinants of participation in Self-Help Groups (SHGs) and its impacts on household welfare. The participation in SHG activities is influenced by various household level and contextual factors. The results of this study supports that the public policies geared towards increasing women's participation in SHGs generate substantial income and have significance in household welfare.

Role of NGOs in Providing Microfinance

NGOs and their networks have a crucial role to play in microfinance because:

- i) NGOs have influenced central banks to take a broader, less formal approach to the regulation of MFIs, in areas such capital requirements.
- ii) NGOs also promote benchmarking and transparency among peers.
- iii) NGOs are often more creative in how they establish and fund Micro finance banks.
- iv) NGOs recognize that best practice requires a business approach but NGOs are able to provide grant funding to 2 Tier and 3 Tier micro finance institutions to enable them to migrate to the stage of being able to receive equity and wholesale debt.
- v) While they must compete in terms of funding, NGOs are often more prepared to set up discussion groups or conduct research projects, to the benefit of the industry as a whole.

Role of NGOs as promoter

- i) Act as linkage -SHG and Banks (Grameen bank, Co-operative bank or Co-operative societies)
- ii) As promoter of SHG empowered model among villagers
- iii) As monitor intra-group credit and savings behavior
- iv) As promoter of Co-operatives or Federation
- v) As a corporate agent of General insurance or Life insurance
- vi) As an agent of micro insurance through Gram panchayet and panchayet samity.

Role of NGOs as facilitator

- i) It has ability to fulfill capacity building, financial management, book keeping, audit with ensure ownership, self reliance of a co-operative
- ii) It may establish forward linkage with state Government, central Government and other departments
- iii) It has capacity to build strategies for empowerment and generating mutual trust and respect amongst groups.

How Micro finance helped rural economic development

The People of rural India are mainly depending upon agriculture and small business units like fishing, earning through domestic animals, small business units etc. They are not making the agriculture and business profitable because due to lack of monetary resources, poor experience etc. Only few people of rural India are using capital-intensive method to cultivate their lands. The most of the rural people are not sustaining in their small business for a long period of time due to insufficient fund available with them.

Microfinance in one of the important tools that plays a significant role in poverty elimination and economic development of rural poor. The need therefore, is to share experiences and materials, which will help not only in understanding success and failures but also, provided knowledge and guidelines to strong them and expand microfinance programme. NGOs may be in this case act as a chief promoter and facilitator. The Development process through a typical microfinance intervention can be understood with the help of the following chart. The ultimate objective is to attain social and economic empowerment. Successful intervention is therefore; dependent on how each of these stages has been carefully dealt with and also the capabilities of the implementing organizations in achieving the final goal e.g., if credit delivery takes place without consolidation of SHGs, it may have problems of self-sustainability and recovery. A number of Schemes under different banks, Central and State governments offer direct credit to potential individuals without forcing them to join SHGs. compilation and classification of the communication materials in the directory is done based on this development process.

NABARD-NGOS JOINT ACTIVITIES ⁵

Priyadarshini Programme:

NABARD is the Lead Programme Agency for implementation of Women Empowerment and Livelihood Programme in Mid Gangetic Plains, known as “Priyadarshini Programme”. International Fund assists the programme involving a total outlay of USD 32.73 million for Agriculture Development (IFAD) and Ministry of Women and Child Development (MWCD), Government of India. It is being implemented in five districts of Uttar Pradesh (Bacharach, Rae Bareli, Shravasti, Sultanpur and Amethi) and two districts of Bihar (Madhubani and Sitamarhi). It envisages holistic empowerment of around 1.2 lakh rural poor women and adolescent girls through formation and nurturing of around 12,000 Self Help Groups (SHGs) over a period of eight years. NABARD engaged resource NGO for the purpose of capacity building of the programme staff and field NGOs for implementation of the programme at the grass root level. A total number of 47 Community Service Centers, each covering about 200-250 SHGs, have been set up in the programme area. The field NGOs have formed a total of 9,129 SHGs as on 31 March 2014, of which, 6,861 SHGs have been savings linked and 3,071 SHGs credit linked. An amount of 394.81 lakh was released as seed capital to 3,122 SHGs. A total number of 3,020 training programmes on group dynamics, social issues, book keeping, skill development, life skill development, legal aid, gender issues, exposure visit within the State, etc, were

⁵ NABARD = National Bank for Agriculture and Rural Development in India, see at nabard.org

conducted covering 79,813 SHG members. MWCD, Govt. of India, IFAD and Senior Management of NABARD review the progress under the programme regularly. Two funds viz., Innovation Fund and Community Asset Fund have been set up under the programme for promotion of community level institutions and livelihood activities. A sum of 32.05 lakh was spent out of the Innovation Fund as on 31 March 2014.

Rajiv Gandhi Mahila Vikas Pariyojana:

NABARD continued to support Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP), a special initiative of the Rajiv Gandhi Charitable Trust (RGCT) for promotion and credit linkage of SHGs and formation of SHG Federations in select districts of Uttar Pradesh in association with participating banks. There were 1,05,996 women SHGs promoted under this programme till 31.3.2014, of which, 34,417 were credit linked. Further, 4,142 cluster level organizations and 115 block level organizations were also set up under the programme.

Status of Micro Finance in India – 2014-15

The Self Help Group Bank Linkage model is a shining star the galaxy of microfinance. The SHG programme in India is the world's largest microfinance programme by an enormous margin. It is potentially the best microfinance programme in the world for a variety of reasons and the key reasons for its success are its link with the poor people, its innovative practices, trust building at different levels between stakeholders and its capacity to enable people's participation in development. The SHG-BLP is also the largest coordinated financial inclusion programme and NABARD has always strived to broad base the ownership of the programme amongst different stakeholders like Banks, NGOs, and Govt. etc. It is not simply a loan interface with the poor but a holistic social contact programme with mutual benefit for the banks as well as the SHGs. This saving led model of microfinance is a successful empowerment tool which has covered almost 10 crore households in the country. It is also important to note that 86% of the groups are exclusively women groups, which are a big, push to the women empowerment programme. The SHG members have learnt how to become a good customer of banks. The important USPs of this programme are that NABARD has championed the programme taking other stake holders as partners, developing savings habits, smoothening the systems for financial inclusion and meeting the financial deficits of the poor household and recognizing that though not all the members of the group will be entrepreneurs but most do need credit to meet their emergent requirements. NABARD has been a key architect of the Self Help Group Bank Linkage Programme (SHG-BLP) and the most important player in the development of the microfinance sector. It is playing a vital role in enrolling civil society organizations, NGOs and state government for social mobilization and encouraging the bankers to appreciate the business opportunities that exist. In this endeavor NABARD and the Small Industries Development Bank of India (SIDBI) have extended support to the micro finance institutions who are also playing a significant role in this sector. The key object of NABARD has been to facilitate sustained access to financial services for the unreached segments of the population viz., the poor in rural through various products and delivery channels in cost effective and sustainable manner. Retrospectively, in the context of exclusion of about 30% of the population from the outreach of banking sector. NABARD initiated a series of action research projects. Studies brought out the mismatches between the needs of the poor clients and the products in offer with the banking system. It also came up that what the poor really needed was a better access to the financial services and products rather than cheap subsidized credit. In this backdrop the SHG Bank Linkage Programme started from a pilot of linking 500 SHGs of rural poor more than two decades ago and has crossed 8 million groups. It has reached a number of milestones. A total number of 8 million SHGs have been formed and the programme boasts of group savings of 37,000 crores and credit outstanding of 51,545 crores. The SHG BLP model has thus emerged as the most successful model of reaching the unreached for financial services. Some of the initiatives of NABARD in this journey of two decades were creation of funds like Micro Credit Development & Equity Fund, Women SHG Fund,

Refinance to banks, support for training and capacity building, support to partner agencies for promotion or nurturing SHGs. The other initiatives taken by NABARD are financing of Joint Liability Groups, skill development for Micro Enterprise Development (MED), supporting SHP is for maintenance of SHG books, mobile based e-book keeping, implementing special programmes like Priyadarshini, setting up of Centre for Microfinance Research, conducting studies, action research, etc.

Performance of NGOs comparing with other Agencies

The performance or trend of NGOs in micro finance activities for last three financial years compare with other agencies is showed as under:

Grant support to partner agencies (in lakh) (2013-2014)

Table No.1

Agency	Cumulative sanction up to 31-03-14 (amount)	Cumulative sanction up to 31-03-14(SHG Nos)	Cumulative achievement up to 31-03-14(amount)	Cumulative achievement up to 31-03-14(SHG Nos)
NGOs	23175.34	574866	7220.16	378890
RRBs	764.24	49800	195.81	46164
CO-OPT BANK	1416.98	83069	369.97	52501
IRVs	460.12	26883	82.27	11228
FARMERS CLUBS	40.63	2544	20.40	9832
PACS	397.45	8533	4.28	85
SHG Federation	28.61	250	1.85	46
Total	26283.37	745945	7903.74	498746

[Source: NABARD Report for the year 2013-14]

Grant support to partner agencies (in lakh) (2014-2015)

Table No.2

Agency	Cumulative sanction up to 31-03-15 (amount)	Cumulative sanction up to 31-03-15(SHG Nos)	Cumulative achievement up to 31-03-15(amount)	Cumulative achievement up to 31-03-15(SHG Nos)
NGOs	26583.53	598387	9362.86	434884
RRBs	1341.44	56148	261.00	43849
CO-OPT BANK	1030.15	67712	437.61	54012
IRVs	503.26	28910	85.09	12758
FARMERS CLUBS	45.00	5078	20.27	4464
PACS	593.21	13430	37.13	1522
SHG Federation	32.40	300	15.07	195
Total	30128.99	769965	10219.03	551684

[Source: NABARD Report for the year 2014-15]

Grant assistance extended to SHPIs as on 31-03-16
Cumulative position as on 31-03-2016(in lakh) (2015-2016)

Table No.3

Agency	No. of SHG sanctioned up to 31-03-16	Amount sanctioned	No. of SHGs promoted up to 31-03-16	Amount released up to 31-03-16
NGOs	650132	30475	458033	10308
NGO-MFI	0	0	0	0
RRBs	56048	1341	44344	324
CO-OPT BANK	68762	1072	55126	482
IRVs	29810	514	14084	88
FARMERS CLUBS	5098	41	1995	21
PACS	13430	593	1601	57
SHG Federation	300	32	195	15
Total	823580	34068	575378	11295

[Source: NABARD Report for the year 2015-16]

Regional distribution of MFI loans outstanding (%)

Table No.4

Region	2008	2009	2010	2011	2012	2013	2014
South	61	58	55	48	49	46	39
East	20	20	21	20	23	22	25
North	1	3	3	3	4	4	4
West	7	6	8	12	8	10	12
Central	9	11	9	13	10	11	15
North east	1	1	3	3	6	7	5

Source: Sa-dhan, MFIN

Challenges of NGOs

One of the major problems that face NGOs is lack of resources, both financial and human. Since most of the activities under taken by them are in the nature of extension work, they cannot become self-supporting. They are dependent for funds on the government, whose procedures are often slow and time-consuming, on foreign donor agencies and industries whose grants may not be available on regular basis. NGOs have also weaknesses that include (a) limited financial and management expertise, (b) limited institutional capacity, (c) low levels of self-sustainability, (d) lack of inter-organizational coordination, (e) small scale interventions (f) lack of understanding of the broader socio-economic context. The NGOs faced the challenges and issues of concern about micro finance are skewed growth of the programme in different regions, lack of approach of the banks, failure of subsidies of government, political patronage and the resultant pitfalls, lack of handholding support for livelihood activities, rising Non-Performing Assets (NPAs), sustainability issues and the need for seamless Management Information System. There have also been issues of poor quality of SHGs, multiple memberships, over financing and lack of oversight on the part of banks.

CONCLUSION

It is observed the above discussion that NGOs have emerged as a key player in the field of micro credit. They have played the role of intermediary in various dimensions including creating awareness within a community, developing resources and tools for communities, micro credit organisations and opportunities to learn about the principle and practice of micro finance. but at present time new opportunities and new challenges are felt in the field of micro finance. In recent years micro finance is in news for bad reasons. There are a number of suicide cases of micro credit clients all over India for excess interest charges and high pressure charge of recovery agents in recovery of loans. It is hope that the government of India has brought out a legislation to check the high rate interest on micro credit and protect the marginal people from clutches of greedy MFIs.

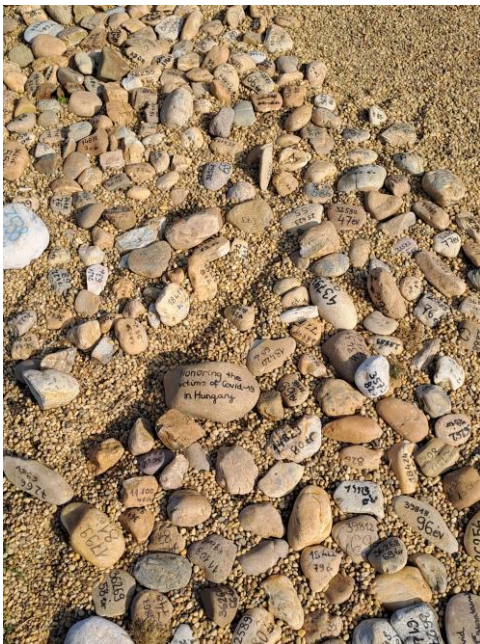
Government of India introduced Micro finance institutions (Development and Regulation) Bill 2012 on May 22 ,2012 to establish a regulator under Reserve Bank of India to regulate and supervise the activities of NGOs and MFIs. The main features of the Bills are as follows: The bill allows the central Government to create a micro finance development council with officers from different ministries and departments. The bill requires all MFIs to obtain a certificate of registration from RBI. It is also responsible for redressal of grievances for beneficiaries of micro finance services. These initiatives may go long way in strengthening the micro finance status in India. Government cannot ignore its responsibility of social and economic development of poor and down trodden. In absence of any special skills with the clients of micro credit, the fund is being used in consumption and procurement of non-productive assets.

It is very important to provide skills development training program like handicraft, weaving, carpentry, poultry, goat rearing, masonry, bees farming, vegetable farming and many other agriculture and non-agriculture training. Government has to play active role in this context. People with some special skills have to be given priority in lending micro credit. If government, MFIs and all other agencies specially act together than micro credit can play a great role in economic growth in India.

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The Margaret Island Pebbles were placed next to the running track in 2021 on Margaret Island in Budapest, on the banks of the Danube. The pebbles commemorate our compatriots who died in the coronavirus. The initial 22,409 pebbles have now expanded to more than 30,000. Each has two numbers: one is a serial number and the other is the age of the deceased. In the meantime, the pebbles became a symbol of the victims.

Photo © by Dr. Antal Szabó

NEWS



This special meeting *Peaceful & Sustainable* a United Nations self-sustaining solutions Education and Enterprise, Inclusion and recognising change.

on *Women Inspiring a Future*, is hosted by CSPOC,⁶ accredited NGO focused on through integrating Health, whilst celebrating Diversity & women as key to longitudinal

WIN has worked on advancing, inspiring, developing and connecting women for 25 years. The organization has had a strong impact globally, and is particularly well connected in Europe, Africa and Japan. Global Citizen Forum (GCF) works for a world that goes beyond gender, nationality and boundaries and brings its Asian network to the collaboration.

GCF and WIN have worked together since 2019 plan to host a 2 day major convening on *Women Leaders Pioneering a Thriving Future* at the UN in New York in 2023. As part of several stops on the way to this meeting, we convene in Geneva on 16 May 2022.

WIN and GCF are honored that CSPOC is inviting GCF and WIN and their respective communities to create and be a part of this timely gathering in Geneva. This initiative in Geneva and the journey towards New York is directed and executed by Kristin Engvig and her team.

⁶ CSPOC is a not-for-profit United Nations accredited NGO in consultative status with ECOSOC, which focuses on the development of self-sustaining people, organisations and communities.

INSTITUTIONAL PROFILE

DELANCE CELEBRATES, WITH JOY AND PERSEVERANCE, ITS 25 YEARS OF EXISTENCE.

Twenty-five years have passed since the launch of DELANCE in 1996. Twenty-five years of creation, of joy and yes, of some deception, during which DELANCE has progressed step by step with perseverance. The year that has just ended was both long and difficult; fortunately, I had projects lined up to prepare our 25th anniversary under the sign of hope and renaissance.

Since I could no longer travel, I had plenty of time to reflect on and elaborate my plans while walking in the beautiful countryside. One fine, February morning in 2020, I was dazzled by the sight of the first snowdrops.

There, before me, was the manifestation of hope and renaissance... flowers! I smiled when I discovered the meaning of the snowdrop: long lasting happiness, forever. This message encouraged me. I was about to create a floral collection to celebrate the 25-year anniversary of Delance!

Per usual, I thoroughly researched the theme, in this case, all about flowers and their meanings. It was fascinating, especially when I discovered that many of the names of flowers were also the first names of women!

The collection is called **FLORALIA**. This was the name of the festivities celebrated in antique Rome in honour of the goddess Flore, who was originally a Sabine. It was a Roman celebration of flowers, gardens and the springtime, a cult established by Titus, the legendary king of the Cures, home of the Sabines. Also, king of Rome, he shared the throne with Romulus. (Wikipedia)

I now had the idea and the name... I needed to create the watches. It was at that moment that I received a call from a specialist in miniatures. Since one good idea gives rise to another, this engraver joined the team. And thus, the collection Floralia was born with painted faces of mother of pearl and watches engraved with delicate flowers. The photographs were realised by the photographer with whom I have been working for more than twenty years.

Then, I had to give a name to each watch and tell its story. Let me introduce them to you: Anaé, Florencia, Chloé, Daisy, Fang Ying, Bo and Flora. I wrote the texts in French and two translators adapted them in German and English. Everything was ready to appear on the DELANCE site on the first day of Spring, on March 20, 2021. You may discover their faces and messages on delance.com.

*The second large project was the translation and publication in French, German and Spanish of my story written in English by an American writer: **Butterfly in a Storm, Lady to Watch**.*

Finding the titles in each language was research I did with a group of women from the countries concerned. For the Spanish, we opted for “Mariposa Rebelde”; in German, “Schmetterling im

Wind” and in French, “Papillon dans la Tourmente.” Of course, each language required its own, personal cover and text layout; then we had to create their unique dedications, proof them, then reread them again and again... Finally, Floralia was finished, and each language was available on Amazon.

Now, everything is ready to celebrate the DELANCE anniversary everywhere on the planet. Since I love travelling and sharing my journey and experiences, I shall have the honour of going wherever I am invited. It will be with the greatest pleasure we shall celebrate DELANCE from China to South America, passing, of course, by Coire, Bâle and Geneva, as well as all the European countries. What a fantastic year in perspective!
 If you wish to contact me and also tell my story, it is with great pleasure that I shall welcome you to Macolin or answer any questions by email or telephone.

Giselle Rufer

Macolin, February 22, 2021

Creator of DELANCE watches



Giselle Rufer – with red long scarf – at the UNECE Forum on Women Entrepreneurship in 2001 in Geneva.

Photo © by Dr. Antal Szabó

PHARMACY CAMPUS OF THE UNIVERSITY OF DEBRECEN

The construction of the new **Pharmacy Campus of the University of Debrecen**, designed by the team of the Hungarian Architectural Office Pyxis Nautica. This Office was presented in the last ERENET PROFILE Issue Vol. XVII. No. 3.

The building will consist of two main functional units. One part of the building provides a suitable infrastructural background for the theoretical and practical training and research-educational activities of the Faculty of Pharmacy in an area of approximately 4,600 m², while the other will function as a pharmaceutical manufacturing technology GMP and IFS plant in an area of 1,800 m². Here, the pharmaceutical theory what has been learned can be tested immediately in practice, the preparations can be manufactured, and the processes can even be modeled in the laboratory before production.

What makes the design interesting is the meeting of the different characters of the two main functions within one building. In this, the public and open educational building forms a composition with the closed, box-like mass of the production unit. To solve this, the research work taking place in the laboratories served as inspiration: the dissolution, effervescence, thus the spectacular process of the chemical transformation itself. During the chemical reaction, the two different building masses interact with each other. The white foam-like upper mass dissolves the lower angular material, and it reacts, creating larger openings that float on the white facade.

In the new research Centre, the University, in addition to its own projects, also provides research and production opportunities for industrial partners connected to the health industry cluster created by the university, which is unique in our country in terms of general university operations. In the research and development laboratory, according to the plans, it will be possible to develop various products in the laboratory, especially pharmaceutical preparations that can be registered. The educational wing will house the Dean's Office of the Faculty of Pharmacy of the University of Debrecen and its four departments, the Department of Pharmaceutical Technology, the Department of Biopharmaceutics, the Department of Pharmacology and the Department of Medicinal Plants and Drug Studies. The architects currently developing the execution plans with the coordination of about 22 specialized designers.

The Project will be carried out by **Tamás Tótszabó** and **László Monori** as lead designers, **Igor Valastyán** and **János Varga** designers.

The modern Centre can be built with HUF 7.4 billion funds, handover is expected in year 2023.



FAMILY BUSINESS NETWORK



FBN in a nutshell

FBN is a vibrant global network run by family businesses, for family businesses, across generations.

Founded in 1989 and headquartered in Lausanne, it brings together over 4,000 business-owning families – 17,000 individual members including 6,400 Next-Generation members – across 32 chapters in 65 countries. ‘By family businesses’ and ‘for family businesses’, FBN is a safe, shared-learning space for enterprising families to flourish across generations, through the exchange of excellent, innovative and impactful practices.

FBN is an inclusive organization that welcomes all business family members. We are a community of communities developing programs tailored to the wide needs and interests of its members including by generation, role, and topic. Communities include **Next Generation** (members between 18 and 40 years old), **Polaris** (a global movement of business families championing Family Business as a Force for Good), **Entrepreneurs, the Now Generation** (leaders that are actively involved with their family business but not fully in power yet), **Large Families** (cousins' consortiums with 50 or more shareholders), **Family Office** (family businesses transforming into families in business).

FBN's Summits have been recognized for their interactive learning formats that spark new ideas and help build important relationships – sessions in plenary, parallel and small group gatherings; travel with other business families on in-country learning journeys and day-long family business visits; and sharing meals with new and old friends in spectacular surroundings.

This year, the Program Committee of the Summit will be co-chaired by Prof. Heinrich Liechtenstein (IESE) and David Boross (Chair, FBN Hungary).

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23 chemine de Bellerive, POB 915
1001 Lausanne, Switzerland
info@fbn-i.org
Source: <https://www.fbn-i.org/>

<http://www.fbn-br.org.br/viagens/fbn-31st-global-summit-hungria>

NEW EVENTS – CALL FOR PAPER



9th EUROPEAN CONGRESS OF SMALL AND MEDIUM SIZE ENTERPRISES

Small and medium sized enterprises are the most important sector for Polish economy, that's why we made them a main topic of **European Congress of Small and Medium Sized Enterprises**. The most important people in our country, representatives of science, politics, economy and foreign delegates of the Congress will speak about the possibilities and challenges which faces entrepreneurs.

The European Congress of Small and Medium Sized Enterprises have it's place in the European events dedicated to economy. During the three days of Congress we planned several dozen discussion sessions and workshops and meetings, in which will take a part national and international experts.

The last seven editions of the Congress gathered many representatives of business, science, politics and from the economic sphere. They were discussing about the chances and barriers blocking the development of micro, small and medium entrepreneurship. – We filled the empty space in Europe. We are proving that, the reflection about the issues of SME's is very important for Poland and Europe. In Poland we have 1,7 mln acting companies in which 3800 are big companies. The range of the problems: organizing them and represent their standpoints in talks with government including self-government are the biggest challenges and tasks which stand in front of the Congress – said Tadeusz Donocik, President of Chamber of Commerce and Industry in Katowice, Chairman of the Program Council of the Congress.

Participation in the congress is FREE!

Source: <http://www.mckkatowice.pl/pl/events/9th-european-congress-of-small-and-medium-size-enterprises,1478.html>

FIATAL KUTATÓK SZIMPÓZIUMA - SYMPOSIUM FOR YOUNG RESEARCHERS

FIKUSZ is an annual international conference organised by the Óbuda University Keleti Károly Faculty of Business and Management: advanced Masters Students, PhD Students and young postdoctors, and other researchers are welcome.



THE CONFERENCE

We invite you to contribute to the 17th FIKUSZ International Conference with presentations and papers from 24. till 26. November. Participants are welcome from all over the world. The language of the symposium is English. The meeting is set out to attract scholars with different backgrounds. To support research collaboration, thematic workshop is planned on multidisciplinary research fields on the first day of the conference. We would like to draw your attention to that the Óbuda University will organise the 17th International Week from 21 to 24 November 2022, before the FIKUSZ International Conference, which is eligible for funding under the Erasmus+ programme (See at <https://kgk.uni-obuda.hu/english/international-week>)

TOPICS

The following topics are invited:

- Macroeconomic affairs
- Sustainability and innovation
- Business management
- Human Resource development
- Project management
- Finance
- Marketing
- Information Technology

REGISTRATION

Registration is via the conference website:

https://kgk.uni-obuda.hu/fikusz/registration_form

VENUE

The conference will take place in Budapest, a UNESCO World Heritage site at the Óbuda University Keleti Károly Faculty of Business and Management in the city centre.

Preliminary programme

For the preliminary programme please click on

https://kgk.uni-obuda.hu/fikusz/preliminary_programme

ABSTRACT AND PAPER SUBMISSION

The corresponding author needs to upload the abstract upon registration. Full papers should be submitted by 10th December 2022.

Papers must be uploaded to the online conference system (see https://kgk.uni-obuda.hu/fikusz/Upload_page_for_papers)

The abstracts will be included in the abstract volume. Papers reviewed and accepted will be published in the conference proceedings with ISBN number and will also be made publicly available online. Selected best papers will be submitted to Web of Science and/or Scopus indexed journals with double blinded review.

Papers must follow the conference guidelines, written and presented in British English. Whether the corresponding author wishes to have the paper or not to have considered for the conference volume, must be indicated at the time of the registration.

FEES AND DEADLINES

Author's registration fee: 100 EUR

Second and further submissions: 50 EUR

PhD Student's fee: 50 EUR

Beneficiary's name: University of Óbuda

Bank account number: MKB Bank Nyrt. 10300002-13268139-00014901

IBAN: HU38 10300002-13268139-00014901

SWIFT: MKKBHUHBXXX

Notice: FIKUSZ 2022, the name of the participant(s) who is registered.

The registration fee has to be paid until 18. November!

If you do not transfer in euro, bank transfer fee may occur.

Please, include the bank transfer fee.

Registration deadline:

30. October 2022.

Full Paper submission:

10. December 2022.

Contact us for additional information about the event, together with details:

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SME ASSEMBLY 2022

2022. November 28-30 – Prague, Czech Republic

The SME Assembly is the most significant event for small and medium-sized enterprises (SMEs) in Europe. The conference takes place once a year during the European SME week. Together with the network of SME envoys, the assembly creates the governance structure of the small business act.

SME Assembly 2022

The 2022 SME Assembly will take place in Prague, together with the Czech Presidency of the Council of the European Union.

The assembly will feature high-level panels and interviews, expert round tables, interactive workshops, informative masterclasses and numerous networking opportunities. These will help stimulate Europe's enterprises and equip them with the right tools for the transition towards sustainability and digitalisation.

Updates about the programme and speakers are announced on this page, on the [promoting enterprise news portal](#), via Twitter [@EEPA_EU](#) and on Facebook. The official 2022 event hashtags are [#SMEassembly2022](#) and [#EEPA2022](#).

SME week

The SME assembly takes place during the [European SME week](#)

You can keep up to date on European SME week news and events on Twitter [@EEPA_EU](#). The official hashtag for European SME week 2022 is [#SMEweek2022](#). The Commission also posts more widely about the importance of SMEs for Europe on Twitter [@EU_Growth](#) and [Facebook](#).

New Promoting Enterprise app for an improved SME week experience

Our new Promoting Enterprise app, enabled by **SwapCard**, will transform your SME Week and SME Assembly experience with its many novel features, extending the SME week's benefits far beyond its three days.

SME Assembly participants and others interested in entrepreneurship and SMEs in Europe can now connect with each other year-round.

With an array of improved features, the new app serves as a platform for anyone interested in European enterprises, entrepreneurship and SMEs, offering a space to network, make contacts and leverage synergies.

The app features valuable information on policy topics, interesting webinars, SME week activities, European Enterprise Promotion Awards updates, opinion polls, discussion forums and much more.

Discover and read more about the [Promoting Enterprise app](#)

at <https://blogs.ec.europa.eu/promotingenterprise/revolutionize-your-sme-week-experience-with-the-new-promoting-enterprise-app/>



The address of the ERENET Secretary sees below:

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