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Lectori Salutem!

As a professor of the Batthyany Lajos College of Law, it is a great pleasure for me to see young lawyers organizing an international summer school in each year in Győr. Summer Schools offer good chance for students coming from very different countries to get acquainted with each other, to learn thinking together, to create a conversation in a common language about common matters. Listening to each other, argumentation and discussion are at the same time conversations between cultures, participants get to know the others and build hopefully long-term connections.

Looking at the program of the II. Batthyany Summer School, we can assess the richness and variegation of this year's conversation. And you, Dear Reader, you will observe this richness holding this Book in your hand. It is delightful to see that the College managed to combine the professional dimension (guaranteed by the very noted experts) with cultural experiences. Hungarians living inside and outside the border, young people from the neighbour and distant countries of Central-Eastern Europe can congregate in Győr annually. I wish for the organizers and for the participants success in the future and prosperous cooperation with great experiences!

Prof. Mihaly Bihari
Honorary Patronage,
President of the Hungarian Constitutional Court

II. BATTHYÁNY SUMMER SCHOOL 2006

18-29. July 2006 - Győr, Hungary

"Legal and political aspects of the EU accession"

The program

19 July (Wednesday) Inauguration

10.00	prof. PÉTER BALÁZS, CEU: EUROPEAN CONSTITUTION
13.30	Team Building
14.30	Sightseeing in Győr
20.00	Evening party at the Rómer-house, introducing the Mediawave-festival

20 July Day #2 (Thursday) Enlargement? How?

10.00	Dr. ÁRPÁD GORDOS, Ministry of Foreign Affairs, HU: ACCESSION INTO THE EU – ENLARGEMENT (CRITERIA, PROCEDURE, EXPERIENCES, CHALLENGES)
13.30	PELIN AYAN, Bilkent University, Turkey - BJÖRN FREIBERG, Széchenyi University (SZE): THE CASE OF TURKEY
15.30	HUNGARIAN LANGUAGE COURSE BY GÁBOR SZABÓ, SZE
20.00	Cultural evening – Poland, Czech Rep., Slovakia

21 July Day #3 (Friday) Institutional aftermaths of the accession

10.00   SZABOLCS KOPPÁNYI, PhD.: "LEGAL ASPECTS OF HARMONISATION OF EUROPEAN UNION LAW"
13.30   PROF. PETER FISCHER, University of Vienna: "PRESENT AND FUTURE INSTITUTIONAL REFORMS IN THE EUROPEAN UNION"
16.00   PETER SÁROSI, Hungarian Civil Liberties Union (HCLU): DRUG POLICY IN THE EUROPEAN UNION
20.00   Győr BY NIGHT

Day #4 (Saturday) Weekend Excursion to Pannonhalma, visiting the 1000 years old abbey, Barbecue

Day #5 (Sunday) Weekend Excursion to Budapest

24 July Day #6 (Monday) Political systems and the EU
10.00   PROF. WAWRZYNIEC KONARSKI, Warsaw University: ETHNO-REGIONALISTIC MOVEMENTS IN EUROPE AND THEIR IMPACT ON THE PROCESS OF EUROPEAN INTEGRATION
14.00   HUNGARIAN LANGUAGE COURSE BY GÁBOR SZABÓ, SZE
16.00   "PEOPLE, NATION, POLITICAL COMMUNITY" - FUNDAMENTUM-discussion Prof. GÁBOR HALMAI, SZE & Dr. ANDRÁS LÁSZLÓ PAP, Hungarian Academy of Sciences (HAS)
20.00   Cultural evening – Eastern Europe

25 July Day #7 (Tuesday) Harmonization of Law

10.00   Dr. IMRE NEMETH, Associate Professor of Law, SZE: EUROPEAN CRIMINAL LAW
13.30   Dr. JUDIT TÓTH, Associate Professor of Law, University of Szeged: THE HAGUE PROGRAMME AND THE RULE OF LAW IN THE EU
17.00   PROF. PÁL TAMÁS, HAS: EUROPEAN IDENTITIES: A DEAD END OR THE NEW BEGINNING?

26 July Day #8 (Wednesday) Common policies

10.00   Dr. PETER SMUK, SZE: TRADITION AND COMPETITIVENESS
       - The system of the Hungarian higher education
13.30   Dr. KATALIN DÖBRÖNTE, Prime Minister's Office: REGIONAL POLICIES IN CENTRAL EUROPE
15.30   WORKSHOP
20.00   Cultural evening – Southern Europe

27 July Day #9 (Thursday) European identity, national cultures

10.00   PROF. CHRISTIAN STADLER, University of Vienna: EUROPE BETWEEN IDENTITY AND VALUES
13.30   AGNIESZKA DURSKA, Warsaw University: DO WE NEED THE NATIONAL IDEA IN THE EU?
20.00   Hungarian Cultural Evening

28 July Day #10 (Friday) Looking at the future

9.30   Presentation of the projects on the cooperation of organizations
11.00   Presenting the Summer School Certificates
13.30-   WELLNESS & SPA
20.00   Farewell-party

The Participants

Albania

Anduena Gjevori
Lawyer

Denada Breshanaj
Law Student

Bosnia-Herzegovina

Brankica Radovanovic
European Studies (postgrad.)

Czech Republic

Tereza Čeplová
Law student, Political Sciences

Daniela Galandrová
Economics

Hungary

Katalin Gulyás
Law Student

Rita Katona
Law Student

Poland

Justyna Jackowska
European Studies

Łukasz Kolomański
Law Student

Magda Miedzianowska
Institute of Social Policy

Zuzanna Neska
Management – European Studies

Ida Pruszynowska
European Studies

Marta Ruszkawska
Institute of Social Policy

Roland Szymczykiewicz
Law Student

Sylwia Talar
European Studies

Romania

Dalma Bóni
International Econ. Relations

Gabriela Cretu
PhD student Political studies

Monica Dronca
Management – European integration

Ilona Ilma Illyés
Law Student

Adrian Ladó
Managerial Computer Science

Korea

Sunghee Song
Political Sciences

Russia

Olga Surkova
International Relations

Tatiana Tivlyukova
Out-staff practical work in Mass-Media

Serbia

Katinka Beretka
Law Student

Milan Gnijdic
Political Sciences

LEGAL AND POLITICAL ASPECTS OF EU-ACCESSION

Bojana Lekovic
Law Student

Miljana Golubovic
Political Sciences

Slovakia

Iveta Fabianova
PhD student International Relations

Michal Pálinkás
Law Student

Ivana Raslavská
PhD student International Relations

Zuzana Sládková
PhD student International Relations

Ukraine

Maryna Bakhtigozina
PhD student Sociology

Viktoriya Lupan
International relations

The Organizers

Dr. Péter Smuk
manager

Gábor Mészáros

András Horváth

Gergely Karácsony

Summer School in Gyor or 12 days of constant pleasure
(with the eye of a participant)

It was my first summer school abroad and my first personal acquaintance with a European country.

Hungary met me with wonderful sunny weather, and such weather lasted till our departure. Than I got to a railway station of Gyor, I saw a group of young people with the bright posters in their hand "Summer School". From that moment we were like *a big happy family*. It's not just an inspiration, I really had such a feeling.

Someone may think that it's too boring to study in summertime. I can assure everyone that it's not so. "Dull", "uninteresting" - I simply forgot such words. All days of our staying there were full of different activities. All the people had very good mood and strong intense to do something. For example, I'll never forget our work on a project. It seemed to be rather hard. No one had clear idea. But with the help of Peter we were managed to create something interesting and useful (I hope) in cool friendly atmosphere, of course! It's worth mentioning that when participants expressed their own opinions, their eyes shined and they did it with real interest.

Despite the fact that we almost didn't sleep at all, we were full of energy, OK, may be with a few exceptions. Sometimes it was difficult to work because of the heat, but the genius organizers transferred our lessons out of the

building and we started to hear lectures on the fresh air. I highly appreciated the choice of topics on the School. All of them were extremely urgent and interesting (from the Case of Turkey till the National Identity).

All participants were from countries which have common problems and hopes. It was very fascinating to get to know different points of view, to find a compromise, to get the information about the neighbor countries. I do want to pay an attention to the cultural evenings. In my opinion it was one of the best ideas of the organizers. I went to these evenings with special pleasure. To be honest, I can say that we know so little about our neighbors. That's why a lot of wonders were opened for us. OK, someone may say that it's so easy to find any information about every country on Internet or in books. But when you listen to folk music, look at the pictures, try some foods and drinks, learn some customs, make your first steps in dancing, you deep into the atmosphere of common understanding and total happiness.

Most of us, I mean participants, will become specialists of international relations in future, so such experiences of communication with representatives of different countries was like a great chance to practice tolerance and diplomacy.

Besides it was wonderful party time. We spent all nights in clubs or just on the river side with the guitar. I think that a lot of strong friendly ties were born on this summer school. As for me, I m sure that I'll do my best to make my friendship stronger and to meet with these great people once again!

Bye!

Olga

The II. Batthyány Summer School from the viewpoint of the organizers

The difficulty of organizing depends on the dimensions. The first Summer school was a small event compared to what we were trying to realize this summer. As always the real work for the organizers started late (not for our leader, *Peter a.k.a. Papa Smuk*). The first big task was to improve ourselves in the quantity of applicants. We wanted more applicants, so we could choose the best of them. All we got was more than we wanted. The process of choosing the right applicants was a hard one, which needed thorough examinations. The first hurdle for everybody was the strict eye of our executioner, *Andris*. After the crew was together, we had to gather organizers, what seemed mission impossible, to disturb some College members in their holiday. The restaurant was chosen, the hostel booked and the registration package set together, we awaited the guests with excitement (particularly the Czech girls, who although came from the nearest place, came at last, late at night). After an one-man transporting-show to the hostel, when in the most cases only the luggage had space, most of the participants were on board and had a taste from the everyday sauna of the rooms (sorry we couldn't do anything about the weather).

The first day was decisive. After the first lecture everything ran from itself. We provided for enough water for our mid-Hungarian desert survivors and went for a sightseeing (guided by *Viki*) that ended on the tower of the city hall, a view what not even every organizer had seen before. We wanted a nice opening party in the centre of West-Hungary's alternative culture, the Rómer but some administrative problems occurred and the party took a direction, what was not planned, so many left early. We had casualties in the staff, who stayed also (*Viktor* suffered a broken leg in the dance chaos). We had a perfect work division by *Slam* taking them every time to the place where he would have went anyway, the Shakesbeer pub, *Míra* as the mother-hen, guarding over the well being and entertainment of the organizers, *Möszi* who escorted them always to Bahnhof and *Gergő* who entertained them whenever he could. The lectures went more or less fine, although we didn't need much time to notice that the people should have needed more free time for recreation. We wanted to set together a good programme and we of course made the crucial mistake not to evaluate the human factor. The participants signed problems with

the dense programme and some of the lecturers didn't were as good as their names credited it.

Difficulties were always discussed and tried to be solved, when the guys and girls had to do something according to the official programme. The best part of our job was to let space for the participants to organize national (cultural) evenings, which were really entertaining. Every morning we saw tired faces, but we couldn't leave a tired expression on our faces although we done everything with them. We luckily had a free Saturday to recouperate and had help from the Hungarian participants *(Kata, Rita)* for a Budapest trip on Sunday. We were surprised by the fact that our participants had more endurance than us.

But the only important thing was to serve our people what was difficult not only because we had different languages but because we couldn't guess their every wish ourselves. We could just hope that if there is a problem, what we can solve, they turn to ask and ask for help. We broke all the rules and brought down every wall if their wish was at stake.

The last days were a real power play. We worked together for a Hungarian cultural evening, which was the closing leisure event, and not to mention the managing the production of certificates *(Ildi, Zoli)*. The end was the start of a dissolution process in what we ran out of everything. First we ran out of organizers, then food and then participants. So that is how our story ended. With some kind of a happy end.

Gábor Mészáros (Möszi)

The organizer staff:

Gergely Karácsony, András Horváth, Gábor Mészáros, Míra Márkus, Gergely Szlamka, Zoltán Takács, Ildikó Gaál, Viktoria Katona, Annamária Békefi, Csaba Vándor, Tamara Tóth, and many others who helped us. Special thanks to the reception-crew of the Széchenyi István University.

Lectures
(a selection from the abstracts)

Prof. Peter Balázs
(CEU, former EU commissioner of Hungary):
European Constitution

The problem with the ratification of the Constitution is that half of the member states (MS) already accepted it and won't change their viewpoint. Those MS who voted no, won't change their mind either, so it doesn't make any sense to revote, the approximately 10 % difference between the yes and no votes is too high. The origin of the problem is a complex social crisis, which make the middle parties also divided. The Constitution is right now in a political coma. To solve the question of the Constitution's fate, two other questions have to be considered: the failures of the text and the integration model used. Those who voted with no, didn't open the book, but they're still the voters who decide. So why were they afraid? Was it because of the enlargement? The polish plummer metafore was false but symbolic. Because of the other language, system etc. the workforce faces serious challenges switching place of work. The other fact is that there is not as big free workforce than what would cause a problem. So the no was not a reaction to enlargement.

The timing of the Constitution was also problematic because of the parallel running accession, which made the Convention schizophrenic. There was a difference on what was the Constitution about: for the old MS it was an end of a process, but not for the new ones. The Convention had to face serious fights about principles, which were forced by the new MS like equality in the question of number of Commissioners. The legitimacy of the Convention is also important. There were 72 parliamentarians in the 105 members of Convention, so democratic legitimacy was observed. But this resulted heavy national influences shown by the fact that high governmental officials took over like Joschka Fischer and Dominique de Villepin in the end-phase.

About the integration model we have to state that in the first phase of it's existence the Community had a remote political object beside the common market. The latter was a market based model, which needed a well regulated model on the base of same opportunities

and homogenity in the MS. After accessions this has changed because the economic conditions weren't the same, so the market had to be perfectly regulated resulting an integration model, which based the market on law and institutions.

Another problem is the overrepresented MS. A growing number of small MS result a limited direct talking with 27 different viewpoints and makes the functioning of the Community more difficult.

The accession resulted a growing perifery of the Community economy with the same centre, what makes homogenity an illusion. But nothing can stop the enlargement because any European state, which has fulfilled the objective criteria will be accepted. The next question is: where is Europe?

The common foreign policy is also impossible because for the MS the EU is foreign policy.

The conclusion is that we don't need a new Constitution, we need a new integration model because the old one isn't functioning well.

Árpád Gordos
(Ministry of Foreign Affairs, Hungary):
Accession into the EU – Enlargement (Criteria, procedure, experiences, challenges)

To understand the criteria of the accession we have to take a look on the evolution of values of the Community. The objectives were pronounced by Robert Schuman, what was the free exchange of ideas. He wanted a community of values, where the common values are binding and the members are ready to promote them. For these objectives Jean Monnet created the means (finalités politiques) with the Community institutions. The objective of the ECSC was to keep the peace. The accent shifted with the EEC to liberty, solidarity. After the accession of the United Kingdom the Declaration of European Identity in 1973 what emphasised the common political and moral values, but put accent to the bondage to the rule of law principle. An important issue was that the Community is a community of member states (MS) and not nations, hereby accepting the diversity of cultures. The Maastricht Treaty expressly mentioned these values (Article 6, ex Article F). All this was accompanied by the evolutive activity of the EU Court. Jean-Paul Jacque mentions 5 important elements elaborated by the Court: rule of law, human rights, democracy, social justice and cultural diversity. The Constitution not only requires MS to respect values, but they have to promote them. Beside the mentioned values the rights of minorities are more accentuated. The current example is Croatia. Croatia should accelerate implementation of the constitutional rights of national minorities and adopt the best practices of the old MS.

The most important thing about the procedure of accession is that it is an one way street with no room for manoeuvering. The assistance and aid is conditional mainly to the "holy trinity" of law approximation. To show the controversy of this condition the best example is the requirement of (economic) catching up of the candidates before accession. The catching up would need a higher inflation rate what stands contradict to the Maastricht criteria, which are also used in the accession procedure.

The experiences are that the shared sovereignity needs hard compromises. Beneath the common values the common interest is to gain these compromises. A centre of direction is needed either in the executive or in the legislative.

The main challenges are to reach a homogenity through cohesion, to create a new neighborhood policy, to decide on the future EU model (multi-speed EU), the G to G cooperation, the sticky questions of citizenship, democracy and subsidiarity and of course the Constitution.

Pelin Ayan *(PhD student Bilkent University, Turkey)*
Björn Freiberg *(lecturer, Széchenyi István University, Hungary)***:**
The case of Turkey

First we have to take a look at the process which lead to the situation now and then we can consider internal issues of Turkey's politics. Since the establishing of modern Turkey, the country had close binding to Europe. It was a founding member of the UN, the Council of Europe and the OECD and a member of NATO since 1952. Ankara first applied for associate membership in 1959. For the full membership the Ankara agreement was signed in 1963. This process was freezed after Turkey invaded Cyprus in 1974. Except for the gradual lowering of customs the next happening in the Turkey-EU relationship was the revival of the association process in 1986. A year after that Turkey officially applied for full membership. The custons union was finalised in 1995. Irrespective this, the Luxembourg Council declined to grant candidate status to Turkey in 1997. After intensive negotiations Turkey was accepted as candidate on the Helsinki Council in 1999. The Turkish government starts it's reform in 2001 to meet the accession criteria. The Copenhagen criteria requires Turkey to observe such principles as democracy, human rights, rule of law, the establishment of a functioning market economy and a

proper administration to manage the implementation of the acquis. The significant end of the reforms was the signing of the protocol which prohibits death penalty in every situation. The European Council decided in 2004 to open accession negotiations on the 3 October 2005. According to the negotiation framework, the negotiations are open-ended i. e. there is no guaranteed membership. Because of the establishment of the new financial framework of the EU, Turkey could only be a member after 2014. The negotiations could be of course suspended if Turkey commits a breach of principles accepted. Turkey had to sign a protocol about the Ankara agreement with the new EU member states (MS) what would include the recognition of Greek Cyprus. Turkey signed the protocol with a declaration of non-recognition and negotiations talks could start.

There are a lot of arguments querying the accession of Turkey besides it's viewpoint on Cyprus. The demographic argument is that in twety years Turkey will probably be the most populated European state (and of course with that the politically most powerful MS). The geographic argument connects to the question where Europe ends. Geopolitically Europes borders lie not geographically but in the values. Europe is what shares the common values. Cultural and religious differences are also an argument which is dampened by the observed value of tolerance. A security issue is also on the table and the wrong human rights records. All these arguments prolong the accession process. The results of the referenda on the Constitution are also signs of sceptisims against further enlargement.

A few positions must be added to this on the accession of Turkey. For example the United Kingdom advocates the accession because of their intensive economic relation, France is more sceptic with the sweeping in of anti-islamists, Greece supports the accession as a solution to the Cyprus conflict and Poland is against it because of the aids and financial assistance drawn from the new MS to Turkey. The Commission is as a result of the varying positions very cautious.

The most important internal issue is the evolution of modern Turkish politics. The Ottoman legacy made imprints on the modern state as the centralized state, the clientalist parties and the weak social groups. The centralized state is governed by the military, the president and the bureaucratic elite. Democrary is percieved as an end, as the only path to modernization and not as means. The state is the guardian of democracy, what gives him great power. Authority is upheld by nationalism, republicanism and securalism. The parties and social groups couldn't and can't keep the public interest. The current goal of the state (EU membership) is getting in contradiction with the structure of the state. The EU requires a smaller, less repressive state, less influental military and a different understanding of democracy. The military although accepts EU requirements only inasmuch they don't undermine national interests. Another moot point is the Kurdish issue. The new government of Turkey (Justice and Development Party – AKP) recognizes the Kurdish issue as a problem and has a different understanding of democracy.

Szabolcs Koppanyi
(PHD, Hungarian Academy of Sciences):
Legal harmonization and the new member states

The distinctive definition of harmonisation is the legislative situation where the aims are given by the EU and the member states (MS) can choose the means. First we have to ask the question what the difference is between EC law, acquis communautaire and legal acts of the EU. The former considers only the first pillar of the EU, and the second considers the not binding acts also. Then we have to ask the question who is subject to the harmonisation. Besides the MS, the candidates for membership according to the association agreement and the EEA (European Economic Area) states are also subject to harmonisation. The EEA Agreement has annexes with the list of legislation to be harmonised and the EEA Committee also adopts acts. Harmonisation has as it's consequence not only the substantial identity of secondary legislation in all states but it broadens the application field of EU primary legislation. There is a requirement of organic implementation what means that the legislation adopted in course of harmonisation should be an integral part of the national legal system. Article 10 of the EC Treaty obliges the MS to take every measure needed and refrain from every measure which would be contradictory. Legislation which is contradictory should be abolished. To answer the question, what to harmonise, we should take a look on the recitals which have limited binding power but are an important source of interpretation of the particular act. The related case-law must be also considered just like the preparatory documents to understand it's context. The question which language is authentic for the act is important too in understanding the aim of the act. The reference that the legislation is a result of harmonisation can be made in a harmonisation clause or in the reasoning of the act.

The next step is to have a look at the sources of EU law. The primary law needs no harmonisation. As they are international treaties they need transformation to the national legal order. We have to mention the direct effect of Community law which has the following conditions: the act is sufficiently clear, unconditional and does not depend on any national measure to create rights or obligations. The international treaties concluded by the EC itself on the ground of it's legal personality need no transposition. As to the secondary EU law the regulations are also relevant though direct effect because it's execution is up to the MS and the MS have to take measures to deregulate what is in contradiction with the regulation. Directives are only binding as to the end and leave the choice of the particular harmonisation measure to the MS. The deadline of implementing a directive is set by the directive and is binding from the entry into force of the directive. The MS don't have to transpose legal nonsense, factual impossibilities and recitals. In the case of decisions MS only have to ensure effective execution of the decision.

The administration of harmonisation is left to the Ministry of Justice although there is an interdepartmental consideration. The ministry with competence in the particular case can also make harmonisation proposals. The completed implementation has to be notified to the Commission. In case of not implementing the MS has to face a Treaty infringement procedure and the legislation not implemented probably will have direct effect before the EU Courts.

Prof. Peter Fischer
(University of Vienna):
Present and future institutional reforms in the European Union

The European Communities (EC) / European Union (EU) has a unique institutional structure in comparison with traditional international organizations. Besides the 3 pillar structure there is an institutional quadruple structure: Council – Commission (originally "Haute Autorité") – Assembly (later Parliament) – Court. The Council consists of government officials from different resorts. They have weighted votes. Every member state (MS) could delegate a commissioner, some MS had more than one (until Nice, 2001). The Assembly had members delegated by the national parliaments (the Parliament is established with direct elections since 1979). Not the governement delegated the judges to the Court, but every MS has a national in the judiciary.

The first legislative institutional reform was the Single European Act of 1986. It was initiated by the legendary Draft Constitution for Europe by Altiero Spinelli what was almost unanimously adopted by the European Parliament. The SEA introduced the European Council as the inducing power of integration. The "European Political Cooperation" (EPC) was the predecessor of the "Common Foreign and Security Policy" [CFSP]. The main reforms were the co-operation procedure according to Article 252 EC Treaty what was the enhancement of the powers of the European Parliament and the establishment of the Court of First Instance what should ease the work load of the Court (from there on European Court of Justice, ECJ).

The fundamental change was the Treaty of Maastricht of 1992 what established the EU and the 3 pillar structure (EC, CFSP, "Cooperation in the fields of justice and home affairs" - JHA).

The Treaty reduced the unanimity rule and introduced the Cooperation procedure between Council and Parliament with the inclusion of the Conciliation Committee according to Article 251 EC Treaty and the principle of subsidiarity.

Twelve CEEC (Central and Eastern European Countries) applied for EU Membership triggering the absolute necessity of an institutional reform at the end of the century. The Treaty of Amsterdam of 1997 could not achieve such reform, with the exception that

the larger States should give up the second Commissioner and the Parliament should not exceed 700 members. These "Amsterdam left-overs" caused the requirement of a further reform which was achieved by the Treaty of Nice of 2001 (in force since 2003) which re-formulated the "qualified majority voting" (triple majority), the voting power of the original 15 Member States, the composition of the Parliament and of the Commission.

Nice also had it's left-overs and there was a need for a fundamental institutional reform which resulted the proposal for the Treaty Establishing a Constitution for Europe in 2004. It introduced a new voting formula and made the unanimity rule exceptional in the Council. It abolished the weighted voting system in the Council. A completely new institution was the Foreign Minister and that the national Parliaments were included in the law making process of the EU. Structural reform was the elimination of the 3 pillar structure. By the establishment of the co-decision procedure as a general rule the Parliament was more appreciated.

Peter Sarosi
(program-manager, Hungarian Civil Liberties Union, HCLU):
European drug policies: the effect of different legislative approaches

EU drug policy is said to be balanced, because of the proper balance between law enforcement and public health interventions, and science based, because the measures are based on scientific evidence. It is debated whether this is true. The EU drug strategy (1999-2004) wanted to reduce the prevalence of drug use and the recruitment, the incidence of drug related health damages, the availability of illicit drugs and the number of drug related crimes besides the increase of successful treatments. According to the EMCDDA evaluating this strategy in 2004 the prevalence did not decrease just like the drug access and the number of drug related crimes. A slight decrease of drug related deaths and an increasing treatment demand was apparent. The conclusions should have been that the measures to reduce the drug phenomenon failed and the public health and social interventions against the harms of drug use were successful. Nonetheless the new drug strategy (2005-2012) is based on the same surmises. The new strategy also emphasises law enforcement against social interventions.

There are local policies which show other trends. Some countries provide access to drugs, some emphasize social policy against law enforcement and some focus on drug supply and decriminalize possession. The latter is compatible with the international provisions. The 1961 and 1971 Conventions only refer to trafficking and not to use or possession for use. The 1981 Convention mentions possession as something which has to be punished with a criminal sentence but only if it is not against the considered state's constitutional principles and if it is necessary in the fight against trafficking. The forms of decriminalization are different. In the Czech Republic, Portugal, Italy,

Spain, Luxembourg and Belgium the possession of small quantities for personal use is not punished with the deprivation of liberty. In the latter two countries only in the case of cannabis. In other countries (Austria, Germany, UK, France, the Netherlands, Denmark) authorities have a wide discretion to decide.

Scientific evidence shows that repressive drug policies do not result a lower drug use rate. Cross-country analysis shows that the change of legislation is only one factor in the formation of drug use. There still is a difference in the aspect of problematic drug use (injecting drug use, IDU). The repressive drug policy cannot combat the IDU effectively.

The best practices are also formed on the local level. These are for example heroin maintenance in Switzerland, the Netherlands, Germany and Spain, what reduces mortality rates and number of drug related crimes, pill testing in Austria, Germany and Spain, what prevents accidents and infections and supervised injection sites in Germany, the Netherlands and Spain, what reduces drug use on the street and infections.

Social circumstances are also important in the formation of drug use. There is a difference between Central-Eastern Europe and Western Europe. The legislation in the new member states is more repressive and has a moral approach. There are less resources for health and social policies in these countries.

The conclusions are that although legislation does not have a serious impact on the formation of drug use, a complex and integrated approach would be necessary. The best practices now are at local level and a real balance between law enforcement and social intervention is still to be striked. Especially in the new member states, these issues are urgent.

Prof. Wawrzyniec Konarski
(Warsaw University):
Ethno-regionalistic movements in Europe and their impact on the process of the European Integration

Recent decades clearly confirm that the term regionalism became a key word for the processes which were developing simultaneously with the European integration. Both terms remain in mutual dependence and demonstrate their impact on the nation-state in its most transparent, i.e. post (French) revolutionary understanding. The European integration in particular generates a tendency towards ethno-political differentiation of regions, which in this way may be encouraged to escalate their educational, economic, legal, and purely political demands. As a consequence it has an impact on the weakening of a nation-state. Despite the fact that regionalism – depending on the local specific – may adopt several

meanings it is perceived in two, although interdependent ways. The first adopted meaning – a regionalistic movement - is identical with a nationalism of small and dependent nations, including ethnic and national minorities. These entities are forced to strengthen their existence while remaining under pressure of large (state) nations which dominate in already existing nation-states. The second meaning of regionalism concerns the form of spatial distribution of power on different levels of the political system in a nation-state and is called a regionalization. In other words the (ethno) regionalistic movements appear as a small ethno-national entities' reply on the above quoted large (state) nations' pressure, whereas the regionalization may be perceived as an offer of the latter towards the above movements. It seems to be worthwhile to notice that this offer is stimulated, although not initiated by the European integration's process. It should be here added that the (ethno) regionalistic activities in most cases are typical for the 'old' European Union member states (Denmark, France, Italy, Spain, United Kingdom), but as Polish (Upper Silesians) and Slovakian (Hungarian national minority) examples show it refers to the new EU members either. And finally, it is not unreasonable to formulate the hypothesis that in extreme cases some (ethno) regionalistic movements might be transformed into the new state-forming initiatives. However, the latter may be stimulated mostly by the deterioration of the economic situation in both the EU as a whole and its selected member states. Hence, the possible consequences of those movements' influence for the cohesiveness of contemporary nation-states and European integration's process require constant attention.

Discussion on the topic:
"People, nation, political community"

The discussion was based on the articles of the hungarian human rights quarterly Fundamentum (www.indok.hu) on the same topic. The participants were **Prof. Gábor Halmai** the chief editor of the quarterly and **András László Pap** from the HAS (Hungarian Academy of Science) the author of one of the articles mentioned.

Imre Németh
(assistant prof., Széchenyi István University, lawyer):
European Criminal Law

Before we can discuss the international and European aspects of criminal law, we have to state that criminal law is of clearly domestic nature. It is strictly territorial according to the commitment of a crime and the power of punishment is a manifestation of sovereignity. Nonetheless the EC/EU Treaties have principles which should be applied in the whole law system of member states (MS).

The integration after Maastricht comprehends the cooperation in criminal law too. The Community can act on the ground of subsidiarity according to article 5 EC Treaty, if the goal cannot be achieved by MS as efficiently as by the Community. The loyalty principle supports this by binding the MS to the actions of Community institutions. Although in this field the question of supremacy is rarely applicable it should be mentioned that Community law has primacy.

Since Amsterdam the third pillar of the EU is the cooperation in criminal matters. But the real impact has the first pillar on national criminal law. The supranational first pillar provides that to reach the total freedom of goods, persons, services and capital, national criminal provisions which restrain one of these freedoms is against Community law and insofar inapplicable. Criminal liability cannot be based on provisions which stand in contradiction to EC law. For the better understanding of supremacy and primacy the Dassonville case (C-8/74) should be recited.

If a criminal case considers an EC legal problem too, the judge shall turn to the European Court of Justice for preliminary ruling. The problem is in Hungary that the Criminal Procedure Code does not contain any provision on preliminary ruling.

On sanctions we have to see, that the EC can impose administrative sanctions which can be in effect criminal, such as the competition fines imposed by the Commission.

The third pillar cooperation in criminal matters is based on the fact that Europe without borders encourage criminality inside Europe but with a transnational character. The inter-governmental cooperation gives law through concluded international treaties and after Amsterdam framework decisions. The latter are like directives in the first pillar. This is a step towards vertical legislation in the third pillar, what caused lots of controversy. The problem with harmonisation of criminal law is the cultural diversity (for example the more lenient punishments in Scandinavia). The most recent example is the framework decision on the European arrest warrant what was implemented

in Germany and Poland in a way which was not accepted by the national constitutional courts. The most important issues of the cooperation is the protection of the Community's financial interests, fight against terrorism, organised crime, corruption and moneylaundering. The third pillar has common institutions like EUROPOL (joint actions) and EUROJUST (mutual recognition of judgments).

When we are talking about European criminal law, we should mention the procedural requirements set by the European Convention on human rights and fundamental liberties and the case-law of the European Court of Human Rights (ECHR). Since Maastricht the Treaties refer to the Convention just like the European Charta of Fundamental Rights. It must be also mentioned that every MS is a member of the Convention too. The national constitutional requirements and the requirements of the Convention are currently important because of the mentioned European Arrest Warrant and the simplified and accelerated extradition procedure. Concludingly we must state that substantially the MS refrain from harmonisation, but not in the case of procedural law.

<div align="right">

Judit Tóth
(University of Szeged):
The Hague Programme and the rule of law in the EU

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The area of freedom, security and justice (FSJ) is first mentioned in the Amsterdam Treaty. The enlargement did not cause a reduction in the security level, because the Schengen acquis is not optional. The first manifestation of the FSJ was the Tampere Council's programme (2000-2004), what was followed by the Hague Council's programme (HP, 2005-2010) with the same principles and aims. For the implementation of this programme the Commission adopted an Action Plan (AP).

The priorities of the AP were the monitoring and promoting of fundamental rights, the enhancement and complementation of member states' (MS) capacities in the fight against terrorism, improvement of the migration management by the development of a common migration policy and strengthened fight against illegal migration, common visa policy, common asylum area and support for the MS in the integration of immigrants. It has also issued the questions of information sharing for security reasons, a strategic concept of

fight against organised crime, the further development of EUROPOL and EUROJUST, effective access to justice and enforcement of judgments.

For more security, police information should be available in all EU countries, factors contributing to the involvement in terrorism should be addressed, EUROPOL and EUROJUST should be utilized better and the mutual recognition and transborder cooperation should be generally applied in civil and criminal justice. Common asylum system should be established by 2009, an improved Schengen Information System (SIS II) should be applied by 2007 and partnerships should be built with third countries for the more effective battle on illegal migration continuously.

There are nonetheless concerns against the HP. The single human rights monitoring is executed by the ECHR. The information exchange includes storage of personal data and interconnection of databases without any compensatory measure. The introduction of biometrical identification is questionable. Just one of the problematic issues of the more intensive cooperation in criminal justice is the handling of juvenile perpetrators regarding that there is no consensus on the minimal age of culpability. The action against corruption is hindered by the incoherent division of work between authorities, not properly guaranteed public transparency and missing training of professionals, especially in new MS. Accession to justice is lacking without the reference to free legal aid and representation, proper interpreters and not standardized guarantees of a fair procedure.

The most recent development is the adoption of the Vienna Declaration (VD) on 5 May 2006. According to the declaration the distinction between internal and external security is useless. There is a need for cooperation with other international organisations and the principles of rule of law, democracy, fundamental rights and good governance should be also promoted internally for security reasons. The common interest is to be defined and financial resources are to be mobilized and all this in a flexible and multidisciplinary manner. On combatting terrorism the VD sets emphasis on the prevention and identification. Against organised crime the EUROPOL expertise shall be used and law enforcement shall have special training. Lawful migration with respect of human rights, improvement of security standards and cooperation with sending, transit and destination countries should be the aims of migration and asylum policy.

Another current issue is the passenger data processed by air carriers. The US required this kind of data and the Council made undertakings in 2004 which were rejected by the European Parliament but approved by the Commission. The undertakings and the Commission decision was annulled by the European Court of Justice and data process can be implemented only until 30 September 2006. The ECJ judgment (C-318/04) concerns the questions of entitlement of data processing, violation of fundamental rights and the principle of proportionality.

Discussion on the topic:
"Tradition and competitiveness – the system of higher education"

After a short introduction about the phenomenon "Universitas" and the Bologna process by the lecturer **Peter Smuk** (Széchenyi István University, Head of the Batthyány Lajos College of Law), the discussion concerned the topic of mass higher education, the demands of the labour market, the financial problems and solutions (PPP, tuition fee), the autonomy of the universities, the special colleges movement and studying abroad.

Agnieszka Durska
(Warsaw University):
Do we need national idea in the EU?

Nationalism can be considered as a kind of unconditioned reflection of modern societies. Paradoxically, European nations cooperate and are cemented in the EU on the ground of nationalism. The efforts undertaken by politicians and European bureaucrats to create a kind of pan-national, European identity instead of national identities conduces the disintegration rather than consolidation of people and nations, thus breeding natural resistance.

The political power of nationalism is still great and definitely we cannot proclaim the end of it[1]. However, the power of nationalism is rather astonishing if we consider its intellectual weakness. The dispute on nationalism engages a great number of scholars and scientists world-wide. Nevertheless, the only thing they agree with is that there is no common acceptable and generally valid definition of nationalism, nations and other related terms such as national identity. There are probably as many definitions as scholars. Classical academic divisions of ethnic and civic nationalisms and nations, the dispute between the two dimensions of primordialism and

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[1] Urs Altermatt, Sarajevo Is Not an Isolated Case. Ethnonationalismus in Europa, Cracow, 1997, p. 11

constructivism are generally loosely related with every day life. Ethnic and civic nationalisms are in fact "two intermingling components of one ideology and the subjectivity of modern nationalism" as Margareta Nikolas points out. "The difference between these two categories lies in the beginning of the imagining of the community, relative to the actual development of a political unit" she adds[2]. Still this academic dichotomy does not present a complete picture of nationalism presence in our every day life. Michael Billig notices: "(...) because the concept of nationalism has been restricted to exotic and passionate exemplars, the routine and familiar forms of nationalism have been overlooked. In this case, 'our' daily nationalism slips from attention. There is a growing body of opinion that nation-states are declining. Nationalism, or so it is said, is no longer a major force: globalization is the order of the day. But a reminder is necessary. Nationhood is still being reproduced: it can still call for ultimate sacrifices; and, daily, its symbols and assumptions are flagged"[3].

There are a lot of examples of situations in which we – common people – are nationalists in our every day life. In buying national products or being fans of national sportsmen and showmen we behave as nationalists, even if we do not realize that. And even if we feel more European than national, there are always situations and particular circumstances when we have to admit being nationalists. Of course, some may say that they are patriots not nationalists. However, the difference between the two terms is not clear, nationalism is a general term. So being a patriot is always being a nationalist – in a positive sense of the term.

Nationalism then constitutes a significant issue, being a part of our every day life. National identity is a part of our personal identity as we

commonly feel, even if it is regarded as primarily collective and secondarily personal. "In the modern world national identity is a force to which people are used to relating with great passion and involvement"[4].

For the question 'do we need nationalism?' we should undoubtedly provide an affirmative answer. Urs Altermatt says: „Never before in Europe have so many people been linked together by so many ties and interdependencies. The more European countries become similar to one another in economic and technical terms, the more it's inhbitants feel endangered as far as their cultural identity is concerned, and want to be different from others"[5]. Nationalism has become a good answer for the need of differentiation, it is a needful answer for globalisation in postmodern world. As Ernest Gellner points out: "(...) The world as it is now is one where people have no stable position or structure. They are members of ephemeral professional bureaucracies which are not deeply internalized and which are temporary. They are members of increasingly loose family associations. Their membership of such a

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[2] Margareta Mary Nikolas, False Opposites in Nationalism, 1999, http://nationalismproject.org/
[3] Michael Billig, Banal Nationalism, London, 2004; The quotation from: http://nationalismproject.org/
[4] Pekka Kaunismaa, On the Analysis of National Identity, 1995, http://www.cc.jyu.fi/~rakahu/kaunismaa.html
[5] Urs Altermatt, op.cit., p. 8

community and their acceptability in it, that is a nation. It is the consequence of the mobility and anonymity of modern society and of the semantic non-physical nature of work that mastery of such culture and acceptability in it is the most valuable possession a man has. It is a precondition of all other privileges and participation. This automatically makes him into a nationalist because if there is non-congruence between the culture in which he is operating and the culture of the surrounding economic, political and educational bureaucracies, then he is in trouble"[6].

Probably the best thing we can do is to accept nationalism in a positive, constructive dimension, as a factor that is probably indispensable in the process of European integration. The idea of nationalism is essential for the long term and effective cooperation of the EU nations. Still, the question of the nature of nationalism is open. How strong should the nationalism in the European countries be so that it has best impact upon the EU integration and does not become the ground for conflicts? Nationalism should be the main factor in creating "healthy" atmosphere of cooperation in Europe, building diversity and broadening both, the natural boundaries among societies and our mind. The national identity is changing, every day we have to face challenges of the modern world, pop-culture and globalisation, every day we need to identify ourselves as members of different communities and nations therein. Thus, it is better to regard national identity and nationalism as a process taking place in our every day life. It is absolutely premature to foresee the end of nationalism, it is probably also premature to proclaim the end of a national state. National states have to accept as well challenges resulting from – on one hand –

globalisation, integration, conflicts between cultural and religious systems (generally speaking), terrorism and on the other hand, even stronger regionalism (which is a specific answer for globalisation). We can discuss the crisis of national states but there are no reasons to talk about the end of that form of organisations, because to date there has been no better organisation for nations and form of cooperation between societies in Europe than national states.

Definitely we are witnesses of new Europe being established, where nations and states have to define their new role (relevant to challenges of the modern world). Nationalism, in the positive meaning of the word, can be a very helpful factor in this process. Anyway, we may only anticipate its results, being nationalists in our every day life.

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[6] Ernest Gellner, Anthony Smith, The Nation: Real or Imagined?: The Warwick Debates on Nationalism. http://www.lse.ac.uk/collections/gellner/Warwick.html

Projects of the participants

THE VISEGRAD YOUTH ACADEMY

I.   Introduction

As the European integration deepens, so should the cooperation of young talented students coming from Visegrad countries with their interest in actual or potential bussines running.

The Academy shall promote the sector of small and medium enterprises, since they should form the basic pillar of national economies, as contrary to a general idea of people in Central Europe that the main source of nation's wealth lies in huge companies. After 40 years of centrally planned market, people are rather reluctant to undertake a risk and run their own bussiness. This mentality is exactly opposite to the needs of a modern market.

Aim of this project is to lay out framework for bringing those students together, to enhance personal and professional development of students in participating countries, further to support cooperation between students and universities, to develop practical skills in different fields of business (agriculture, tourism, rural development, services) and finally, to promote usage of English language in practical situation.

Concept of thinking camps established by this project is to be based on a rotation prnciple among participating universities, where each summer another of them holds the presidency and is responsible for carrying out of that particular year's project.

II. Organizers

Exact role of the universities is to be a garant, holding hand of protection over the project, since they can act on behaf of their legal personalities and authorities. Universities shall provide appropriate premises (lecture rooms and accommodation) and technical equipment. Organization itself is to be carried out by the special Commitee established by the council of students at the university holding the presidency. This idea shall contribute to creating a friendly atmosphere and

enhance efficiency of Academy meetings, empty of theoretical approach.

III. Participants

Students of 3rd or higher year of their studies are expected to participate in Academy. Selection of participants is up to the Commitee and shall not be based on faculties of students but on their interest. In order to fulfil this aim, applicants may be asked to attach a short essay or outline of their bussiness plan to their submitted applications. Variety of students' academical background is more than welcome and useful.

Make no mistake, Academy should not be for economists, since they are supposed to be educated enough to operate their own activities and there is no need to set up a special programme for them in this regard. The field of students to be selected for the Academy shall encompass students of chemistry, medicine, informatics and other areas of specialization. Education of these students does not contain preparation for surviving in the market with their potentional private companies. For instance, in the United States of America, one the fastest growing market is the one of software or so-called internet companies. This is not the case in Central Europe where a plenty of computer specalists can be found.

The Academy shall promote endeavour of students without economical background but their bussiness-running after graduation is essential in respect of market development, increasing the competition, or bringing new ideas and innovaitons.

IV. Lectures

Form of work shall consist of lectures, introducing students to practical cases which are likely to occur in their real activities in the market.

Example of lectures:

1. Labour markets in Visegrad countries
2. Service markets
3. Legal acts which you need for starting own bussiness together with reaveling administrative obstacles in legal system.
4. European programmes – financial sources
5. National programmes and institutions – financial sources

V. Workshops

Lectures shall be directly linked to workshops where students carry out their task to prepair a Final project. Apart from the Final project, workshops are designed to develop ancillary or personal skills such as:

1. Interpersonal communication

2. Self-promotion
3. Advertisment
4. Leadership skills
5. Basics of business language
6. Stress elimination
7. Market analysis

As to the others aspects of meetings, Academy shall provide participants with meetings with experienced bussinessmen or visiting international companies.

Finally, participants are to present their Final projects to banks and they get in exchange an evaluation of their bussiness plans togother with possiblities of obtaining loans.

Additionally, in free time, students shall have oppurtinity to take part in leisure activities e.g. sports, going out, excursions or trips.

VI. Financing

Financing of the Academy is to be based on these following sources, in particular:

1. YOUTH Programme, its first pillar Youth Exchange
2. Visegrad Fund
3. Participation fee
4. Sponsorship by the private sector

VII. Conclusions

Target of the Academy is to provide non-economics students with substantial knowledge of market functioning and to encourage them to set up their own bussinesses. Form of this preparation shall be based on practical approach where students are obliged to design the bussiness plan and to present it as a definite one. Participants shall be given a comprehensive evaluation of their plan.

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CENTRAL-EASTERN EUROPE: SIMILARITIES OVER DIFFERENCES

I. AIMS OF THE PROJECT

A) To provide some basic information about the participating

Universities. The presentation is narrowed to humanitarian faculties:

- description of faculties (what and how many faculties are at the University, what subjects do they contain)
- possible offered study programs (bachelor's, master's, PhD', doctor's)
- organization and administration of the School (does the student parliament exist, etc.)
- how is School funded, rules of getting a scholarship
- participation in programs of student's exchange (Socrates Erasmus, etc.)

B) To run a discussion over chosen common problems, looking for its possible solutions on the basis of various research sources (governmental data? NGO's data? students' own research?)

C) To present the culture of the host country

- Organize "cultural evenings": organizers will present some basic information about the country. They will present also national customs and traditions to make participants more familiar with the national culture (music, food, films, national dresses, etc.)
- Organize culture activities (theaters, sightseeing, sports, etc.)
- Prepare and run "integrating parties".

D) To raise cultural awareness by making students more familiar with cultures of countries they all come from. Participants will have a possibility to discover things that they have in common, discuss and understand existing differences

E) To start a very basic co-operation (with a chance for further development) with Universities from countries where participants are from:

- Széchenyi István University (Hungary)
- St.Petersburg State University (Russia)
- Kemerovo State University (Russia)
- Kharkiv National University named by V.N.Karazin (Ukraine)
- University of Bucharest (Romania)
- Babeş Bolyai University (Romania)

- Academy of Economic Studies (Romania)
- Romanian-American University (Romania)
- University named by Cardinal Stephen Wyszyński (Poland)
- Warsaw University (Poland)

F) To create a web-site of the project. All important information about the project, all organizational details will be regularly updated and available there. Students will have a possibility to discuss and exchange ideas of the created forum.

II. PARTICIPANTS

- Representations of previously presented Universities. They should consist of at least 1 academic teacher (the hosting side should be represented by a professor), at least 1 PhD student and students. The hosting school will inform in advance about the maximum number of students they are able to invite.
- Circulation of participants among the "representation group" is possible and welcomed.

III. THE WAY OF ORGANIZING

A) The meetings will take place once per semester. It will last from 2 up to 4 days

B) FUNDS: The organizers are obliged to cover the costs of food and accommodation for the guests. The guests should pay travel costs by themselves (use university money? Find sponsors? Etc.)

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10 BOOKS / 1 PROFESSOR / 2 DAYS

Exchange of knowledge between universities with different experiences and opportunities

Introduction
The aim of our project is to provide mutual scientific aid between universities that are in the situation to help each other with materialised information like books, periodicals, etc., necessary for the partner universities' libraries and scientific work which does not have the same opportunities to buy these books.

Geographical extension
As we are creating this project within the scope of the Batthyány Summer School, in a group of students of a certain geographical area, we decided to limit this project for this certain area thus we are aware that the main idea of the project is very general and can be applied to any areas all around the world, only by fixing the main problems and needs of the participants of such a programme.

The participants
For the reasons already mentioned, the participants of this programme are the home universities of the participants of the workshop:

Faculty of Law, University Széchenyi István in Győr
Faculty of Political Sciences, University of Belgrade
Faculty of Law, University Aleksander Xhuvani in Tirana
Faculty of Law, University of Novi Sad
Faculty of Political Sciences, University of Sarajevo

And as the title of our Summer School is "The Legal and political aspects of EU accession" we limited this cooperation to the Faculties of Law and Political Sciences of these Universities.

The main idea of this project is to exchange knowledge by sending books and periodicals in English, and professors, who are experts in the matters which the books are about from the Hungarian University to one University abroad. Our project can have two different approaches:

- A short-term project which consists of one university sending books and a professor to the other and the other organising a lecture of the guest professor and other events concerning the books and their topic
- A long-term project which consists of the whole network of universities participating in this form of cooperation

The kind of books to be sent:

- Books on EU law and institutions
- Books on political sciences' subjects

- Books on Hungary's experience on the EU accession

Beside the books, as we already mentioned it,

- we would find professors and experts of the subject of the books being sent
- and we would organise a student-exchange programme related as well to the books

The steps of the project and its organization

- the two universities exchanging information about what are the needs and demands
- the Hungarian participant looks for books which meet the demands of the foreign university
- trying to find money to finance the books or trying to convince publishers to give them for free
- contacting and convincing a professor or expert to travel to the foreign university with the books and give a lecture there about their topic
- to announce a competition for students interested in the subject of the books for a two-weeks stay at the foreign university

When the Hungarian university finds some books to send, contacts the foreign university which in the main time

- finds a professor of the partner university to give a lecture separately or together with the Hungarian professor about the same subject
- they organize the accommodation of the Hungarian professor and the students travelling with the books
- organize a small event for about one or two days related to the topic of the books (workshops, lectures, etc.)

The details of the steps of organization

Hungarian university

❖ cooperation with the foreign university
- naming a coordinator on both sides to be responsible for the whole programme
- establishing an order of regular share of information
- precising the kind of books which are needed
- fixing all the details related to the project

❖ finding the books
- collect all the information available about the kind of books which are needed
- make sure if there are some books that fulfil the requirements of the foreign university (for example if they are available in English)
- start negotiations with the publishers about getting the books, try to convince them to give books for free or get a reasonable price

❖ looking for companies, organizations to support financially the project
- to appoint someone to be responsible for the whole budget and financial problems
- defining the approximate amount of money necessary for the project
- setting an agreement with the sponsors on the use of the money and on the clearing of accounts
- cooperation with the foreign university on which sponsors they had already found
- if there are more financial sources the distribution of the money between the two universities for the different phases (buying books, accommodation of the professor and the students abroad, etc.) of the project

❖ contact and convince professors or experts of the subject to participate
- listing the possible names
- contacting professors
- giving them exact details
- if the professor has special demands or needs then communication with the partner university is needed to make sure they can provide all the conditions that the professor or expert names for the participation
- get the professor and the partner university in touch

❖ organizing a competition for students to participate in the programme
- defining the criteria of an appropriate student to participate
  - ♦ for example:
    - knowledge of the subject of the books that are actually given to the partner university
    - usual criteria in such competitions (results of the studies, knowledge of foreign languages, additional activities within and outside university)
    - choose three students to participate in programme
  - ♦ obligations of these students
    - being well informed and educated in the main topic of the exchange (but this is

already criteria for being chosen)

- being active during the lectures and activities in the whole exchange programme
- after their two-week stay at the foreign university, they have to write a short essay about a subject which is related to the main topic of the event

Partner University

- ❖ the first phase here is the same as with the Hungarian University, they have to cooperate with their partners and share all possible information
- ❖ after getting the information about the books to come, starting their own organization
  - ▪ to find a professor at their own university to participate at the event
  - ▪ to choose one of these options:
    - ♦ organize a debate with the participation of the two professors,
    - ♦ they have two separate lectures
    - ♦ other solutions are possible as well
- ❖ organizing the accommodation of the professor and three students
- ❖ taking care of a good presentation of the new supply of books,

- ▪ promotion of the books,
- ▪ a short introduction of the books,
  - ♦ that can be done by one or professors,
  - ♦ both
  - ♦ or a third person as well;
- ▪ taking care that students of the partner university should know that these books have arrived and are available from that time on at the partner university
- ❖ organizing cultural programmes for two days of stay of the Hungarian professor and taking care of the cultural evenings for three students as well
- ❖ making all the possible interesting lectures, especially those related to the subject of the books and so the whole exchange, available for three Hungarian students
- ❖ making all the facilities, such as library and other cultural places available for the guest students and professors

Financial support, sponsors

Only for the purpose of giving information we listed some of the available organizations, funds and companies to ask financial help from

- ❖ The Ministry of Foreign Affairs and the Ministry of Education of the participating countries
- ❖ The Universities and Faculties participating in the exchange programme

- ❖ The town and/or the region where the event takes place regarding the promotional effect of the exchange programme towards the region
- ❖ Publishers of books of the programme's interest as they can easily provide 5-10 books for free or low prices and if the books have a success in the partner university, that will be well known, from who they should order more samples
- ❖ Funds and organizations for cooperation of neighbouring countries and regions, for developing the partner university's education, organizations for helping international student and experience exchange programmes and all the funds and organizations with a related aim to achieve
- ❖ Bodies and programmes of the European Union

Additional work to do afterwards

<u>For both universities</u>

- ❖ evaluating the money spent and clearing the accounts
- ❖ writing all the necessary documentation of clearing the accounts and any documentation needed towards the companies, organizations and funds they have had money from
- ❖ leading a discussion between the two of them about the whole exchange regarding the good and bad points and things to be changed in the future
- ❖ both universities can organize a public evaluation of the exchange event at their own place to show people the

advantages of the programme and encouraging them to participate in the next one as well

- ❖ if the partner university encourages its own students to write some essays on the main topic of the exchange programme, the writings of the two universities' students can be published together after the event. Without doing so, the Hungarian students' essays can be published after a certain while together, or together with the related essays and writings of the partner university's students'.
- ❖ If the book provided by the Hungarian university can fit into the educational structure of the partner university, the building of contact and business partnership between the partner university and the publisher to provide more books is needed

Other general information

- ❖ Some information about the timing of these projects
  - ▪ between two given universities, the whole exchange process can take place twice a year, once in the autumn semester of the academic year, and once in the spring semester.
  - ▪ The first programme can take place in the spring semester of the academic year 2006/2007
  - ▪ The title says that one exchange concerns 10 books; if these are 10 copies of one book, or 10 different titles of subjects closely related to each other, that can depend on the possibilities and the needs of each university

- A professor's (or expert's) stay at the partner university may last between 1 and 3 days, regarding that well known professors and experts are usually very busy, but the minimum is one day with a lecture to give and to participate to all the events organized
- The students stay generally two weeks at the partner university, which may also vary, but huge differences of students' period at the partner universities is to be avoided

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› **Kohézió Közalapítvány**
› **Kisalföld Volán Zrt.**

To be continued...