

## “CITY – UNIVERSITY – COMPANY” COORDINATED STRATEGIC DEVELOPMENT: INDUSTRY ZONE IN GYŐR FOCUSED ON THE VEHICLE INDUSTRY

Bálint Filep  
Széchenyi István University, Hungary  
filep.balint@sze.hu

Zsolt Kovács  
Széchenyi István University, Hungary  
kovacs.zsolt@sze.hu

Ákos Kara  
Széchenyi István University, Hungary  
kara@sze.hu

Teodóra Tömböly  
Széchenyi István University, Hungary  
tomboly.teodora@sze.hu

### **Abstract:**

In the quickly changing world the corporate activity is indispensable for the innovation. The flexibility, the ability to learn from each other is important in cooperation. Different cultures and functions give many advantages and opportunity for cooperation and these contribute to the development of regional competitiveness as well as to the increase of employment and high-qualified workforce, social welfare. In practice it is hard to find collaboration, there are many theories but the realization can be obstructed by different factors. The aimsystem of higher education and enterprises is different in Hungary as well as the view and expected results.

Széchenyi István University is a prominent institute in Hungary. The cooperation of City Győr, its area, the Audi Hungaria Motor Ltd. as the world's largest motor factory and related significant companies resulted an integrated development which is exemplary. With agreed aims they try to make synergistic effects which guarantee financial stability and permanent development.

The study also presents the most important characteristic features of East-Central-European vehicle industrial centres. In connection with that vehicle centres settled in the region are named. Preliminary research proved that more than 3 million engines are produced and 5-600.000 vehicles are assembled in the 300 km territory of the Győr-Esztergom-Szentgotthárd triangle. Thus a Central-European vehicle construction macro-region was created in the first decade of the century characterised by factories located next to each other, owned by different economic organisations. (Filep & Tömböly, 2012)  
The study analyzes the key elements of cooperation and discuss the possible of a future strategy through example of Győr Industry Zone.

*Keywords: higher education, triple helix, cooperation between higher education and industry*

## 1. RELATIONSHIPS BETWEEN UNIVERSITIES, FIRMS AND GOVERNMENTS

In the background of all governmental ambitions and tenders is present one of the main objectives: significant cooperation between universities and companies and their closer relationship. That's why the government means this area need to be developed: from the higher education until Human Resources developments or from basic researches until innovative product developments the government supports the wide spectrum of education and research in behalf of increasing employment and development of the region.

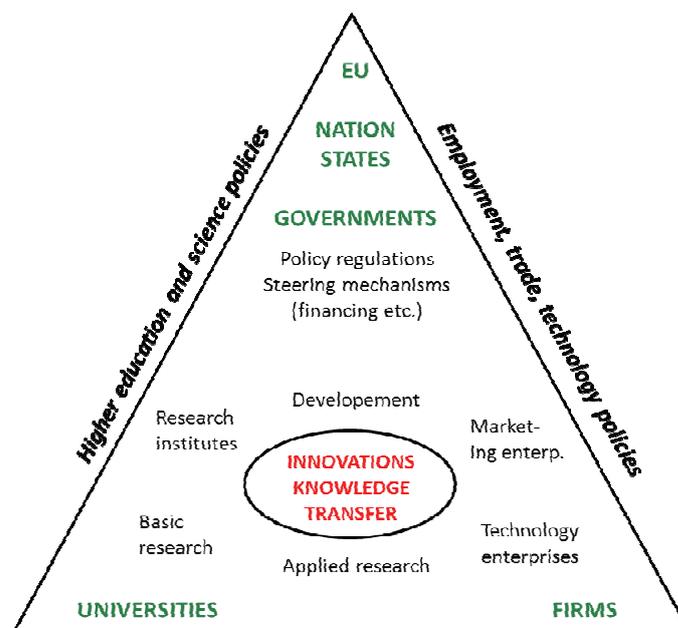
At the moment, one unsatisfactory element in the European Higher Education system has been that the linkages between university and industry, research and business world are not strong enough.

However the distribution of research becomes a key factor of economic growth in a knowledge-based economy. Knowledge has become in growing extent a potential product that can be exploited on the market, which means the industrialisation of the production of scientific knowledge (e.g. Jacob 1997; Ziman 1994). Universities and firms are assuming in growing extent eachothers tasks. Universities are crossing traditional boundaries in developing new linkages to industry, it has to devise the connections between research, teaching, and economic development. There are also new questions for industry participants: what should be located inside the firm, between firms, or among firms, universities, and government institutions. Are the firms willing to support basic research or is better to leave this task to the universities? What is the role of government given the need for technological innovation in international, national and regional development? (Etzkowitz & Leydesdorff 1995)

Today the life sciences are a good example of this mode of thinking (triple helix) where the co-operation between state, universities and a specific industrial cluster is a prerequisite for generating innovations. Universities are needed for the basic research, and they collaborate in R&D with the enterprises for the development of practical applications in specially designed environments (science parks etc.) funded largely by national governments but extracting also a lot of other funding.

In addition to basic research and development, marketing and many other offside activities are needed to complete the lifecycle of the process from research to consumer products. This kind of a triple helix system is illustrated in the following picture:

**Picture 1:** Triple helix system



Source: (Etzkowitz & Leydesdorff 1995)

The Triple helix concept presents the cooperation opportunities of partners and that mutual thinking has an important role in developing of regions and incitement of innovation. But the collaboration is not so easy because different partners have different aims and tools, expectations, (job)culture and their

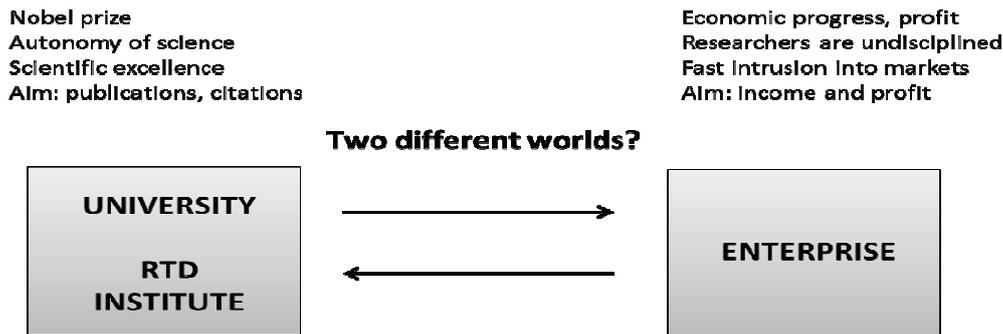
harmonization can result problems. Companies, universities and state partners act in different way. Cultural differences are showed by illustration below.

Contradictions between labour market and vocational training are growing. Main reasons:

- increasing dynamism of changing of economy, unpredictability of global economic processes
- demographical decline
- accelerating technical-technological development

From the aspect of Gál & Ptaček (2011) there are also other obstacles in the field of cooperation between universities and industry. The motivations and aims are different in the both areas.

**Picture 2:** Cultural barriers between university and businesses



Source: Gál & Ptaček (2011)

To reduce the difference between the culture of universities and companies it's necessary the active cooperation, mutual work and thinking between partners. It's very important to work out encouraging conditions and opportunities and to make regulatory environment.

## 2. CONNECTION BETWEEN HIGHER EDUCATION AND REGIONAL DEVELOPMENT

### 2.1. The importance and role of knowledge in the changing world

The development in the information and the telecommunication technology took place in the 20th century basically changed the economic and social relations in the world of globalization. The industrial capital became the main direction. In the history of nowadays, which is also called as the newest history, the knowledge centres are the economic and political centres, the base of the society is the knowledge society, and the direction of the capital investments is the knowledge capital. The institutions dealing with the production, the distribution and the reproduction of knowledge became the most important institutions of the knowledge-based society (Bana & Besenyi, 2007). Nowadays this role is increasingly occupied by the education institutes, among them the higher education. The role and the function of higher education institutes have been reevaluated worldwide nowadays and consequently a new aspect of economic and social roles and functions have appeared.

### 2.2. New challenges in higher education

In the age of our economy there is a growing significance of the interaction of the society, the universities and the industry. The society based on knowledge is the condition of all transfer of knowledge on an individual and an organizational level. We live in a network-oriented society, where the development depends on primarily ability to cooperate. Earlier the condition of development were the more and more specialized research and education, therefore we should penetrate deeper and deeper into the certain fields of science. Instead of this, today the expansion of contacts, the communication and the cooperation are more important and through the chances reside in them; the approach of a given problem can be done from different point of views and competencies. All of this follow from the change of the technological and the social paradigms: till earlier a given product and the technology used for its production were in the focus, today the theories, the conceptions, the ideas and the solutions are the main parameters (Filep et al 2012).

### **2.3. New expectations for students**

There is a growing significance of interdisciplinary knowledge because nowadays someone can be an expert of his field in vain, he can only reach a really quick development when he has an overview of other fields of science or has the capability of cooperating. This challenge exists not only in the business sector, but among university students as well. The preparation of students for the multidisciplinary work is important through different researches and teamwork opportunities. (Filep et al., 2012) The significance of intercultural challenges has appreciated. However, to establish conferences and carry out cross-border researches which exceed the borders of nations, it is important to have a common language that everybody knows. Today it is the English in most cases. But beyond the common language, there are other obstacles of intercultural work, such as cultural and other problems. They need not only to improve their traditional theoretical knowledge, but they also have to develop their competences through vocational trainings for example or other activities beyond the education like volunteer in civil or student organisations.

### **2.4. Higher education institutions and local and regional challenges**

The changes happening in the society and the economy have serious consequences on higher education as well and they convert the relation of the certain institutions and their region. It is hard to find a solution for the problems of the globalized, strongly competitive and knowledge-driven economy without convergence. A more differential politics can result development which leads to essential changes in the conventional functions of the state and through workforce it boosts the spread of networks. Only more flexible and more adaptive new institutional structures are able to bring together the different interests. These could be the answers to such complex and multidimensional social problems like regional development. Supported by the politics of the EU, the partnership of the social and the private sector has been becoming the common speciality of the regional level in many European countries (OECD 2007). The conception of social capital should be built in the governance to make community actions more effective. This can be identified as the main factor of a successful region, and it can boost the development of the ability of political institutions to solve problems. Regions need properly qualified workforce to mobilize and exploit their sources, boost the growth, develop their competitiveness and keep their extant investments. The regional participants contribute in different ways to the non-financial advantages of the region; the collective work in turn helps to develop the regional knowledge, the abilities, the culture and the institutional consistence. Universities play a central role in the reproduction and adaptation of human workforce and in the production of social capital so they have a growing significance among the regional participants. The role of higher education institutions is acknowledged considering the supporting of regional governance (Hudson, 2006). In the knowledge-economy, education is a main strategic source through human capital to gain economic success. So the pressure on the regions has been continuously growing to become studying, knowledge producing communities which focus on the constant development, the production of new ideas, corporate learning and the transfer of knowledge, and doing so supporting regional development and welfare. This entire means that a more prominent role should be attributed to universities as the centres of knowledge in strengthening economic growth not only at a national but also at a regional level. The claims have shifted towards exploitable knowledge and its dissemination.

## **3. (GLOBAL) LABOUR MARKET EXPECTATIONS AND CHALLENGES IN EDUCATION**

The impact of global economic processes aren't yet calculable. The economic crisis in the past few years proves that with help of earlier theories similar situations are not preventable. Training of labour is a complex process which isn't influenced by ad hoc actions. In the past years branches of industry with their labour demand disappeared very quickly and at the same time with totally new claims appeared other branches.

The educational institutions are the main sources of the labour market, from the vocational schools to the universities. It's very important that the rate of changing is different in case of educational and economic structure. Human and material infrastructure of institutions change very slowly. Technical teachers' professional retraining and further training is not easy. Modernization of material conditions is possible mainly through tenders. Institutions are interested in ensuring the existence of teachers. It obstructs the evolution of a correct educational structure which regards the claims of labour market.

We can see similar situation in the higher education. The distribution of students of degree programs don't accord with the demand of the labour market. Accreditation process, mechanism of financing don't inspire to satisfy the real demands. But the demographic decline and the country's economic climate changed it.

In favor of economic development, it is necessary to decline the time between formulation of needs and ensuring of well-trained workforce. It helps dual training which brings closer workplace and institution. It's a good possibility to the employer to know better the employee. Experiences of the company can react to the training content, the employee can formulate proposals to the institutions. Employees don't want to or rather can't word their labour demand in long-term, it means that they are not able to tell how many specialist they need but they can formulate their expectations. These expectations are competences which are part of the employability of a student.

The role of institutions is to listen to these demands and find a correct solution to develop them.

## 4. EAST-CENTRAL EUROPEAN AUTOMOTIVE INDUSTRY

### 4.1. Characterization of vehicle industry centres in East-Central Europe

East-Central Europe consist of the following countries: Czech Republic, Poland, Hungary, Rumania, Slovakia and Slovenia, countries with different size of areas.

Regarding number of relative larger towns the order between this countries is the next:

- more than 100 000 inhabitants: Poland (39), Rumania (25), Hungary (9), Czech Republic (5), Slovakia (2) és Slovenia (1);
- 50 000 - 100 000 inhabitants: Poland (45), Rumania (21), Czech Republic (17), Hungary (11), Slovakia (9) és Slovenia (1).

**Table 1:** Vehicle construction in East-Central European towns

Country	City	Product <sup>1</sup>	Brand	Population	Area (km <sup>2</sup> )
Poland	Warsaw	P	Chevrolet	1 704 717	517
	Wroclaw	T, B	Volvo	632 162	292,8
	Poznan	ST	Volkswagen	557 264	261
	Poznan	B	MAN, Star	557 264	261,8
	Gliwice	P	Opel/Vauxhall	195 841	133,8
	Bielsko Biala	M, P	Fiat, GM motorok	175 183	124,5
		M			
	Tychy	P	Fiat	129 438	81,6
		P	Ford		
		M			
	Walbrzych	M		120 724	84,7
	Slupsk	B	Scania	96 871	43
	Starachowice	T, B	MAN, Star, Neoplan	51 766	31,8
Polkowice	M		22 235	23,7	
Jelcz-Laskowice	M		15 196	17,06	
Niepolomice	T	MAN	8537	27	
Czech Republic	Mlada Boleslav	M, P	Skoda	43 399	28,89
	Kolin	P	Toyota	30 823	34,97
		P	Peugeot, Citroën		
Vrchlabi	P	Skoda	13 415	27,66	

<sup>1</sup> M = motor production, P = passenger cars production, ST =small truck, T = truck, B = bus

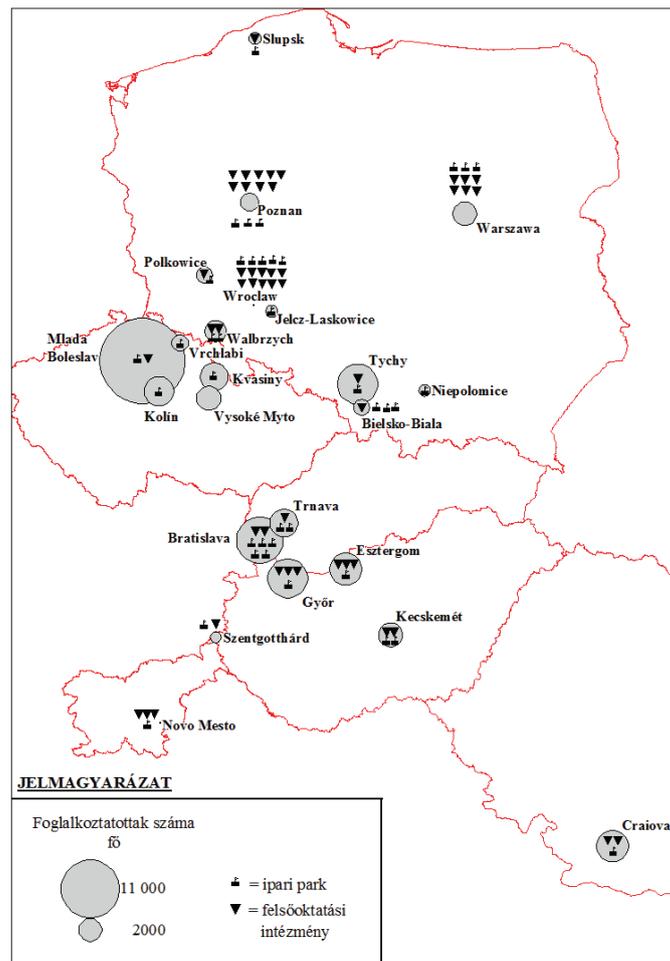
	Vysoké Myto	B	Irisbus (Karosa)	12 634	42,07
	Kvasiny	P	Skoda	1376	6,65
Slovakia	Trnava	P	Peugeot, Citroën	691 40	71,5
	Bratislava	P	Porsche	471 061	367,9
		P	Volkswagen, Audi, Skoda, Porsche		
Hungary	Győr	M, P	Audi	130 478	174,6
	Kecskemét	P	Mercedes-Benz	112 233	321,36
	Esztergom	P	Fiat	30 914	100,35
		P	Opel/Vauxhall		
		P	Suzuki		
Szentgotthárd	M	Opel	8881	67,73	
Slovenia	Novo Mesto	P	Renault	23 158	298
Rumania	Craiova	M, ST	Ford	298 928	58,9

Source: (Filep & Tömböly, 2012)

Vehicle production – regardless of the size of cities (population) - settled in different sized towns in east-central-european area. The most populous city where takes place vehicle production in the area is Warsaw with 1,7 million inhabitants. Here General Motors Europe produces Chevrolet passenger cars. The smallest town is Kvasiny with 1376 inhabitants where Volkswagen AG produces Skoda passenger cars. It proves that different factors may have role in locating vehicle production (developed transport and infrastructure networks, cheap and qualified workforce, industrial traditions, well-built supplier network, etc.) but main point is not the population. The dominance of german producers can be seen in Hungary. In the most towns either motor or passenger cars are produced, there are only three towns where both of them are manufactured, one of them is Győr.

Next illustration demonstrates the industry zones and higher education institutions near east-central-European vehicle centres.

**Picture 3:** Industrial parks and institutions of higher education in East-Central European vehicle centres



Source: (Filep & Tömböly, 2012)

#### 4.2. Győr and the Industry Zone

Győr is located in West-Transdanubian region, in the east of Kisalföld, on the mid-way between Budapest and Vienna. The town with 130 478 inhabitants (KSH 2010) is the fifth largest city in Hungary. 29,1% of inhabitants of Győr-Moson-Sopron county live in Győr, its population density is 747 people/km<sup>2</sup>.

Győr has centuries long industrial traditions. From turn of the century until 1930's foreign (mainly austrian and czech) capital had main role in creation of machine industry in Hungary as well as in Győr-Moson-Sopron. The town has a very favourable geographical location so it's not surprising Győr attracts until nowadays many foreign enterprises.

After 1989 a lot of foreign enterprises settled in the town mainly twitted to existing branches (Audi, Chio). Besides new branches appeared. In the end of 2008 365 foreign-owned companies were registered with Győr location, it amounts 13,8% of West-transdanubian ones. 88,7% of foreign capital placed in Győr-Moson-Sopron realized in Győr.

Industry Zone in Győr with 175 acres are very popular since its foundation of 1992. 90% of area is allocated, 98 enterprises from 14 countries are settled there. Major sectors: automotive supply industry, machine industry, textile industry, electronic industry, plastic industry, transportation, distribution and wholesale.

Machine industry has a significant role inside the industry, it employs more than 9000 people. Number of enterprises per thousand inhabitants is 173 which exceeds the average of Győr-Moson-Sopron and West-Transdanubia (*Győr Megyei Jogú Város... 2011*)

## 5. SZÉCHENYI ISTVÁN UNIVERSITY

Széchenyi István University is the dominant institute of the region of Győr. Regarding the foundation of the Technical College of Transport and Telecommunication which was the predecessor in title of this institute; a decision was made in 1963. This college began to operate in 1974. It has got a university grade since 1st of January 2002 (Széchenyi István University, 2005). The conventional technical education has been flaring since the establishment. In 1995 the university launched faculties of health studies and social science to suffice the demand of the town and the region. There has been a musical qualification in this institute since 1996. Since 1998 there has been an independent economic education. Since 1995 there had been a faculty of law which has been operating separately since 2002. So at the moment there are qualifications on three faculties (technical, economic studies and law faculties) and on two separate institutions (musician arts and health studies). In 2004 the Multidisciplinary Social Studies and in 2005 the Multidisciplinary Technical PhD Schools were accredited and right after that, these schools began to operate (Széchenyi István University, 2011a). Today this institution has already had more than 40 accredited qualifications and the number of its students exceeds 10 000. Accordingly the main aspiration of institute is to become such a centre of knowledge which can serve its region with its supply of qualification, research and development - and through this the country as well (Rámháp, 2011b). The institute's development plan which is in force at present says that „the mission of the university is determined by the claim of the economy and the citizenship of the town today and in the future as well to offer studying facilities in more and more faculties, technical fields and qualification levels for more and more youngsters living in Győr and around Győr by sufficing the claim of the region's human resource to build a society which is competitive and is able to renew”. The locality of this institution spreads to all of the country, but most of the students come from that part of the Transdanubia which is on the North from Lake Balaton. This almost covers the NUTS2 planning and statistic regions of the West-Transdanubia and the Mid-Danubia.

In this area we can find those areas of the country which are the most developed ones considering economic and social life. If we don't take into consideration the capital and the Mid-Hungarian region, the economy is the strongest here in Hungary. Among others the largest vehicle production centre of the country can be found in Győr in which centre we can find the Audi factory, the main producer of our country. The regional role of higher education institutes can be active or passive. Széchenyi István University has to shoulder an active regional role. The basic condition of this is the creation of regional embeddedness and regional partnership. The target of regional policy is to foster the self-development of regions in which higher education has an important role. The existence of higher education institutes is tightly related to regional development and their absence could contribute to the decline of a given region. In appropriate circumstances higher education institutions can have an advantageous effect on regional migration because they foster the entrance of the youngsters into higher education and the highly qualified workforce with degree can have a positive effect on the employment and contributes to the shaping of other advantageous specialities such as the widening of the cultural climate and the creation of more attractive living conditions in the region. Through knowledge and expertise higher education institutes facilitate the creation and mobilization of the most important resources. So it can be seen that higher education institutes can be the dominant actors of regional development without shouldering active roles in it. (Filep et al, 2012)

## 6. COOPERATION WITH COMPANIES

The possible level of connection between higher education institutes and the industry:

- Connection between products, services and results: The advantage of the common activity comes from the combination of the services of the company and the educational and research activity of the university. A typical example of this when the university is the subcontractor or strategic partner of a company which transports products or services to a third partner (eventual consumer)
- Connection between resources: In this case the partners see it as an opportunity to share employees, resources and financing in the frames of an R&D project. The university gets financial support for the R&D from the company who enjoy the results of this.
- Connection between products and services: This can happen when the members of a company extend their qualification through lifelong learning at the university and the university invites the employees of the company to become part-time lecturers. (Hansen et al. 2009)

Széchenyi István University cooperates with several small and big companies operating in the region and all of the levels mentioned above are present in the relations. From the several companies AUDI HUNGARIA MOTOR Ltd. emerges as it is a significant company both in the area and in the country. Since the autumn semester of 2008 the professorship named after the Audi has been operating. From the foundation of this both partners will gain profit in the long run. The university hopes that the engineers graduated here will get - build upon the know-how of the big company of Ingolstadt- such a qualification with which they become attractive on the labour market. In turn the Audi hopes that it can enlarge its circle of employees with excellently qualified experts; thereby strengthening further the position of its premise in Győr which is now the largest motor factory in the world.

The development in the information technology and in the telecommunications weltered in the 20th century had changed the economic and social relations in the world of globalization basically. Today the knowledge have already meant the economic and political centres, the base of the society is the knowledge society, and the direction of the capital investments is the knowledge capital. The most important institutions of the society based on knowledge have become the institutions dealing with the production, the distribution and the reproduction of knowledge. Nowadays this role is occupied constantly by the educational institutes, within this the higher education. The role and the function of the higher education institutes reevaluate world through nowadays and as a result a new aspect of economic and social roles and functions have appeared.

These impacts are felt in Hungary too, where demographical changes and reforms in the higher education in the last years change the state of the educational system. It's started a sharp competition between each university for financial resources and applicants, so indirectly for survival. Universities, which lose on this competition, require closing their institutions, making layoff, or have to be merged into another university. In like competitive situation the importance of the conscious marketing strategy is sharply rising. In the last few years the higher educational institutions had to give up their privileged position, and had to apply consciously and efficiently the instruments of marketing. Nowadays higher education is a key strategic resource in the globalized, knowledge-driven economy for achieving economic success. So today a higher education institution can only be successful if it becomes at once local, regional and national actor of the economy.

The Hungarian higher education system is being reorganizing tiredly after the regime change, and it has many structural and financial problems. The main failure of the last twenty years governance was, that the higher educational politic has not been connected to the regional development politic. But there is some positive example, how can play a University an important role in the regional development. Győr is one of the most rapidly developing cities in Hungary. Széchenyi István University at Győr plays a very important role. The University is actively engaging with its own region. It could contribute to the regional development, and could ensure stable and predictable operation for the University. It requires to the University, to have an integrated marketing strategy for local and regional relationships.

### **6.1. The strategy of success – Active regional roles**

Higher education institutions are able to suit their qualification programmes, the orientation of their researches to the claims of the region and with it to the direct demand. The result of this tighter cooperation will be seen in the added value which does not only bring profit for the higher education institute but for other regional performers as well. However we should not forget about that the different types of higher education institutes fill different positions in the national and regional education system therefore they get into other interactions with the local and regional communities. A good example of this is the Széchenyi István University which suited its whole qualification spectrum to the workforce claims of the region. The establishment of the predecessor in title of Széchenyi István University was forced by local economic and labour market claims in the '70s and this process strengthened the enlargement of the qualification palette and played a big role when the institution became a university in 2002 (Kovács, 2011). The basic condition of regional embeddedness is regional partnership. This means that all of the regional performers cooperate with other performers in favour of the development of the region. In this the university has a significant role through the partnership with the local governments, the local enterprises and the inhabitants. I will introduce the role of Széchenyi István University according to this.

## 7. FINANCING AND EU RESOURCES – UTILIZATION MEANS DEVELOPING OPPORTUNITY

Financing is very important in realization of strategic aims. Partners need to add together to common goals with financial or other resources. EU resources can have a significant role in life of people in the region.

These resources are defined in different sectoral and territorial level and they can be applied with tenders which are accordance with tender expectations and rules. But two aspects are very important in life of area's inhabitants in case of utilization of EU resources:

- it's worth apply around common aims because these opportunities provide developing help to some sub-targets. Complex cooperation and strategy can help innovation between partners and more effective exploitation of synergistic effects.
- tender resources should utilize in carefully thought-out, new areas with considering sustainability.

Own financing and incentive by EU tenders can mean a huge opportunity to areas and their inhabitants but its multiplication and synergistic efforts can be realized mostly if a common strategy exists and it is considered and checked always in this changing environment by partners.

## 8. CONCLUSIONS

As we could see, higher education is facing several challenges worldwide. The claims against knowledge, the institutions and their students and teachers are changing. We should suffocate the claims of another type of society and economy in another way. Moreover, the Hungarian higher education faces further challenges as well. The Hungarian institutions get into a serious competition situation because of the decreasing number of youngsters, the present system of institution financing and the bad institutional structure. For the countryside institutions it is hard to meet the requirements of this competition. Széchenyi István University as a young institution has to meet the expectations of this competitive market. Its creation, qualifications and operation is different from the conventional Hungarian higher education institutes. This shows a new type of way in the strategy of the institute. The key of the subsistence can only be if the institute cooperates with other performers of the area and takes part actively in the further boost of the region. The appropriate qualified workforce, the R&D potential and the well-directed developments help the enterprises' settling down, the creation of new companies and the boost of local industry and economy. This creates more workplaces in this area. The well-shaped qualification structure ensures a workplace for the students graduated at the university in the region, which can make Széchenyi István University attractive to them. We see that the inhabitants of the region and the number of local secondary schools can mean new supplies for this institution. A more effective cooperation with the local governments and the budgetary organizations will bring to the institute a bigger scale of developmental opportunities. Besides the offered education which is better than its competitors' ones and the better marketing communication, regional embeddedness and regional partnership can be the main elements of the successful strategy. It can help higher education institutions to be successful in the higher education market.

Hungary is a capital centric country, compared to Budapest the large cities are much smaller. More and more towns' population is less than 5000. These settlements have weaker connections with their neighbourhood than functional developed cities have (*Hajdú* 2001). West- and Central-Transdanubia have favourable geopolitical, infrastructural, social and demographical facilities. Additional advantages of these regions are universities with research and technological innovations, for example the Széchenyi István University has a focus on vehicle industry with qualified professors. These can explain the foreign investor appetite in the area.

Vehicle industrial centers are completely different populated in the two regions, Győr has more than 130 000 inhabitants, but in Esztergom live only near 30 000 people and in Szentgotthárd 9000. But compared to east-central-european cities we can see many similarities, for example there are vehicle industry centers with similar attributes like mentioned towns. It's curiosity that many significant vehicle industry centers chose small settlements. In the background are results as industrial traditions or nearness of a big city. Due to city structure, infrastructure, city status and functions Győr has a good

position in Hungary and in the area and these attributes offer very good developing possibilities to the town and the country as well.

Dynamic and developing opportunities of areas are influenced by many factors but they can effort around a common strategy. After making the strategy all partners (governments, companies, universities, civils) need to strive for realization, sustainable development, execution of parts of strategic aims even if it seems that partners have different images and goals. Areas and so the Industry Zone in Győr can develop if there are common thinking, aims and close cooperation. It claims direct confidential connection, committed leaders and staff and permanent interaction around the strategy.

#### Acknowledgements

The research was supported by the project:

„TAMOP-4.2.2.A. 09/1/KONV-2010-0010: A Győri Járműipari Körzet, mint a térségi fejlesztés új iránya és eszköze. (The Vehicle Industry Zone in Győr, as the new way and method of regional development). The project was supported by the Hungarian Government and the European Union, in the co-financing of the European Social Fund.”

#### REFERENCE LIST

1. Bana, K. and Besenyeyi, L. (2007). A felsőoktatási intézmények, mint regionális tudásközpontok hálózati együttműködése az életem át tartó tanulásban. Felsőoktatási Hálózat az életem át tartó tanulásért Egyesület, Debrecen.
2. Etkowitz, H. & Leydesdorff, L. (1995). The Triple Helix: University - industry - government relations. A laboratory for knowledge based economic development. *EASST Review. European Society for the Study of Science and Technology* 14(1), 18-36.
3. "Filep, B. - Kovács, Zs. - Tamándi, L. - Rámháp, Sz. (2012). The economical and social impact of Széchenyi István University (Győr, Hungary) on regional development, 7th International Scientific Conference "Business and Management 2012" May 10-11, 2012, Vilnius, LITHUANIA ISSN 2029-4441 print / ISSN 2029-929X online ISBN 978-609-457-116-9 CD doi:10.3846/bm.2012.073 <http://www.bm.vgtu.lt> © Vilnius Gediminas Technical University, 2012"
4. Filep, B. - Tömböly, T. (2012). Positioning of vehicle industry centres of regions (Central-danubean, west-transdanubean) in east-central-european urban network. In: Rechnitzer, J. - Smahó, M. 2012: Járműipar és regionális versenyképesség (pp. 294-313., Széchenyi University Press Győr 2012.
5. Gál, Z. & Ptaček, P. (2011). The Role of Mid-Range Universities in Knowledge Transfer in Non-Metropolitan Regions in Central Eastern Europe, *European Planning Studies*, 19(9), 1669-1690
6. Győr Megyei Jogú Város Önkormányzatának Gazdasági Programja 2011-2014 (2011). Győr.
7. Hajdú Z. (2001). Magyarország közigazgatási földrajza. Dialóg Campus Kiadó, Budapest-Pécs. 282-288.o.
8. Hansen H.J. and Pedersen, J. (2009). Interaction challenges for students, staff and universities. University College -Vitus Bering Denmark, Faculty of Technology and Management. Horsens, Denmark
9. Hudson, C. (2006). Regional development partnerships in Sweden: a way for higher education institutions to develop their role in the processes. In *Higher Education: The International Journal of Higher Education and Educational Planning*, 51(3), 387-410.
10. Jacob, M. (1997). Life in the Triple Helix: The contract researcher, the university and the knowledge society. *Science Studies* 10(2), 35-49.
11. Kovács, Zsolt, (2011). Munkaerőpiac és Felsőoktatás az Észak-Dunántúli térség Példáján. Doctoral dissertation, Széchenyi István University, Győr.
12. OECD 2007. Supporting the Contribution of Higher Education Institutions to Regional Development. – OECD, Paris
13. Rámháp, Sz. (2011a). The Impact of Knowledge Driven Society and Economy on Higher Education System. Selye János Egyetem III. Nemzetközi Tudományos Konferenciája, konferenciakötet, (2011). Komárom

14. Rámháp, Sz. (2011b). The Growing Importance of Marketing in the Hungarian Higher Education – The Regional Factor in the Strategy of Széchenyi István University. Collection of Papers of the International Scientific Symposium SM 2011, Subotica, 2011.
15. Széchenyi István University (2005). Intézményfejlesztési Terv. Széchenyi István University, Győr.
16. Széchenyi István University (2011a). A Széchenyi Egyetem Története. Retrieved Marc 8, 2011, from: [http://uni.sze.hu/index.php?option=com\\_content&task=view&id=56&Itemid=143](http://uni.sze.hu/index.php?option=com_content&task=view&id=56&Itemid=143)
17. Ziman, J. (1994). Prometheus Bound: Science in a dynamic steady state. Cambridge University Press. Cambridge U.K.