

## Abstract

**Halmos Csaba:** Schuman's Europa. The referendum that was made on 12. April 2003 on Hungary's joining to the EU was a great event in the history of Hungary. Therefore, Robert Schuman's fifty-years-old thoughts on a New Europe has become more current and actual than ever. Our paper elaborates upon the issues what had been achieved and realised according to the thoughts of Schuman up to the referendum, and how people have been thinking about major goals related to EU enlargement. **3. p.**

**Peter Jarvis:** Sociological Perspectives on Lifeleong Learning (Honorary Doctoral inaugural address) As knowledge today continuously and significantly changes, people constantly gain more information from the moment they were born till they pass away. This could be considered to be a definition of lifelong learning. The article discusses the relevant European principles, and analyzes the principles, practice and process of lifelong learning. Peter Jarvis became an Honorary Doctor of the University of Pécs November 2002. **3. p.**

**Farkas Ferenc – Ágnes Kühnel:** This study was made as a result of the cooperation of the researchers at the University of Rostock and the University of Pécs. It provides an overview about the empirical research financed by the DAAD. Researchers analysed the characteristics of knowledge management with the help of questionnaires and in-depth interviews in case of 157 Hungarian and German professional service providers. Knowledge transfer and the role of managers stood in the focal point of the study. The research highlighted the strategic role of managers in the externalisation of knowledge and successful knowledge management strategies during consulting, auditing and engineering project organisations. The detailed quantitative and qualitative results of the research are included in the proceedings published in Germany. **15.p.**

**Németh Balázs:** The Revival of Lifelong Learning: How a Concept Became a Policy The thought of Lifelong Learning emerged as part of the concept of Lifelong Education. That concept was outlined as part of the economic growth of the 1960's in order to support the vision of the welfare state model and its aspects in the development of education, social harmonisation, and of employability. Because of the global economic crisis of the early 1970s the Concept of Lifelong Education faded away, however, on the contrary, after two decades of silence, and, according to merely different factors, a different paradigm, a pure Lifelong Learning model appeared so as to combine economic – employment, and social issues into a complex policy of major transnational frames, like UNESCO, OECD and the E.U. This paper scrutinizes major impacts of the process of the revival of the concept as an interesting policy worth knowing of. **25. p.**

**Titkos Csaba:** In this paper I chose to analyse a special aspect of organisation behaviour: the focal point is the individual, whose activities in fact build up the illusion of organisational behaviour. While both the compulsion to change and organisational willingness to transform are strengthening, adaptation cycles become shorter. The individual is under constant time pressure. The speed of change and the

individual adaptation cycle accelerate at different rates. The weight of change may well go beyond the adaptability threshold. These adaptive processes require two types of competence: professional and social. On the one hand the development of professional competencies are considered to carry great significance (requalifications, transferable knowledge etc.), but on the other hand the improvement of social competencies are many times neglected. The individual struggles with changes so it is important to understand the nature and the phases of this psychological process. It depends on the maturity of the personality whether the individual is able to analyse and accept changes or uses different defence mechanisms to distort or deny reality in order to keep up the balance with the self and the environment. In addition to the description of the personality dynamics of change the paper also attempts to offer possible solutions. **35. p.**

**Forintos Klára–Dina Miletta:** The Hungarian Public Relation Association and illustrious PR-specialists try to define the concept of Public Relation and the Hungarian profession of PR. Based on the latest international researches they create the Hungarian aspect of PR terminology and the basis of higher education of Public Relations. In January 2002 at the University of Pécs (Faculty of Natural Sciences) Institute of Adult Education and Human Resources Development, the Department of Human Development Methodology started a 4-semester, postgraduate PR-specialist course. The main aim of the course is to train skilled PR-specialists who possess the theoretical and practical knowledge required by the Hungarian corporations, companies and non-profit institutions. The flexible training with its wide spectrum contains numerous theoretical and practical subjects, the know-how of which facilitates the graduated students to fulfill the everyday requirements of the PR profession. Apart from the foundation courses, the students may acquire a deeper understanding of specific subjects, and can develop their personal capabilities. Based on the first student opinions and feedback, we can gain insight into the practical realization of this qualification, – an act that unfolds the much debated PR profession, and its usual business. **43. p.**

**Cserné Adermann Gizella:** Self-fulfilling expectations of teachers. Many people's life can turn sour due to failure in school, which failure also influences adults' willingness to study. The article deals with a specific and seldom discussed source of failure: the operation of self-fulfilling expectations of teachers. By pointing out relevant scientific literature the author proves the presence and operation of the Pygmalion-effect in the school environment, and also explores the operational mechanism of the effect. By mapping the sources of teachers' expectations the article points out those factors which initiate unfavourable teacher behaviour-mechanisms leading to failure in school and as a consequence turn expectations into self-fulfilling prophecies. **48. p.**

**Bokor Lászlóné Szőke Éva:** Telecommuting is not unknown to the World. The first telecommuting projects were coming from the USA. Telework is when work related travel is replaced with some form of information technology (for example: telecommunication and personal computers). Telecommuting is when instead of the worker travelling between work and home, his/her work does. The employee one or more days a week is not at the office, but he/she is working from home or some other designated place. This essay gives an overview of the historical events that

lead to the development of e-work. This type of working is most widely spread in the USA, Canada and Japan. E-work trends started to develop in the EU in the nineties. The essay details e-work trends in the EU, the locations and clusters that most significantly employ teleworking. The importance of e-working is reflected on in the numerous international conferences that discuss this subject. In Hungary there isn't an official census about teleworking employees. At the moment there is a much greater interest amongst the employees to work from home, than there is amongst companies to employ teleworkers. Future challenges will hopefully open teleworking in Hungary. 58. p.

**Jancsi Beáta:** The aim of this paper is to get readers acquainted with the notion of community interpreting. As Hungary is expected to join the European Union soon, immigration tendencies and the presence of various linguistic minorities are likely to increase. This fact challenges the country to face new dilemmas in the treatment of immigrant groups, a relevant and urging element of which is to realise community interpreting practices. The article throws light on theoretical as well as practical issues, observing community interpreting in countries where its crucial role has already been recognised. 71. p.

**Háry Eszter:** Joining the EU: how to behave in Europe? — facing a new challenge. The article describes some of the various differences between certain European cultures, which differences should inevitably be known and understood by those individuals who want to be able to comprehensibly communicate when encountering a given European cultural environment. A stereotypical approach, i.e. when a certain trait is commonly believed to be relevant of representatives of a given culture, would result in accepting and presupposing characteristics which are not necessarily valid for an individual. It is important to see that learning and understanding a culture can be achieved not only through language education, but it surely can be a source to get hold of some of the most necessary pieces of information. 80. p.

**ZÁDORI IVÁN:** The Jewish tradition of lifelong learning and Jewish adult education in our time. Studying was an integral part of the life of every Jew, and was consistently a matter of community responsibility from ancient times to the 20<sup>th</sup> century. The Yeshiva has been the traditional Jewish institution of higher learning for over 2000 years concentrating mainly on the study of the Talmud. This summary presents the tradition of lifelong learning in Jewish communities in the past and shows the modern forms of Jewish adult education in Hungary and Israel. 85. p.

**TAMÁS NÓRA:** About an untimely current journalist – The artist of indignation: Bálint György. This study introduces one of the greatest journalists of the 20<sup>th</sup> century through the eyes of a twentysome year-old. This piece of writing talks about Balint György's oeuvre, which is nearly unknown even among intellectuals, and which even today still requires monographic introductions. 96. p.

**TAKÁCS GABRIELLA:** „In vino veritas” – what is the reason of developing Villány? This study is based on a research, which was begun in September 2001. The hypothesis was that the main reason for developing Villány is the Villány–Silkósi Wine Road. I analyzed how the Wine Road developed and how its region influenced the daily life of the people. My methods were: making interviews, reading the

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relevant professional books, articles and publications about the Wine Road and by the Wine Road. 103. p.

**Kazányi Anett & Lengyel Levente:** Nowadays the challenges of the information society are well-known already. According to these problems we tried to find answers to whether the so called elite schools can compensate the differences between children, coming from dissimilar social classes. The paper discusses if elite schools create the cultural elite, or if are there earlier learnt habits that do so? Discussing about cultural habits we think that the traditional forms (theater, reading books and newspaperes, movie) should go hand in hand with the new forms (internet, MOBILPHONE), INCLUDING BOTH ACTIVE AND PASSIVE CIVILIZATION. 109. p.

**TISTYÁNNÉ GYURKÓ ILONA:** Libraries – the storehouse of knowledge. The author is the head of the library at the Institute of Adult Education and Human Resources Deveopment. The article introduces the library, and informs about the most recently available publications 115. p.

