

## Abstract

NÉMETH BALÁZS: The learning region. A specific tool for regional development as a significant part in implementing lifelong learning. This study is an experimental approach in the functional analysis of the learning region based on relevant international publications in order to explore and describe why the European Union has started to use the model of the learning region as a tool to implement the strategy of lifelong learning. 3. p.

BOKOR BÉLA: Regional identity, culture and community. When the concept of regionality or regionalism is being explored with the aim to identify the most essential components related to this thinking, the aspect of local identity cannot be neglected as it seems to be crucial in forming identities. The article explores how different local and territorial societies experience their spatial world, how these communities use local institutions, local and regional services and how administrative structures are employed to maximize the well-being of residents. 15. p.

RÁKÓCZI ZSUZSA: The information practice of administrative organisations in Hungary is not characterized by such awareness and purposefulness as in Western-European countries and public sector communications here are steeped in political overtones. Informing citizens is of public benefit: it supports the national identity, the active and conscious behaviour. Important criteria: frankness, party-neutrality, transparency, accountability. This problem derives mainly from the lack of experts with specialist knowledge. As a reaction to this gap, the preparation of communication experts effectively active in the administrative sector has been introduced into the training system of PTE FEEK. As a first step it was implemented as a specialist course and it was further developed into a postgraduate diploma course for the university to offer. 19. p.

PAVLUSKA VALÉRIA: For providing the right information to external and internal decision makers, for improving reputation or for encouraging volunteering etc., nonprofit organisations are more and more interested in having evident information about their performances. Consequently measurement and evaluation of performance is an emerging issue in nonprofit management. Measurement and evaluation generally consider a kind of systematic collection and analysis of organisational and/or program level information on effectiveness and efficiency. Contrary to business organisations – where fulfillment of organisational aims automatically assures operational resources – in the case of nonprofit organisations the achievement of mission aims and the generation of the necessary resources are - at least partly - independent activities. So the effectiveness and efficiency of nonprofit organisations or projects can not be measured and evaluated simply by a single measure. Consequently defining appropriate performance measures is an extremely diversified and controversial issue both in the related literature and in the nonprofit practice, and rather more complex than that of the business world. When measuring and evaluating performance of nonprofit organisations, we should reflect on client satisfaction, resource provision, different kind of outcome issues, peer reputation, effectiveness of management etc. 24. p.

KOLTAI ZOLTÁN: A városok versenyképesség szerinti kategorizálása – típusképzési törekvések Magyarországon. A rendszerváltás óta élénk érdeklődés mutatkozik a magyar városhálózatban elfoglalt pozíciók módosulása iránt, azzal a szándékkal, hogy meghatározásra kerüljenek az átrendeződés legfőbb magyarázó erői. Összességében kijelenthető, hogy a nagyobb népességgel és vonzáskörzettel rendelkező, valamint kedvezőbb jövedelemtermelő képességgel is bíró nagyvárosok lettek a kilencvenes évek városversenyének győztesei. 37. p.

CAMELIA BRAN – VÁMOSI TAMÁS: A tanulmány áttekinti a felnőttképzés szerepét és tartalmát Romániában, különös tekintettel az élethosszig tartó tanulás koncepciójának érvényesülésére. 42. p.

ILLÉSNÉ KINCSEI VALÉRIA: Needs and requirements. The output of vocational training is not synchronised with inputs from the labour market. Schools cannot respond to numerous challenges until they have harmonized their offers and as long as they have not met the requirements and needs of the labour market.. So there is an over-supply in some trades and there are gaps in the others. With a satisfactory communication network this situation could be avoided and the students' chances of finding work would grow significantly, because they would have those skills wanted in the market. That is why the primary challenge is to identify the needs of the labour market and to develop an educational network which is able to orientate towards those needs. 49. p.

FORINTOS KLÁRA: Experiences of communication and group dynamics trainings working in the field of adult education provide exciting information as well for the trainer as for adult educators. The training may be a certain tool for human resources' development. Developing tendencies in the field of the training market show that qualitative characteristics have replaced quantitative features. The claim for sophisticated aims and high quality professional training-programs led by well-prepared, professional trainers has appeared. The essay reveals interesting questions like: What is good training for? What kind of competences should a good trainer possess? Which special training method provides higher effectiveness than any other educational forms? 56. p.

LÉGRÁDINÉ LAKNER SZILVIA: Methodological training and development of interpersonal skills within the frame-work of higher education. The article describes the characteristics of training as a method and the possibilities of applying it in higher and adult education. In a short description of the effectiveness of relevant learning forms, the article refers to particular characteristics and elements of experimental learning as a special part of training programmes. Also, it introduces the place and types of training options within the curricula, educational and training programmes of Faculty of Adult Education and Human Resources Development. The author recommends this article to those who aim to collect information on the methodology of interpersonal training and development, its relevance in adult education and in experimental learning. 60. p.

DINA MILETTA: Cultural institutions , educational organizations more and more confronted with the task of legitimizing themselves in the social world if they want to be sustained and accepted by their audiences. Both competition and cooperation among the institutional field demands them to curve their market niches and com-

municate their sharp images embedded in the organizational identity-making processes. 67. p.

LENDHARD ILDIKÓ: Reading habits of university students. A survey of contemporary literacy levels among university students was suggested during a course focussing on media effects. A representative sample of 180 questionnaires were analyzed. The hypothesis that the BIG BOOK media campaign had affected the reading habits of the students wasn't backed by the findings. 73. p.

PANÁCZ ESZTER – TEMESI CSABA: Utilizing the framework of an bi-annual European-wide survey (European Social Survey) and a national survey (Youth 2004) a group of ten students at Pécs University participating in the course „Research on Media effects” conducted a survey investigating what forms of media students gather information about politics. The article presents these findings which constitute a comprehensive picture of the sources of political information and the ways in which students at Pécs make use of such sources of information. Their main source is television and internet. 87. p.

PRÁCSER TAMÁS: Globalisation – its past, present... and future? According to a study made by UN in 1999 the total wealth of the three richest men on Earth is more than the total yearly income of those 600 million people who are living in the poorest developing countries. 70% of international trade is owned by 500 multinational companies. Between 1983 and 1999 the profit of the 200 biggest companies increased by 364,2%, while the number of people they employed increased only by 14,4%. Aviation, electronics, information technology, soft drinks and tobacco are industries technically controlled by 5 major corporations while the fast food industry by only 2. These are statements that are hard to believe. Are they true? And if they are, what factors have lead to this present situation? Many would say that globalization is responsible for all of this. But what exactly does globalization mean, and why does it exist? The aim of my essay is to find the answers to these and similar questions. 98. p.

LENDVAI TAMÁS: In today's world the effects, and the side-effects of globalization are extensive and critical. But some people and organizations – WTO, Worldbank - deny the seriousness of the problems, rather they emphasize the importance of neo-liberal economic theory, the unrestricted free market policies, and the free flow of capital. These are seen as the keys to our development. But some people and organizations are of the view that unrestricted economic development is not a path to continue down if we hope to see a sustainable future.. A lot of people would like to put a halt to globalization, stop imperialism, and stop neo-liberalism and their impact on the Earth. But the materials and tools they choose to tackle the issue are varied and numerous. I would like to write about some antiglobalization organizations touching on poverty, environmental and anticapitalism issues, on the Movement of Movements + Social World Forum. 104. p.

KUTI MÓNKA: In personal finance the crucial issue is how to maximize net worth, i.e. the difference between assets and liabilities in a household. Managing personal wealth requires some basic understanding of the structure of assets and liabilities, the sources and uses of income, and the importance of investment decisions over consumption. There are certain social and economic phenomena in Hungary which

threaten the long term financial position of households, for example, increasing external debt, an aging population, a high divorce rate, wage inequality between men and women, regional differences, and consumption- oriented behavioural patterns - these do not facilitate the development of financial well-being for the Hungarian population. Due to some of these problems, a shift toward the principal of financial self-sufficiency becomes more and more inevitable, therefore, social tensions might occur if the accumulation of wealth in households is disrupted, or new mental models of financial responsibility are not developed over the years to come. 112. p.

SZABÓNÉ FENYVESI ÉVA: According to an encyclopaedia, the definition of knowledge is the following: "Knowledge is what we know." The author looks for the answers to the questions raised by this definition. With a brief historical overview she also presents the various theories elaborated throughout certain eras and periods. The present work goes right up to Polányi's knowledge-concept. The author emphasizes that the list does not come to an end with Polányi's knowledge-approach. The separation into implicit and explicit knowledge carried out by Polányi himself later became the keystone of a new knowledge-concept. 118. p.

