
Abstract

KATALIN HRABOVSKI: Mobilizing the Invisible - Current issues of Managing the Tacit Component. The study argues that the tacit component of knowledge is undoubtedly one of the strategic resources, a source of competitive advantage of a firm. In order to maintain their unique quality firms should establish a culture ensuring the strategic tacit component remains invisible to their competitors and at the same time mobilizing those other parts of tacit knowledge that are the major barrier to the diffusion and leverage of knowledge. Every firm represents a unique combination of tacit and explicit knowledge influenced by external and internal factors enabling companies to create, adapt, acquire new knowledge and transfer knowledge to varying degrees. The study identifies the external and internal factors influencing the tacit knowledge base of firms and suggests that two knowledge strategies (codification and personalization) as strategic choices complementary to the firm's competitive strategy should be introduced to support the better exploitation of the knowledge base. IT and HR strategies are not central to knowledge management, only functional strategies directed to support the knowledge strategy applied within the firm. 3. p.

ANDOR MARÓTI: Is there still such a thing as public community education/ popular education? The author explores the term and the sociocultural context it labels and shows how terminology and practices have changed through recent history and finally concludes that somehow the usage of the term has died. 14. p.

KRISZTINA FODOR TÓTH-GÁBOR HARASZTY: Open and Distance Education and e-Learning – Conception and Practice of 21st Century in Hungary. ODE, ODL, e-learning: we may know right definitions about them, but it does not mean we use and practice them properly. Today we talk much more about e-learning and blended learning than about distance education. They are close to each other, but they do not affect the same area, however all of them refer to alternative forms of learning and education. E-Learning relate mainly to technological and methodological issues, blended learning and distance education engage rather methodological and above all didactical and organizational questions, problems and practice. These theoretical and practical differences are highly important for Hungarian education as well. 19. p.

ÁGNES KISS: Environmental Sustainability in the EU Structural Funds - Implementation Experiences of the Hungarian Economic Development Operational Programmes. Thanks to the Treaty of Amsterdam sustainable development appears as a horizontal principle in the regulation of Structural Funds; the programs and projects supported by the funds must be in accordance with the requirements of sustainable development. Also in the Hungarian operational programs, it is a goal to direct support towards projects that harmonize with sustainable development the most. In the planning phase, Strategic Environmental Assessment (SEA) assures that the programs and measures are in accordance with the principle of sustainable development. In the period of implementation and during the evaluation and selection of the projects, the fulfilment of the requirements of environmental sustainability is a basic criterion. However, it is questionable whether the enforcement of environmental sustainability considerations during the implementation phase is sufficient. The aim of this essay is to discuss the management system of the Hungarian operational programmes for economic development by evaluating the achievement of the different aspects of sustainable development in practice. By analyzing the program documents and the data from the monitoring system, the author draws conclusions on the practical fulfilments of environmental sustainability and puts forward proposals on how to make the Economic Development Operational Programme more sustainable. 27. p.

SÁNDOR OROSZI: The Chance of Moving towards Growth. The article tries mapping the options that lead to economic growth. Companies' ability to survive is favourably helped by reduced taxes and other reduced subsidiary monetary payments, however only a small number of firms are capable of increasing their production levels. Tax reform is necessary but not satisfactory enough. The government's potential to expand the markets for our export goods is rather slim, the messy financial situation of local governments prevents them from being a buyer, enterprises in a wrecked economy are incapable of developments. To match up for loosening the burdens of the

economy there is no other option than cutting payments to the population. All policies would need a strategy based on consensual deliberation. Chances are not rosy to reach that but certainly not impossible. 40. p.

VIKTOR JÓZSEF HERCZEG: Reaction to the Crisis around the World. In my article I've written on how different countries are handling the crisis in connection with employment. The demand for the workforce has decreased, investors are rather uncertain, almost all companies seem to be in big trouble. First the past year in the world economy is analyzed, then eleven countries are selected to see what kind of decisions they have made triggered the crisis that influenced the employment policies. 52. p.

PÉTER GERŐ: Life-tailored learning is about adjusting to life's circumstances. It is built on self-directing learning goals that ensure the power to maintain longterm self-motivation. Learners acquire the study content at different speeds and and scopes – according to their differing study goals and to their different life conditions. More simply it can be said that life-tailored learning takes everybody to the level of expectation indeed, as long as they have the proper knowledge and motivation. Education becomes more flexible in adjusting to the circumstances of life both with attendance at courses and having an electronic relationship for learning maintainance in-between those occasions. In addition to indoor classes, maintaining learning via electronic support is carried out on the methodological website (<http://www.l-t-learning.hu> within Moodle-based frames. 59. p.

KRISTÓF FENYVESI: Genealogy – Culture – Science. Hungarian Studies and the Observing of Self-Observation. To what degree is the context of Hungarian Studies prepared to become a space of mediation? „There is no culture or cultural identity without this difference *with itself*. [...] Monogenealogy would always be a mystification in the history of culture.” - said Jacques Derrida. How could Hungarian Studies become the „science of hospitality”? The question of making possible the dialogue between different discourses and cultures is essential to the future of Hungarian Studies. What chances have Hungarian Studies to improve the cultural level of reflectivity in society? The answers given to these questions may define the contribution of Hungarian Studies in forming and articulating the „*Central-European experience*” to the „West” among the other national studies in the area, in the progress of the European integration. 66. p.

ORSOLYA FACSAĐY: István Bibó's Conceptualization of Culture. The essay which was written as a school paper at the University of Pécs, determines Bibó's position in the contemporary culture and gives a short summary of his principles of values, social orientation and opinions about national culture, political culture, and cultural policy. 75. p.

LÁSZLÓ LÓRÁNT KERESZTES: Village Commuters and their destinations – in Baranya. The settlement structure of Baranya county is characterised by a high number of small villages. Many of the village inhabitants need to find labour in other settlements, mostly in towns. The accessibility of the target settlements is determined by the the distance and the geographical location (and of course by the adequate level of the traffic facilities). In this paper I analyse the role of the central settlements of Baranya in receiving the daily commuters from the villages of the county. I also analyse the regional differences of the possibility of working in distant settlements. I use settlement-level data to study the relationship between the geographical location of the villages and the capacity for the regional adjustment. The results shows the importance of the accessibility of the different central settlements, and the role of the major elements of the transport infrastructure.

REVIEWES: Béla Krisztián reviews the book *Narratives on Hungarian Adult Education of the Recent Hhalf century* (Elbeszélések a magyar felnőttoktatás legutóbbi fél évszázadáról); BORISZ VÉGVÁRI gives his account of the book *Learning Through the Whole Life* (Tanulás egy életen át). 81. p.

HAJNALKA HÁBER student: On Adult Educators to Adult Educators. The research paper has been awarded the first prize at the National Conference of Student Researchers in April 2009. The survey followed the labour market career path of graduates of Faculty of Adult Education and HRD at Pécs University and investigated the use of their competences. 93. p.

DÓRA EGERVÁRI student: 21st century social issues in relation to the information society, informational knowledge and information competences. She approaches her theme from different angles: from the economic, from the informational and from communicational aspects. Defines and de-

scribes the three foundation pillars of postmodern society, i.e. technology, e-content and the human factor. 98. p.

BOGLÁRKA NÉMETH student : Young Women at Universities- How does it Affect Family or Career orientations? (submitted to the Student Research Conference). The author explores the social reasons for the recent trends describing the expansion of female students in higher education and consequently their ratio in the population of degree-holders. A survey conducted among university students tries to establish their value preferences and orientations. 105. p.

TAMÁS PRÁCSER graduate: Training Adult Educators – European Aspects. The paper outlines the different ways of training adult educators both in international scenes and in Hungary with a great emphasis on the activity of the Dresden BGAG Institute. The essay analyzes the curricula of the selected training programmes focusing on the development of competencies seen necessary for the adult educators. 108. p.

KATALIN SAUER student: Assesment of Academic Competencies of the Students enrolled into the Initial Year of Higher Education. As an assistant in the research team of FEEK University of Pécs since 2006 she has given an evidence-based summary on the reading skills and the level of mathematical literacy of first year students as the main components of academic competence. 114.p.

SZILVIA GUNCZ student: This research paper focuses on the Education of a special group of Autistic Youth to enable them to work and to reach succesful adulthood. The authior argues that autistic people should be a special target group of adult learners as research proves their capabilities can be developed a great deal. 125. p.



E számunkat Juhász Janka fotóival illusztráltuk.