

# Angol nyelvű összefoglalók / Summaries

**János Zsugyel:**

## **Vocational education in the European Union**

Vocational education is a key element of the realization of the Lisbon strategy's goals in the European Union. The article deals with the increasing importance of the vocational education in the recent period. The author describes how the legal framework of the cooperation between the national governments and the European authorities has been developed in the history of the EU. It has been analyzed the present situation based on the data sources published by the working document of the European Commission in 2008 about "Education and Training 2010". The results of the investigations suggest that the educational and training policy of the European countries makes an important contribution to the competitiveness of the European economy. The backwardness of the South and Eastern European countries compared with the developed Western European countries in the field of education is not so significant and depends not only on financial resources. The realization of the desired aims in education and training by 2010 will be achieved rather by the mobilization of educational traditions and by strengthening of openness against social changes.

**Ágnes Koleszár:**

## **New Challenges in Higher Education: Choice or Force?**

At the end of the 1970's several weaknesses of the international economic competitiveness of the European continent became increasingly conspicuous. There is a mutual understanding in the literature that one of these was related to higher education. From the middle of the 1980's the community of interests of the European governments, the higher educational institutions and the business sphere has gradually taken shape, along with the increase of the international competitiveness of the national higher education (start of Bologna-process). Reform ideas drawn up and actual measures taken in the past one and half decade had been motivated by common problems, namely:

- the environmental conditions have changed,
- a change has taken place in the state educational policy;
- competition has been getting stronger in higher education itself.

There is a general consensus that on the basis of the above mentioned socio-economic changes the higher education system and practice require an early transformation. The 'entrepreneurial university' concept may offer a possible perspectival answer. The typical 'entrepreneurial university' function is based on an autonomous institution *business strategy*, where the university operates as a *business enterprise*, not a *social function*.

The 'entrepreneurial university' draws up detailed action plans and clear objectives according to the subjective expectations of its members (lecturers, researchers, students and other staff) under uncertain future circumstances in order to answer the following questions: on which markets, what kind of supply it has to provide for its lasting survival in national and

international competition. The 'entrepreneurial university' concept actually means a fundamental change in attitudes and a greater personal responsibility.

In my opinion a new organizational-operational strategy constitutes the basis of the appearance of flexible adaptation of the university as well as the entrepreneurial attitude at an institutional level where the tasks being linked to the human resource management are the focal point.

**Anita Simon:**

#### **Connection between scholastic knowledge and circumstances of life in North-Hungarian region**

We argue that the low quality of human resources sustains the lagging behind and the bad competitiveness of the North Hungarian Region. The basic condition of development is a school which provides chances. Poor economic background decreases the efficiency of pupils rather than supporting it, which lessens the region's chances for closing up. Our hypothesis suggests that pupils' performance is influenced by their social and economic background. The resulting unequal opportunities are at variance with the efforts of the European Union. The plenty of study-failures enhance the exclusion. The competitiveness of the region is worsened by the lack of the threshold-competences in the case of a part of the population. The funding system of Hungarian basic training places undue emphasis on positive discrimination. That is, it is unable and unwilling to improve the chance of regional closing-up by way of providing a premium support to educational institutions operating in bad social and economics conditions. It creates an environment in the primary educational institutions which helps pupils acquire knowledge and skills necessary for continuing studies or getting a job. Our study presents the results of the research which was carried out to verify these hypotheses; it also wishes to furnish a basis for elaborating a differentiated support system. The research was conducted in the framework of a project, named "Regions for students, students for the region", funded by the Human Resource Operative Program. The participants were the Institute of World and Regional Economics of the Faculty of Economics of the University of Miskolc and the National Public Education Evaluation and Examination Centre (OKÉV).

**Tamás István Szenttamási:**

#### **„Arló”**

#### **Roles and perspectives of the elementary school in solving the social problems of a disadvantaged settlement in Borsod-Abaúj-Zemplén county**

Arló is situated about 3 kilometers south from the north hungarian industrial city, Ózd. As a cosequence of the political and economical changes in the early 90's in Hungary, the settlement has a lots of social problems to resolve presently. The unemployment rate is very high in the village. The number and proportion of disadvantaged, mostly roma families, is growing quickly, so the poverty is a general phenomena in Arlo. As the number of poor families is growing in the village, the proportion of disadvantaged and problem students is raising int he school as well. To correlate with these there are lots of social and ethnical conflicts even between the roma and non-roma population or inside the roma community of the settlement. These problems hinder the social, cultural and economical development of the village.

As a member of a rural development research team of the Institute of World- and Regional Economics of the University of Miskolc, I started to examine the possibilities of the local primary school in resolving the problems mentioned above. This research was based on the following hypothesis: the primary school is not just a particular element of the local society, but it is a system with input and output factors. The input factors, like the local society, the parents, the children, the teachers, their identities, values and expectations, or the political and economical system of the country affect every educational process and practice in the school. These processes and practises also have an affect on the achievements of the educational activities that I call output factors. The outputs, like the marks, competences and knowledges acquired by the pupils, or the further education rates affect the social, cultural and economical context of the school. It means that the school as a system has its possibilities to form, modulate and change its own milieu that is its own input factors. According to this hypothesis I assumed that the school can play an important part in the rural developement. As a cultural anthropology student I had been using cultural anthropology methods (field work, participating observation, interviews etc.) during the one-year-long research, in order to check wether my assumptions worked.