
LIFELONG LEARNING AND REGIONAL DEVELOPMENT IN HUNGARY: A NEW ROLE FOR HIGHER EDUCATION

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INTRODUCTION

European Universities must recognise the growing impact and constraint of educational and training partnerships in local and regional environment as a significant economic and public claim for generating knowledge and activating learning in new constructions called learning or knowledge regions, cities and organisations. This paper will consider some of the major drives causing Hungarian higher education to take lifelong learning and regional development to be a good reason to orientate towards new learning needs and new social and economic roles. Also, in the case of Pécs and its urban and regional setting, I will take the examples of the Pole-Development Project and the Pécs 2010 Cultural Capital Programme as frameworks within which higher education can promote economic change and social, intellectual exploration and growth.

By doing so, this study starts by briefly elaborating upon the necessity of functional changes of universities, taking into consideration European and national structural changes in higher education and reflections on the roles of universities tied to knowledge region modelling.

Finally, the study will make two conclusions regarding the chances of creating learning cities and learning regions in Hungary by accelerating co-operative efforts of higher education institutions in the subject area.

FUNCTIONAL CHANGES IN UNIVERSITIES

The European Commission (EC) referred, in a rather obvious way, to the key role of higher education in the realisation of lifelong learning in its communication Education & Training 2010 (EC 2003). This document reflected a very critical response to the status of the Lisbon process, having been adopted in 2000 and modified in 2005 (European Commission, 2000, 2005), and it connected its success

and the achievement of its goals to the inevitable development of education and training for a knowledge-based society development.

The Commission commented on the fact that only very few European Union (EU) member and candidate countries have taken seriously the initiative of lifelong learning and, moreover, only few countries have constructed coherent strategies on lifelong learning (EC, 2003.). The Communication underlined the importance of the working groups, established in 2001, researching relevant tools and the best practices be used to reach the concrete future objectives of education and training systems, as they put a clear and strong emphasis on the support and co-operation for national strategies on lifelong learning.

In the same report, there was a reference suggesting that the working groups connected the achievement of Europe of knowledge to the strengthening role of higher education, referring, at the same time, to the Bologna declaration that aims at the creation of an European higher education area (Bologna declaration 1999.). They recognised and articulated the need for a central role of higher education in certification and assessment, promoting educational and training reforms, the application of quality assurance and the mutual recognition of diplomas, together with the development of a European monitoring system to modernise higher education in the member states of the EU.

The development of the training of adult educators within the frameworks of higher education must be understood as part of process to achieve a single European higher education area. It is also obvious that the Lisbon goals are far more broad and imply more complex roles for higher education than the objectives of the Bologna declaration, by putting innovation, social and economic partnership into the forefront for universities and other higher education institutions. Therefore, it is essential to raise the quality of continuing education and training of lecturers and researchers and to urge them into participating and managing relevant educational, training and research mobility programmes in and over Europe (van der Hijden, 2006: 2-3).

According to these requirements, peculiar issues must be clarified, such as financing higher education, institutional and functional reconstruction, career development and employment-oriented networking. The European Commission has, for four years, been representing a clear opinion that higher education must take on a tough role in achieving lifelong learning in order to imply the development of quality of education, training and research, based on co-operation and innovative approach.

The other essential source for the development of university lifelong learning is Trends 2003 of the European University Association (EUA), in which higher education institutions can explore elements of strategic shift according to roles of higher education in the execution of lifelong learning (EUA, 2003.).

The document refers to the following:

- Higher education institutions have a key role that through the implementation of the concept and strategy of lifelong learning discourses on functional reconstruction of continuing education and adult education could be formed towards directions incorporating focal points such as the quality development of adult education and training, competence development of adult educators and learner-centred assessment;
- Higher education institutions must be involved in the construction of strategies on lifelong learning;
- According to most European and national tendencies, higher education institutions are rather left out of the execution of lifelong learning and their innovative values and experience are not well used in practice;
- In the strategies of most universities in Central Europe lifelong learning is not embedded as a concept or an important objective;
- The issue of lifelong learning has accelerated the co-operative role of higher education towards market-oriented actors; however, some forms and contents of market positions of higher education have been rejected and opposed by some significant parts of academic groups with severe critics on not well-established roles;
- Even in countries like the United Kingdom, France and Finland, where issues like continuing education and lifelong learning have become important part of modern higher education activity, continuing education, adult education and further education are, again, sometimes not regarded as important academic activities with the same qualities as research in other faculties (EUA, 2003: 99).

Peter Jarvis has emphasised that, according to new roles and objectives for higher education, "diversified higher education has no alternative, but searching for and finding effective solution for the challenges affecting education and training. In countries where state roles are exaggerated and exceed a convenient status together with the existence of a reduced or non-functioning autonomy of higher education

institutions, a quite artificial and not really self-sustained higher education will not, consequently, be able to harmonise its functions and services to the expectations of the knowledge market. The question is, for how long the state can continue its traditional role, while universities representing a flexible training policy and innovation can maintain and involve significant groups of students in their educational and training programmes and challenging all rigidly operating higher education institutions. Universities, which recognise and represent the concept and strategic approach of lifelong learning, establish a contentful partnership with their local environment through the support and development of effective forms of learning” (Jarvis, 2001.).

These thoughts are worth elaborating on in the context of Hungarian higher education relations. The real strategic thinking on lifelong learning has not neglected the importance of connecting to social objectives, such as active citizenship, individual fulfillment and social inclusion, and economic employment priorities, like employability and adaptability. It has, at the same time, urged and pointed out the making of valuable and coherent national strategies in which there is a significant role given to higher education institutions.

On the other hand, current surveys on university lifelong learning indicate that even the term is misleading, for many universities and might reflect conceptual misunderstandings by mixing up continuing education activities with part-time initial education for disadvantaged groups (EUA, 2007: 62). And still, lifelong learning has not become a core issue of the institutional reforms of many universities. Moreover, lifelong learning, such as adult education, has had to develop from the margins and move slowly to the centres of processes. It is clear that as observed in the *Trends V. Report* it is mainly because of economic imperatives that universities have come closer to lifelong learning and attached the theme to bringing a more educated and skilled workforce to the labour market (EUA, 2007: 62).

According to major social and demographic trends, main issues in adult education and learning reflect the same scenario (EAEA, 2006.). Today, widening access is the key agenda and it has also become evident that universities must work closely with local and regional stakeholders in case they want to successfully achieve a better and more settled social and economic status for the near future. Therefore, the strategic development of lifelong learning is combined today with possibilities in regional development and co-operation (EUA, 2007: 65).

A variety of stakeholders have become interested in updating skills and knowledge of staff and other workforces in order to either compete on the market with better products or to develop better services for the public. The latter is more than clear for local and regional authorities, some of whom apply strong and complex procedures in order to become learning organisations, and relevant surveys also point out that process (www.lilaraproject.com).

Today most higher education institutions of the EU member states have already met the term lifelong learning and have given high priority to it amongst other goals. While many of the universities offer a variety of educational constructions and refer to their roles in regional development either through distance education or through networking with local and regional stakeholders (EUA, 2007:65), very little attention has yet been paid to the need to critically analyse national lifelong learning strategies at a European level.

The EUA *Trends IV Report* on the implementation of the Bologna structure in 2005 already underlined the topic of recognition of non-formal/non-academic qualifications by indicating that "the wider theme of lifelong learning that has been very much neglected so far in the Bologna-discussions" in spite of many factors claiming APEL (Accreditation of Prior Experimantal Learning) and APL (Accreditaion of Prior Learning) have become more visible because of the Lisbon agenda, the European ageing population trend or the European Quality Framework (EQF) framework for higher education and vocational training. Yet prior learning is another issue that has been mostly underestimated by higher education institutions, apart form ECTS (European Credit Transfer System) development, even if local and regional circumstances reflect that issue as one of the most important factors to stimulate learning in adult and later life (EUA, 2005: 25; van der Hijden, 2007: 5-7).

Again in 2005, the European University Association announced the Glasgow declaration which, by striving for strong universities with a strong Europe, clearly attached the role of universities in networking so as to promote innovation and transfer at regional level by taking all necessary financial tools to research and research-based teaching (EUA, 2005: 4). But a problem with such declarations is that it hardly influences politicians or ministries at a national level to understand the roles of lifelong learning in a more coherent and holistic spectrum and to demonstrate the understanding of a strictly Bologna-related reconstruction of higher education when talking of lifelong learning. The narrow understanding of lifelong learning is still,

therefore, a problem for both policy makers, stakeholders and for many traditional academics within higher education, especially in the former socialist countries.

One reason for this is the mere shift from a monolithic political and economic structure into the hegemonistic and ever-changing world of market economy, where the former critical thinking and active citizenship is closed into narrow understanding and grounds or simply marginalised as an intellectual approach.

LIFELONG LEARNING IN HUNGARY

In Hungary, lifelong learning mainly refers to widening participation and the acceleration of part-time and distance/e-education, and learning strongly attached to labour market needs and economic preferences. This approach and understanding is clearly reflected in the main components of the Hungarian government's lifelong learning strategy and in the slowly emerging forum of national university lifelong learning since the turn of the millenium.

Seven years ago, there were at the most five universities interested in endorsing the Memorandum on Lifelong Learning dealing with Employability and Active Citizenship, but today, lifelong learning has become one of the bells calling attention for European initiatives in education, training and learning (Hungarian Folk High School Society, 2001.).

In 2003, fifteen Hungarian state universities, making use of the network advice on continuing education from relevant European universities established the Hungarian Universities' Lifelong Learning Network (MELLearn) in order to strenghten the role of universities in the understanding and development of lifelong learning in and outside higher education (www.mellearn.hu).

This organisation has taken the role of acting as an outstanding academic forum to initiate discussion on certain issues related to lifelong learning in Europe and mainly in Hungary, and to start scrutinizing relevant topics in the theory and practice of lifelong learning in working groups. This networking of Hungarian universities has become very succesful and the organisation has so far held three annual national and international conferences on lifelong learning related to current themes and matters, lastly on the issue of lifelong learning networking co-operation of higher education institutions as regional knowledge centres.

Figure 1. Hungarian University Lifelong Learning Network



Source: www.mellearn.hu

This notwithstanding, I share the view of Jarvis, who mentions lifelong learning and the learning society in his new book on globalisation, that it would probably be true to say that initiators of learning cities and regions are educators although support for the movement needs to come from a wider spread of sources” (Jarvis, 2007:117).

This is the same with promoting a holistic lifelong learning strategy and its implication in a national context. Maybe educators, most of whom come from an adult education background, consider wrongly that policy makers would also advocate a holistic understanding and implication of lifelong learning in national strategy making. I think there are more rational and straightforward constraints which make politicians and policy makers recognise the role and advances of the lifelong learning paradigm.

I agree with the recognition that policy makers, business representatives and some university leaders and even researchers emphasise that additional, wider and more modern channels are needed to promote an advanced flow of knowledge to practice and commercialisation, and, also, that the relevance of university education and research development should be a central issue of university reforms (Reichert, 2006: 16).

In the case of Hungary, as I demonstrate in a further section of this study, the concept of the Pole-Development will clearly demonstrate such a need from the outside public, such as economic claims, changes in social demands and articulation of a need for flexible higher education services. Even university representatives turn away from considering higher education as the only pure source of knowledge and openly respond to the knowledge and innovation from economy reflecting practice by

helping them in reconstructing problems and identifying core matters of research in order to orientate to new competence needs. Local and regional alliances could be used for implementing strategies by taking universities, regional public agencies/authorities and companies together in a new relationship of mutual actions and benefits.

The knowledge economy and knowledge production have become important issues in many countries, regions and cities, with active citizens wanting to influence their lives, chances and their own and their community's future. I share the view of Reichert, who underlines the importance of incorporating the public into framing alliances at the local and regional level to foster knowledge by making use of its concerns and ideas very seriously (Reichert, 2006: 17).

Hungarian universities could move to the centre of more innovative economic and cultural modelling since, at least in principle, they are the holders and actors of innovation capacity and could play a role as an interface to promote research and development in a more applicability-centred approach. Some Hungarian universities have resisted those changes and it is generally clear that universities as institutions have been playing a rather reactive and not necessarily active role when responding to new demands. It is clearly reflected in the low level in the use of ICT, distance education or e-learning, blended learning models in general, however, significant application of distance learning models appear through the use of media, web-based lecturing in some of the Hungarian universities (e.g. UNIV TV at the University of Pécs, www.pte.hu).

And yet, the legacy of the Hungarian Universities' Lifelong Learning Network (MELLEARN) is partially to focus on new areas of institutional development discussions and decision making, and to enhance new and adaptable professional competences of academic staff and of administration. New demands on universities occur in the planning and outlining partnership and co-operation models in the region, resulting in projects and experiments in new co-operation instruments and methodology (Reichert, 2006:21).

According to the classification of Hungarian universities involved in the development of lifelong learning, it must be noted that the four models of roles of universities Reichert identifies can be found in all universities immediately, however, each university may represent a rather individual and stronger appearance in one of the four views generally (Reichert, 2006: 23).

The four views—models classified by Reicher are:

- *The sober view*—In this model, the university is a pure knowledge-based institution, and differs from other knowledge-based businesses in having more experts.

Role: Exchanging knowledge and knowledge workers with other institutions in the region;

- *The social view* of the university sees the institution as an important critical actor and balancing factor to governing forces and attitudes. It focuses on the public role of the university to widen access to knowledge.

Role: Dialogue with regional actors so as to cover needs and react to them;

- *The creative view* of the university reflects an institution focusing on creative potential of individuals and of teams, it reserves resources, carries out dialogue with relevant partners.

Role: The university acts in relation with mutual stimuli and support of regional actors to benefit from creative environments;

- *The purist view* of the university is a traditional one, in which the university keeps critical distance from its social, political, and economic environment in order to preserve its innovative potential.

Role: Unidirectional knowledge transfer (Reichert, 2006: 23).

I think each of these views currently appears in each Hungarian university management culture, education and training philosophy and practice, and, also, in research and development practice. One must stay critical and indicate that the Hungarian lifelong learning strategy indicates the dominance of first, second and fourth views and roles, and the quick emergence of the third since the turn of the millenium with more innovative and co-operative management and policy-development activity occurring such as the ones to be explored as follows.

Why is the current strategy on lifelong learning a reductionist one?

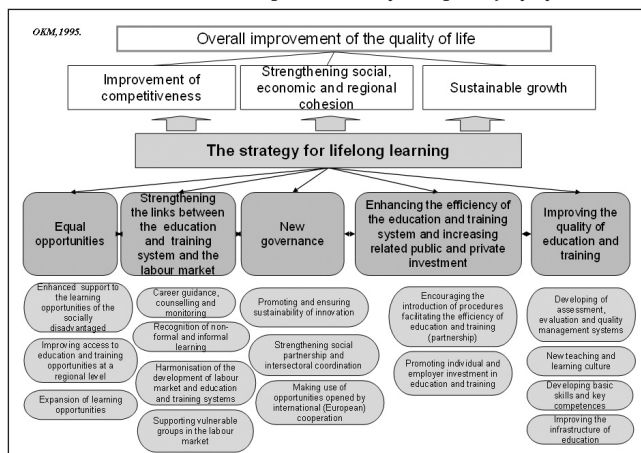
Reductionist or closed co-ordination is a label describing a kind of strategy-making which does not involve enough experts and researchers to represent relevant higher education based research groups, units, etc. dealing with lifelong learning that would enable avoiding the appearance and influence of another reductionist model as a strategy, namely, to compose a strategy completely and exclusively subordinated

to employment policy, human resources development operative programmes and its educational and training approaches, frames.

The planning and discussion of the Hungarian strategy on lifelong learning have not yet formally incorporated higher education institutions to legitimate the process and the content of the strategy itself.

However, there are some useful and appropriate changes that could be initiated in the lifelong learning strategy for Hungary. The strategy should clearly refer to major EU documents which have influenced the discussion on the role and elements of lifelong learning, such as the famous white papers from 1993 and 1995 (White Paper on Growth, Employability and Competitiveness, 1993; White Paper on Teaching and Learning. Towards the Learning Society, 1995, European Commission, Brussels-Europ, 1994, 1995.) and which underline the impact of education and training and a modern understanding of continuous learning as keys to develop Europe.

Table 1. Overall improvement of the quality of life



Source: Hungarian Ministry of Education, 2005.

http://www.okm.gov.hu/doc/upload/200602/kiadvany_hungarian_strategy.pdf

However, a European strategy or strategy-making on lifelong learning can be identified through the publication of the important working paper, the *Memorandum on Lifelong Learning*, in the fall of 2000. That signified the end of an internal period that started with 1996, designated as an European year of lifelong learning, and the start of another period through the so-called *Memorandum debate* to openly connect

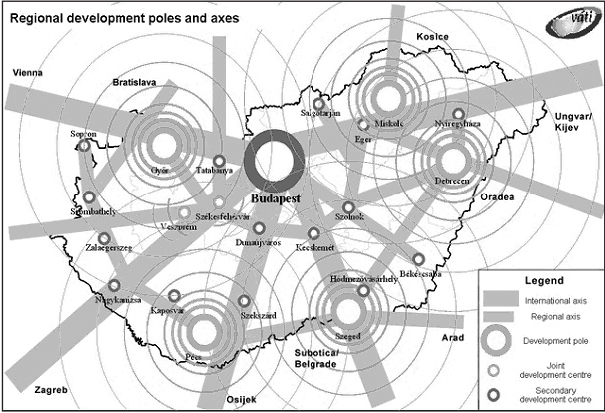
employability and active citizenship as objectives of lifelong learning through six key messages, to be modified into six priorities of action a year later.

Table 1, which indicates the structure of the *Hungarian lifelong learning strategy*, shows six main issues as main actions of priorities; however, they are rather a mixture of European strategic points of lifelong learning driven by the dominance of such economic attributes as competitiveness and growth. Critical approaches would underline the missing link towards active citizenship and the slow speed of development programmes on social cohesion through regional partnership and new governance since the launch of the strategy with the participation of higher education and the lack of appearance of adult/second chance schooling.

When identifying the main structural problems of the strategy, one must clearly indicate that the strategy should openly respond to the three objectives of the *Open Method of Co-ordination (OMC)*. These are the following: quality development of education and training systems; development of access to education and training; the development of co-operation and partnership inside and especially outside the education and training system, in vertical and horizontal dimensions, focusing on close relations with the economic, civic, political sectors and, finally, towards the individual (Szilágyi, 2005.).

Unfortunately, relevant ministries have not yet emphasized the application of co-operation amongst governmental branches to support the implementation of such an essential public policy, and so the Hungarian strategy on lifelong learning may only result in a partial paradigm-shift, reflected in education and training and employment policy, but not at all relevant to the inclusion of youth policy, cultural, environmental, or health policies. This is to be changed and balanced in the policy development for 2008 and beyond.

Table 2: Regional development poles and axes



Source: VÁTI PBC Budapest, 2006.

(VÁTI Hungarian Public Nonprofit Company for Regional Development and Town Planning)

POLE STRATEGY FOR COMPETITIVENESS AND THE ROLE OF HIGHER EDUCATION

Between 2007 and 2013, in the second phase of the National Development Plan, the government—using resources provided by the European Union—plans to invest approximately one hundred billion Hungarian forints in each regional centre across the country, so that they can counterbalance the Budapest-centred national economy as poles of growth/competitiveness, and generate development in their particular regions (Please find the national chart for the *Regional Development Poles and Axes* in previous table!).

The Pole Strategy of competitiveness designed by Pécs is called “the pole of quality of life” and is built on the development of three industries: health care, environment and culture. This service-like pole of competitiveness is aimed at establishing a network of service in the city and the region involving a broader sense of human health (including physical, mental and social well-being) with a strong input from the economy and of higher education. The main goal is to launch information technological development projects and training programmes through which Pécs can become a more habitable city and its region a more habitable region, while at the same time setting its economy on a new course.

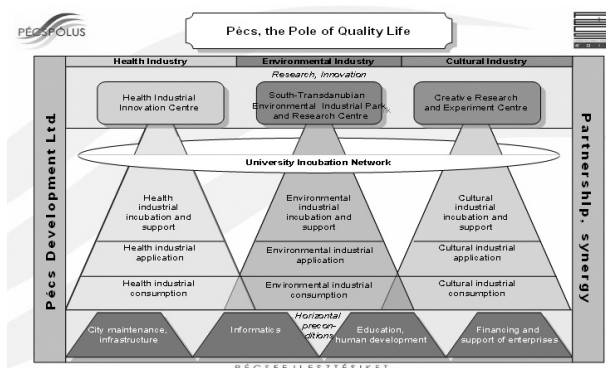
As a result of the implementation of this Pole Strategy, the newly established infrastructure will, according to output plans, attract more people from the country and abroad to settle in Pécs, in particular elderly generations and young adults. The former group may be attracted by a high-quality health-care infrastructure that serves the needs of elderly people suffering from chronic diseases and locomotive problems requiring hospice services and care, as well as by the natural endowments of the city and the region (and the low price of real estate); while the latter may be drawn by the University and the high-quality cultural services which Pécs can offer.

The implementation of the Pole Strategy will most likely also serve tourism in the region, primarily through the expansion of health-care, heritage, cultural and 'gastronomic' tourism. This strategic view is based partly on principles of sustainable growth, ecological awareness, social integration of people with disabilities, social solidarity and lifelong education, and partly on the evaluation of the social and economic consequences of a European demographic trend: lifespan is prolonged and the ratio of elderly age groups in society is increasing.

In accordance with these trends, the Pole Strategy marks a trajectory of development such as development of health rehabilitation centres and para-sporting facilities, the establishment of residential parks for elderly people or the development of food products offering healthy nutrition. Furthermore, it implies the establishment of an environmental research centre, the development of technology of land rehabilitation and the introduction of a regional system of ecological economy, together with the design of environmental protection technologies and development of urban rehabilitation, cultural tourism and digital television broadcasting.

The section of the pole strategy dealing with cultural industry directly refers primarily to the European Capital of Culture application among its "most important strategic elements". (Please find detailed chart in the table under on: Pécs, the Pole of Quality of Life!).

Table 3: Pécs, the Pole of Quality Life



Source: Pécs Development Ltd., 2006.
www.pecspolus.hu

FUNDAMENTAL PRINCIPLES OF THE EUROPEAN CULTURAL CAPITAL— PÉCS, 2010

The Pécs application for the 2010 Cultural Capital of Europe was written and edited on the basis of the following: the development projects should be able to ensure that Pécs has cultural and artistic spaces which are sufficient in number; size and quality for the programmes of the European Capital of Culture year, and which promote the utilisation of the city's economic potential and the development of the creative industry and (cultural) tourism.

It was clearly indicated in the official application that cultural institutions in Pécs are made compatible with those of the European Union so that they can fulfil international functions. The development plans, according to the goals of the city, had to meet fundamental cultural tendencies and aim to revive the urban character of distinguished city quarters by making the city attractive for young people and result in an international regional radiating impact. Having won the European Cultural Capital title, the project was closely connected to the mid-term development concepts of the city, which has currently been represented by the pole strategy.

DEVELOPMENT MODELS IN THE PÉCS 2010 EUROPEAN CULTURAL CAPITAL APPLICATION

The development package of the application comprises three urban development models

- 1) Some are characteristically propelling projects: large-scale investment projects intended to revive underdeveloped, run-down city quarters with heterogeneous architectural elements. These projects are expected to raise the value of their environment, attract private investors and prepare the ground for a large-scale transformation in the given area.
- 2) The largest component of the development package involves the establishment of a cultural quarter in a former large industrial site, the historic buildings of the Zsolnay Porcelain Factory. The primary goal of the establishment of this cultural district is not so much to exert a stimulating influence on the immediate environment, but rather to create a dense, internal creative medium by making the district at once a scene of production and consumption, a mixture of different creative, entertaining and educational functions.
- 3) The third model is a catalyst-like intervention through the development of public spaces: the revival of individual city quarters can be accomplished not only by means of large-scale construction work but also by the renewal and transformation of public spaces. The renewal of a park, square or street may be a catalyst for development in a given neighbourhood; it may attract new residents, shops and investors (Takáts, 2005.)

EDUCATION AND LEARNING—AN IDENTICAL PREPARATORY YEAR FOR 2007 AS PART OF THE PÉCS2010 CULTURAL CAPITAL PROGRAMME

The reason why the City of Pécs gave priority to education and learning in 2007 was that 2007 is the 100th anniversary of the National Congress of Free Education, held in Pécs in 1907, where the Hungarian intellectual elite discussed the role and tasks of—and programme for—intellectuals and of intelligentsia in the 20th century. This anniversary provides a task to compare and evaluate challenges that European and Hungarian intellectuals and intelligentsia (the social elite with the power of knowledge and information) face in the 21st century, as well as the interconnections of globalisation and locality and the effects and consequences of the newly established

information technology society. In addition, there will also be a chance to put challenges, education and a learning face into a local and regional environment, namely, to consider the roles of local and regional stakeholders in education, training, culture and sciences by creating a challenging model for the city and establish Pécs as a learning city for September, 2007 with discussions organised to analyse the crisis in the role of the university, and how this role can be changed in the future; the revival of art after the “death of art history”; and the role of tradition in the age of digital databases and digital media. The 1907 congress was one of the programmes of the National Exhibition and Fair of Pécs which lasted for a half-year, and which according to the contemporary press attracted one million visitors. One hundred years ago a separate city quarter was erected by setting up pavilions to display industrial, mining, artistic and wine products. The main organiser of the event, Miklós Zsolnay, wished to open the doors towards the Balkans by means of this exhibition, and complement the system of relations between industry and trade in Southern Transdanubia. The series of events in 2007 may be complemented by an exhibition and fair which displays the newest technology for culture and education.

However, 2007 is not centred only on teaching—that is, on knowledge and the mediation of culture—but also on problems of learning and the reception of knowledge. The EU document entitled “Education and Training 2010” has as its main goal the establishment of co-operative relations between culture, education, science and economy, ensuring the necessary conditions for lifelong education and learning, and giving priority to the role of the university in its endeavour to create a Europe of Knowledge in local and regional partnership models.

The programmes organised in the “preparatory years” could be devoted to discussing how these goals have been achieved in the country, while for 2010 Pécs the city could host an international conference to review the European lessons of the programme. The 2007 “preparatory year” places primary emphasis on the University of Pécs. For the University, the year 2007 and subsequently the year 2010 may involve a year of conferences where it can establish co-operation with various partners through which its innovative power can be channelled into the local economy.

CONCLUSIONS

I do believe that higher education institutions will rapidly change and try to meet the needs of the outside worlds. They will—as Jarvis points it out—involve

many forms of higher learning but in different organisational structures and with different educational methodology and content, and therefore they will reflect the fragmentation of society (Jarvis, 2001: 35).

At the same time, universities must recognise new local and regional roles in the following aspects: they have to join in economic development through educational and research partnership and innovation by co-operating with stakeholders such as local councils, chambers of commerce and industry, trade unions, companies from big to small and medium size, etc.

However, they have to realise that whilst many of the models for searching new roles, such as learning region, knowledge region, pole strategy/development or the learning city, seem rather optimistic, the world of work, as Jarvis indicates, is rather realistically tied to interest and is less visionary (Jarvis, 2007: 117).

It is important to state, on the other hand, that a very significant role of the university in local and regional context is to promote critical thinking and active citizenship. That is why UNESCO connected lifelong learning and active citizenship to higher education. I believe that the learning city and region model that universities participate in or even co-ordinate should underline that necessity of that social mission, for apart from the social role of disseminating knowledge for lifelong learners, universities must be open and scrutinise current social needs of learning and to safeguard scientific value wherever and whenever it is endangered (UNESCO, 2001.). Moreover, the rediscovered geographical limits and divisions are more than important for universities. Duke refers to the community service of universities as "the third leg", I believe the "fourth leg" might be the co-operative manner in a local and regional revival (Duke, 2002.).

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