# LEARNING CITIES AND CULTURE WORKING TOGETHER

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Editor:

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Publisher:

University of Pécs (PTE)
House of Civic Communities (Civil Közösségek Háza, CKH)

Pécs 2019

ISBN 978-963-429-397-2

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# *Foreword*

The organisers of the 2nd Learning Festival of Pécs, Hungary decided in the Spring of 2018 to develop and organise a special conference with the title:

***Learning Cities and Culture Working Together***

Having been influenced by lots of international trends, the Conference was held on 20 September 2019 ad was attended by fifty distinguished keynote and workshop speakers from seven different European countries to discuss and reflect to some current issues in the development of learning cities in Europe.

Those three strands of the conference for last year reflected both sides of the same coin by signalling complexity and simplicity of the impacts of heritage, values and culture in learning cities and regions, the challenges of smart and learning cities and of technological innovations and system developments and, finally, of the promotion of intergenerational collaborations in urban communities.

Consequently, papers of this collection on learning cities and regions point not only to obvious and hidden benefits of lifelong learning in urban environment, but also they openly and strongly demonstrate a precise state of art of learning cities in Central-Easter Europe based on quality developments, conditions of learning in a competitive social and economic environment.

I wish all readers to find intellectually inspiring thoughts and ideas when reading this collection! Hopefully, it may support further engagements and better learning in and around learning cities.

Pécs - April, 2019.

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**Klára Bajusz**

# *Senior Academy: The Social Impacts of Learning in Third Age*

## Learning in Third Age

With the social and demographical changes of the developed countries the question of gerontoeducation is ever more important. It reflects in the literature of lifelong learning as well. In the senior educational programmes more senior participants enrol every year, and there is a similar tendency in Hungary.

The adult education of the elderly in Hungary started in the 1970s. The programs offered mostly cultural knowledge and arts. Gerontoeducation was state funded. Nowadays the aims are nearly the same but the system has changed. Gerontoeducation, just like the adult education system, is profit-oriented. We offer programs and purchase knowledge: if we have money we can buy it and the organizers offer what we can pay for. This decreases the chance of equal opportunities in every group of adult learners including the elderly.

## The barriers of learning in gerontoeducation

In terms of adult education we usually analyze motivation for learning and observe it in various situations. What we less often consider are the barriers of learning despite their key importance. There are several life situations or circumstances that may render learning difficult in every age group. Here are the most frequent barriers of learning for the elderly.

*Lack of motivation.* Learning is sometimes frightening for those who have not sat at a school desk for decades. If learning is not an everyday activity we usually take a distance from it. And it happens too easily that we consider learning as a "school desk situation". Learning in schools is not a good experience for most people. We usually do not recognize that learning – first of all adult learning – may happen in the family, at the workplace, during an everyday conversation, in leisure activities, in various life situations, etc. The other reason why older learners lose their confidence is the reaction of the family or friends. If older people study they often hear: "Why are you studying? You are not an

employee any more. You are too old to learn. It is ridiculous!" Sometimes it is very difficult to fight prejudice and on top of it invest energy in learning. The lack of motivation may arise from methodological problems due to the insufficiency of the learning environment, the teaching methods or the learning group.

*Underschooled status.* The more underschooled an adult is the more difficult it is to begin to learn again. The lack of basic learning skills, functional illiteracy may hinder learning and result in failure. Underschooled adults are usually surrounded by an opposition: a family or community members without learning motivation, who do not have a high regard for improving oneself, bad learning experiences, no workplaces with learning needs.

*Lack of information.* Many elderly do not use ICT tools in their daily lives, or live in maller cities where there are no adult education institutes. Only 39% of 65+ year old adults use internet regularly and most of them are highly educated (Rubovszky 2016). Getting information of learning possibilities and learning itself (!) needs internet connection and frequent online presence.

*Access*. Most gerontoeducational programmes are organised in bigger cities. For those who live far travel may pose a problem. The programmes may not suit public transport timetables or it may be too expensive to get there. Illness, disability, keeping livestock or taking care of relatives may all prevent learning.

*Poverty*. Most learning activities have financial burdens: paying for travel, purchasing suitable clothing, buying school equipment, paying learning fees, etc. The profit-oriented adult educational system excludes those who can not pay for knowledge, thus passing on disadvantaged circumstances to the next generation.

*Health*. We usually decide to embark on a new course of study or pursue learning when our life feels right and balanced. Illness, disability, lifestyle problems, taking care of other family members make it more difficult to start a learning process. Online courses may help taking part in virtual learning groups. Mental illnesses (dementia) make learning needs more specific in old age; elderly persons affected need special processes and methods in learning.

## The functions of gerontoeducation

There are two main approaches in gerontoeducation. The age-oriented approach focuses on strengthening self-determination and self-support, thus delaying mentalhygienic problems: the longer we keep elderly people self-sufficient, the more managable aging society is. In the society-oriented approach we have a holistic view on aging and our aim is to achieve active and successful aging with intergenerational learning, learning in workplaces, diverse learning activities, complex lifelong guidance. Accordingly what are

the main functions of gerontoeducation? The basic aim is to make active aging truly possible by the following means:

- helping the elderly being up to date – one of the most common motivations in older age is to follow the development of society and science. Gerontoeducation can help to understand inventions, new expressions or scientific discoveries, to interpret arts, to follow progress in life. The elderly would like to join in conversations and understand others, to be able to answer if a grandchild has a question, or giving new viewpoints based on their age and experience.
- banishing solitude – a serious danger in older age which determines qualitiy of life. Learning generates opportunities to communicate with other people. Learning creates fellowships, social contacts and new social roles. We can meet others who can understand us, who can help us if needed and whom we can help as well. Intergenerational learning has many good practices to bring together older and younger people who can also learn from each other (granny teaches her granddaughter to knit who in exchange shows how to use Skype). For many elderly students the subject of learning is not always the main motivating factor, they join learning groups because of communicational needs, for being together, to spend time meaningfully.
- **a**chieving active citizenship – participation in social decisions, political elections, community actions is important for the democratic society in every age of adulthood. In the post-socialist countries like Hungary the eldelry are mostly socialized not to think independently, not to voice their opinion or initiate changes. It means difficulties in teaching when participants are not active and have no proposals how to improve the learning process.
- prevention – learning defers aging. Learning is an excellent way to stay young. Physical activities stimulate mental efficiency and vice versa; learning can result in better physical capacity. Physical activity is a protective factor against neurodegeneration and plays a role in delaying normal and pathological aging (Mandolesi et al. 2018). Ageing derives from losing functions: the longer we live able to support ourselves the later we age. Being active in most aspects of life means successful aging.
- organising spare-time activities. In older age we have more free time. It is important to spend it with quality, varied activities with feasible challenges. Spending it indoors or outdoors, alone or in community, face to face or online, spare-time activities help experience the world around us, building relationships with others, learning new skills.
- The economic function of gerontoeducation is getting more important in the ageing societies. By 2030 30% of European workers will be ageing workers (aged 55-64). Therefore maintaining their working capacity is one of the most important preconditions for economic sustainability. The time will come when working past retirement age will influence the need of vocational training, workplace education, career guidance for the 65+ generation as well. Ageing workers may need a different working environment, special training programmes or legal advice. Gerontoeducation can provide an effective response to employment issues.

## The Senior Academy of Pecs

The Senior Academy of Pécs, an educational institution operating as part of the University of Pecs, was founded in 2014. In December 2018 we finished the ninth semester of the Academy with more than 760 registered 60+ year old participants. We organise seven lectures per semester about the questions and effects of ageing. The main topics are: society, learning, psychology, economy, history of Pécs, cultural studies. At the end of the semester we give certifications to our students. Beside the lectures we offer courses as well (English and German language, local history, ecology, IT, psychology, history of art, anthropology). The Academy has self-organising learning groups: the Senior Tourists, the Bridge Club and the Bibliotherapy Group. The aim of the Academy is to support community development and senior volunteering in Pécs using the resources of a learning city.

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**Magdolna Benke**

# *The missing partner – Vocational education and training for learning regions and learning communities*

## Theoretical roots of learning regions

From the 1980s onwards, based on a set of inter-directly or indirectly related disciplines, numerous conceptual elements had emerged and strengthened which were favourable for the birth of the multiple disciplines common set of "learning regions" concept. Among others, regional sciences (Rechnitzer, 1993), innovation theory (Lundvall, 1992), organization theory (Castells, 1996), management sciences (Bakacsi et al., 2004), direct democracy and bottom-up theory (Ray, 1999) paved the way for the creation of a *new concept*, which by adjusting the emphases of new scholarly approaches led to the birth of a new structure, using the same building blocks. The appreciation of local knowledge, the function of the local economy, grassroots initiatives, creativity and a broader interpretation of innovation, the importance of implicit knowledge in terms of competitiveness, the role of partnership in the development of a particular area, were already known before the learning region concept has emerged. By linking these elements and rearranging their emphases, the emerging learning region concept created a new quality (Benke, 2013, 2015). In the learning regions, learning activities taking place on the area of learning spaces are principally made up of learning processes appearing in interactions. Learning appears as a key building block in the connection system of those organizations which are capable of learning. In the course of evolving cooperation, learning processes take place in *network relations*. Knowledge transfer, knowledge sharing, creation of new knowledge happen along the strands of networks in the non-formal and informal learning processes. Connection points in the networks can be considered as birth places of the new knowledge (Erdei and Teperics, 2014). Although, the learning region concept has generated several debates among the researchers for years (Hassink, 2007), however, all the challenges it has faced, both regarding theoretical debates and empirical experiences (Boekema et al., 2000) offered very rich sources of information and knowledge, providing great support and solid basis for the development of our country-study. To achieve and maintain the learning region, it is still a most focused target of policies influencing regional economic adaptability (Benke et al, 2018).

# The Spatial Frame of Lifelong Learning: Learning Regions, Learning Cities, Learning Communities

## The learning region

All learning region concepts emphasize the importance of learning within and between organizations. This process is a learning partnership that will create added value for the participants. The learning region concepts have some common building blocks, as of dialogue, partnership, recognizing the importance of local knowledge, innovation processes launch, bottom-up initiatives, development and co-operation of networks (Florida, 1995; Asheim 1996; Morgan 1997; Putnam, 1993; Lundvall 1996).

The learning region concept represents a serious promise for development policy in support of lifelong learning. The European Commission supported a number of projects and programs aimed at the creation of that learning regions (R3L + program, Telson, PENR3L, the Learning Regions Network in Germany).

Asheim draws attention to the different contexts of the "learning regions" concept (Asheim, 2007). It was introduced by economic geographers in the 1990s in order to illustrate and examine the importance of cooperation and collective learning in networks for fostering innovative and competitive regional development strategies in the global learning economy (Florida 1995; Asheim 1996; Morgan 1997). According to an other approach, "the idea of learning regions originates from the new evolutionary and institutional economic writings on the knowledge and learning based economy, where knowledge is considered the most fundamental resource and learning the most important process"(Asheim, 2007: 219). This ensures the learning capacity of an economy strategic importance for its innovativeness and competitiveness. In this context "innovation is understood as interactive learning in contrast to the previous hegemonic linear model of innovation" (Asheim, 2007: 219). The third approach conceptualizes "learning regions as regionally based development coalitions" (Asheim 2007: 219) of intra- and inter-firm learning organizations based on broad participation out of the firm context. As Hassink points out, „most scholars consider learning regions as a regional innovation strategy in which a wide range of innovation-related regional actors (politicians, policy-makers, chambers of commerce, trade unions, higher education institutes, public research establishments and companies) are strongly but flexibly connected with each other" (Hassink, 2010: 51). Emphasizing the importance of partnership and cooperation between stakeholders, the key role of universities as innovation partners, the utilization of local knowledge and the support of bottom-up activities, the concept of learning region easily became a flagship of the university-based regional/urban development activities, the lifelong learning movement and offered an appropriate environment for research projects targeting local development with a wide range of regional instruments (Benke, 2014).

## The learning city

In spite of the fact, that the term “learning region” was rather flexible since its first appearance, the failure of some large development projects and the changing policy environment could not ensure a supporting atmosphere for learning region projects any longer, and required a new, more easily “digestible” and more concentrated spatial approach for the development works which led to the emergence of the learning city concepts. A very important policy issue contributed to this shift from the regional level to the city level. As the concept of regional equalization has lost its dominance in the regional development policy, large cities with strong university links – as regional poles – came into the focus of policy interests as the new targets of regional development, and as an evidence of this process learning cities came in place of learning regions both in terms of policy and project level.

A number of international development projects address cities (Pallace, TELC, PASCAL Learning City in 2020) (Longworth and Osborne, 2010), which are intended – among other things – to develop the “learning performance” of cities. (Hungarian participation has been displayed in the learning city projects, as Pécs has been involved in the development activity of PASCAL (Németh, 2014).) The prominent role of universities in the learning city projects can be considered as one of the most important features of these projects (Gál, 2010).

## The learning community

In recent years, along with the continuation of the discourse on learning regions and learning cities, growing attention is being paid to learning communities, as well (Benke 2014). According to the 'classic' vision of the learning community, it implies close co-operation of the local economy, local schools, colleges, universities, professional associations and local government to ensure that the community is a pleasant, livable place for members of the community in all aspects (Longworth, 2012). Faris offers the interpretation of the generic term “learning communities” as a nested concept of social/cultural learning with an expanding scale of learning environments. He identifies the following learning communities: virtual global learning communities, learning communities of place, learning organisations, academic learning communities, communities of practice and learning circles, virtually placed them in a nested ’Russian Egg’ (Faris, 2006). Another concept, based on a system approach, starting from the controlled systems is reaching the alive learning systems, deals with the learning communities by considering the principle of sustainable development essential for the future (Clarke, 2009).

In accordance with one of the most recent approaches of the European Union, the learning communities are evaluated on the basis of how the members of the communities work together and as they utilize the resources of the communities. Non-traditional, new, innovative partnerships have an important role in the formation of these learning communities. Regarding this new approach of the EU, all kinds of learning - from the first steps to the highest standard, from the formal to non-formal and informal learning - is viewed as valuable and which enriches the community. Interest and capacity of citizens related to learning are considered the most valuable resources of the learning community (Gejel, 2012).

## The missing partner

Within the research field of the learning regions, learning cities and learning communities, we can find a special research topic, the link between the learning communities and vocational education and training (VET) (Benke 2016). The Learning Region concepts primarily consider universities as innovation partners (Lorenz and Lundvall, 2006); (Goddard and Chatterton, 1999), and ignore VET and secondary education in general. In this way, there is a contradiction between the advocacy of bottom-up initiatives in the concept and 'ignoring' vocational training and the 'non-inclusion' of a large group of people (Benke 2013). The broader range of training institutions - as potential partners - can be found in those approaches of learning region where the learning region is interpreted as a regional-based development coalition (Asheim and Gertler, 2005); (Lundvall, 2008). This coalition includes a wider range of organizations and institutions that influence and support learning and innovation in a given region (Asheim, 1996); (Morgan, 1997).

While at the level of theoretical concepts of the learning regions, secondary education and training do not play a prominent role, there are examples of development projects where the importance of secondary education appears. In the OECD Learning Region project, five participating European regions considered “there and then” the development of secondary education as the key to development (Németh, 2014); (OECD, 2001). One of CEDEFOP's publications examined the impact of the learning region concept on local development through case studies, highlighting the role of VET and secondary education and training (Gustavsen - Nyhan - Ennals (eds.), 2007).

Australian researchers’ outcomes highlight the contradictions between centralised VET policy and the regional view of local learning communities, and between the short term needs of VET market and the long term needs of trust which serves as a vital force for communities. „In urban areas (and there are indications this applies to other areas as well), VET organisations are not playing pro-active roles in creating or developing learning communities… There is significant tension between the centralised policy frameworks within which VET has come to operate and the focus on regional economic development and community building that is more often the focal point of learning

communities… Any meaningful involvement in a community requires mutual trust. While the building of trust develops in the long-term, it has been damaged or at least jeopardised by the high level of uncertainty, change and instability experienced by many VET organisations in recent years... There is a significant tension between the commercial imperatives required of VET providers and the need for community involvement that provides no return that is measurable in the short-term (Hawke, Kimberley, Melville 2002). Another author points out, that „The linking of learning to regional economic development will invoke a new organisational paradigm for education and training that is embedded more within the community, not in central policy agencies" (Kimberley, 2003). VET is now beginning to be understood not so much as a structural sector of education and training, but as a form of knowledge and learning that is used by different types of education and training providers to meet the needs of a variety of learning needs (Malley 2001, Kimberley 2003). And, also Kimberley emphasizes the new challange VET meets in relation to the learning communities. "VET can meet the postmodern challenge to satisfy the paradox of simultaneously working from the bottom up (learning community enterprise) and the top down (policy imperatives) (Kimberley, 2003). (Beyond the above some concrete European and German pilots, f.e. the Golo project, the works of Kämäräinen, Grollmann and Deitmer are important and interesting resources to be discussed, too.)

## Outputs of a local survey

As part of a research an on-line survey was carried out in Hungary the beginning of January 2014, titled „Dialogue and Partnership in Secondary VET". The research aimed to explore how the different stakeholders involved in the Hungarian secondary vocational education and training system consider the role and the efficiency of dialogue and partnership related to the formation of secondary VET, particularly in respect of the development of local communities. The main research question focused on how local VET institutions can make a contribution to the development of local learning communities, in partnership with the different interestgroups. The target group consisted of the members of the former Hungarian Association of Vocational Education (MSZT), 596 members. MSZT as an NGO functioned as a professional forum and provided information for different interest groups who were involved in vocational education and training in Hungary for 25 years. The Association as NGO was forced to cease in December 2013 and the membership was given the opportunity to join a larger civil society organization. A few weeks after the termination of the organization members of MSZT may have felt more important to deliver an opinion than a few months earlier. 156 people completed the questionnaire. The response rate (26 %) was much higher than my former expectations. The purpose of the questionnaire was to measure how former members of MSZT feel about the efficiency of partnership, the role of each stakeholder's group and the strength of the partnership related to VET. The questionnaire included a new topic, which has not been previously investigated: people were asked what they think about the relationship between VET and the local communities. The questionnaire consisted of multiple choice

questions and Likert scale questions. One section of the questionnaire was directed to the main tensions of our VET system, and another was directed to the role of different interest groups in vocational education and training. The results can be considered to be of limited national significance, as nearly 40% of the respondents live in Budapest, and nearly 50% have their job in the capital. The majority (83%) work in the education sector, while one in four (26%) respondents are pensioners. Eighty per cent of them participate in vocational education and training as a teacher, most of them teach a professional subject.

As conclusion of the survey, respondents welcomed the new approach to the topic, searching the link between VET and local communities. The processing of the questionnaires showed the following results. As we have seen in the Australian example, the often short-term labor market definition of VET contrasts with the long-term need for community building. We were curious as to how those concerned judged the "mission" of vocational training. The results show that nearly half of the respondents believe that the sole task of vocational education and training is to respond to short term labor market needs. 98% of respondents consider the development of partnerships in education and training important in local communities. This is a tremendous lack of sense in partnership. Nearly 90 % of respondents agreed that VET institutions can play an important role in the development of local communities in the future. About 80 % of respondents are willing to participate in dialogue and partnership in order to make a contribution to the development of local VET. Respondents' evaluation about their own role in the partnership related to local VET development varies depending on their membership in different interest groups. Nearly two-thirds of those completing the questionnaire believe that there is now a greater need for wide-ranging dialogue than 20 years ago. However, according to more than three-quarters of them, dialogue between the economic and social partners (companies, training institutions, social partners, municipalities, NGOs) is not effective in making decisions related to VET. 58% of respondents consider that VET schools are not prepared to play a meaningful role in shaping local VET policy. This uncertainty may be explained by the fact that, with the suggestion of a negative image, schools may become weaker. The resolution on preparing students is even more critical. 75% of respondents say that vocational training does not prepare students for dialogue at all or only at a low level. While we found in the previous question that 58% of respondents to the questionnaire consider that schools are not sufficiently prepared to play a meaningful partnership role in shaping local VET policy, they still consider that local training institutions are the most appropriate catalyst for dialogue in solving local tasks related to VET. This may include a high proportion of teachers within the sample, but may also indicate determination about their future activity. In addition to local training institutions, local companies, local professional organizations, chambers and municipalities received the highest values (see Table 1).

Table 1.

The most appropriate catalysts in the dialogue to help to solve local VET-related tasks.
(The three most important markings.)

| | | |
|---|---|---|
| **Local Training Institutions** | **126** | **27%** |
| **Local Companies** | **84** | **18%** |
| **Local Professional Bodies** | **63** | **13%** |

| | | |
|---|---|---|
| **Municipalities** | **57** | **12%** |
| **Chambers** | **55** | **12%** |
| **NGOs** | **32** | **7%** |
| **Research and Development Inst.** | **29** | **6%** |
| **External Independent Expert Groups** | **15** | **3%** |
| **Social Partners** | **9** | **2%** |
| **Others** | **3** | **1%** |

Nearly three quarters of the respondents see that the lack of recognition of common interests, the lack of common goals and the lack of appropriate forums is a major obstacle to increasing the effectiveness of partnership in VET. When examining the relationship between VET and local communities, these aspects should be further analyzed.

Overall, we can say, that VET institutions in some extent could play a meaningful role in the life of the local communities in addition to providing education and training. It is assumed that the development of the relationship between VET institutions and local communities could involve a number of reserves (Benke, 2016).

## Conclusions

The terms learning region, learning city and learning community are often not clearly separated from each other in the literature. However, there are certain elements of the concepts which can be considered constant building blocks. All these concepts emphasize the importance of partnership, cooperation and interaction between stakeholders in a given spatial frame, the key role of universities as innovation partners, the utilization of local knowledge and the support of bottom-up activities in the regional development processes. Studying the context of learning regions and learning communities in the framework of the LeaRn project, an idea has emerged as a hypothesis, according to which learning communities may constitute the starting point in the formation of learning regions. Along similar lines, based on the study of different approaches to learning communities, it seems to be highly probable that the existence of learning communities may form necessary but not adequate condition for the birth of a learning region (Benke, 2015). It is supposed that each learning community types – depending on the type – may contribute – in varying degrees – to the formation of learning regions.

The learning region concept has a major positive impact on education, and especially on community learning (Forray and Kozma, 2014). It draws attention to the importance of

inter- and multi-disciplinary approaches in research. The research on 'Learning Regions in Hungary'raised the possibility that not only universities can play a key role in eliminating serious differences in the level of regional development and in supporting the birth of learning regions, but also secondary education, particularly secondary vocational education (Benke, 2013, Kozma et al., 2015). Despite the critical voices (recently Kozma, 2014) around the concept because of its fuzziness, the "learning region" retains "its strength of being one of the few concepts stressing the institutional and policy side of regional economic adaptability" (Hassink, 2010: 52). To achieve and maintain the learning region, it is still a most focused target of policies influencing regional economic adaptability. In case of crisis, local innovation, local creativity, grassroots initiatives, collaboration of local actors and collective learning are gaining higher importance. Since these factors represent the development of learning regions, this means that the factors which belong to the learning regions, may assist the achievement of regional resilience as well. Given the close conceptual linkage between regional economic adaptability and resilience (Hassink, 2010), thus, it can be considered approved that learning regions own the required potency to serve to achieve regional resilience. Also, comparing the learning patterns of the Hungarian settlements with socio-economic indicators allows us to conclude that those regions which are more open to learning have better economic indicators and well-being indexes. (See details in Benke et al, 2018).

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**Krisztina Fodorné Tóth**

# *Diverse Electronic Learning Support - University and Learning Community*

Diverse electronic learning support is concerned not only with technological innovations but much more with core learning and teaching skills, methodology and community development. Since electronic learning is no longer a lonely activity, but highly community-based, really significant is, what participants – both learners and educators – know or are capable to.

This paper intends to reveal knowledge, skills and perspectives of members of the university regarding e-learning through our wide-ranged research related to EFOP-3.4.3-16/1 project. The research issues how university students and lecturers/professors – many of them active citizens of the city as well – can see role and area of electronic learning support during tertiary education and studies of adult learners.

## E-learning and teaching core skills

What we identify as e-learning skills are mostly similar to which we consider as 21th century core skills (Rosefsky Saavedra & Opfer, 2012). To these we can attach a more focused meaning, which we use regarding online learning processes.

- **Information and Media Literacy**. This skill set means here effective and conscious usage of ICT tools and online learning environment. It includes how to register and navigate through one or more online platforms in order to accomplish learning activities; how to use and protect provided content/data; and how (under what conditions) to share our content/data with other users.
- **Communication.** This part of skills refers to nonviolent and assertive communication practice against „flame culture" also known as one form of online agression. Nonviolent online communicators are able to work more effectively in situations which require discussion, questions and articulation of thoughts and reasons.
- **Teamwork and collaboration.** Learning supported by digital and/or online tools runs often asynchronized: participants of the learning process (learners, educators, tutors) are not at the same time present in the learning

environment; but other times they share the same environment at the same time and/or are even physically close to each other during their learning/teaching activities. In these mixed situations thinking in teams and teamwork instead of single learners is essential and requires high level of collaboration skills.

- **Critical thinking and problem-solving**. This skillset is linked to digital literacy as well, but here it is important to highlight two aspects of it: conscious orientation and source-criticism.
- **Independent and continuous learning**. This set of skills presumes constant and effective learning habits, and a range of learning motivations, with a great emphasis on intrinsic motivators as self-development, feeling of success and learning as a rewarding experience. Independent and continuous learning skills enable taking a self-directed learning path and choosing elements of the learner's personal learning environment, which are essential for many forms of online learning.
- **Innovation and initiative**. Together with the independent and continuous learning set above, this one refers to the competence of designing personal learning environment and finding opportunities for learning – even in the most incredible spaces of the digital world.
- **Intercultural skills**. Intercultural skills can be paired up with communication, especially nonviolent and acceptive communication approach: accepting and exploitation of cultural diversity – diversity of learners or diversity of learning approaches – is one of the key concepts of an effective learning group. In online learning environments there are likely more heterogenous groups than we have in face-to-face education, ergo intercultural skills are even more important in such learning situations.

After we have listed e-learning competences along 21th century key skills, we can compare them with online teaching core skills. According to Tobin, whose work is based on Bergquist and Phillips' definition of "teaching quality" (1975), and on Chickering and Gamson's "Seven principles of effective teaching" (1987, 1996, 2002), despite advances in technology and demographic change of student populations, the observable and measurable behaviors that indicate „good teaching" remained constant (Buller, 2013, Tobin, Mandernach, & Taylor, 2015). As teaching skills include much more than creating a sufficient lesson plan or designing instructional contents, online teaching core skills don't mean designed elements like course curriculum either. They refer more to teaching behaviors and their basic skillsets which are comparable with digital or online learning skills. Let us see how key competences can be seen from the point of view given by online teaching core skills.

- **Information and Media Literacy** is not much different from the meaning above: effective and conscious usage of ICT tools and online learning environment. But for teachers it also includes communication habits and characteristics in digital spaces and special multimedial linguistic usage known as digilect (Veszelszki, 2017).
- **Communication and intercultural communication** shows certain communication habits required for effective online communication with students, like providing a virtual identity of the teacher which helps to prevent impersonalisation of online communication. Communicative acts aimed to encourage students (for learning and/or for active

communication) give the other half of the learning situation's equipment. Hence online student groups are very heterogeneous by social and cultural backgrounds of students, diversity management tools are also part of this skillset.

- **Online course design** is one very important skillset, however it is not a central part of online teaching core skills. But as a process in which a teacher needs to know how to wake and support active learning attitude it counts to teaching skills as well.
- **Activity-based learning process support** is connected to online course design because online or blended courses must be designed along student acivities. More than this, activity-based support encourages students' interactivity and questions which are answered at least as often by the learning community as by the teacher.
- **Time management.** Every formal learning process has its own time limits. Teachers need to be able to set up deadlines for students or even more to help them finding a joint time frame to the course tasks. Tasks need to be kept in time by students and by teachers as well. For teachers, another part is their own communication management regarding answers and comments to questions and tasks (what time limit to choose for e-mail answers, for LMS forum answers, for assignment comments and assessment etc.)
- **Encouraging interest-driven learning** – this is a skillset mixed of motivation tools and activity-based learning support tools which help students looking for their interests in the course material. If they succeed, they can proceed with extending course content towards their interest areas and find immediate benefit and pleasure in learning.

Most of the skills listed above are modern teaching core skills, independent from online environment. Since online learning environments lack some common opportunities of face-to-face communicative situations which make possible to fix understanding difficulties among participants and motivation issues, teaching skills are even more highlighted and specialized in online learning situations.

## Expectations and claims of learners regarding e-learning

About e-learning as a phenomenon, we have some widespread common concepts. Learners and educators who are not very experienced in e-learning often think of it as:

a) online distance education;
b) self-instructed learning through high-standard/high quality curricula („instructional materials") based on interactive multimedia content and automated assessment („video lessons", „interactive simulations", „online games", „mobile apps", „virtual learning environment"), which are provided online with no time limits and are ready to use on any device learners can possibly have.

At the University of Pécs (PTE) we conducted a survey in the year 2018. The survey was a part of an extended research among PTE students and lecturers and it was aimed to discover knowledge, experiences, suppositions and expectations of learners and educators towards a complex e-learning system going to be implemented on PTE (EFOP-3.4.3-16-2016-00005/A1-3 „Building electronic learning support framework"). The research and development has not been brought to an end yet, and in this study we share two parts of the results: expectations and claims of learners and expectations and needs of lecturers.

We had 2293 student respondents; this number covers 15,6% of the whole (Hungarian) student population of the university. They had to answer 27 questions from which there were 3 open questions. Two blocks of questions concerned e-learning experiences, suppositions and expectations/claims. Experienced expectations and claims of students can be divided into five groups:

- **Technology**:
  - availability of contents and activities is independent from time, space and device;
  - there is a unified learning platform available for every student learning at any faculty, with a unified identification process (a single account to every service and content) on which every necessary learning content and assignment can be used;
  - this learning platform is transparent, ergonomic and easy-to-use.
- **Learning content**: every learning content a student can need for his/her studies is available online, above all:
  - course readings
  - video recordings of classes
  - „video lectures", videos designed for learning
  - assignments and tests for practice
  - sample tasks
  - case studies
  - other support contents (games, lecture notes etc.).
- **Targets of e-learning**: students defined what they could and the university should use e-learning opportunities for, regarding their learning practices and organization of their learning process:
  - opportunity for distance education
  - less face-to-face classes (number of classes at Hungarian universities is a widely discussed issue)
  - opportunity for self-directed learning
  - opportunity for different or even personal learning paths
  - support of flexible and better time management (there is no need to search for learning materials, everything is available from home, it is possible to keep someone's own learning speed and periods).
- **Learning support:** students conceived some activities for educators which they think could support their online learning:
  - up-to-date contents
  - interactivity, communication, feedback (they welcome regular and frequent messages, evaluative comments and discussion opportunities with their teachers and student fellows as well)

    - supporting group work (they claim most of the e-learning contents and tasks are prepared for single learners).
- **Platform, online learning environment:** beside plain technical conditons students listed some requirements of an optimal learning platform, which needs to contain:
    - online tests
    - online consultation platform
    - communicative functions (forum, comment, video chat etc.)
    - community portal functions
    - learning content database
    - responsive design.

As we can see, student respondents may be underexperienced regarding e-learning practices (they claimed that they did not have many online activities on most of their courses) but they still can make valid and realistic statements about their online learning support needs. Frankly, these conditions and circumstances put together a minimalist approach expectation list for a population of 21th century learners.

## Expectations and needs of lecturers

As for educators, we reached 358 lecturers, 20,9% of the whole population with our survey. They responded to 32 questions, 7 of them open. According to their answers, lecturers of PTE showed a branch of expectations gathered in three groups: technology, learning platform as a highlighted category and expectations about an optimal university e-learning freamwork.

- **Technology**: lecturers noted some basic conditions regarding hardware and network quality. For hardware they mentioned lack of appropriate and regularly updated hardware devices: they claimed computers and other devices of the university to be outdated and not suitable for high-standard content development (although it seems they think about offline development tools in the first place and do not really recognize the hardware requirement differences compared to cloud-based development). About network quality (wireless internet connection) they mentioned the various force and speed of wifi connection in different spaces of the university and difficulties of working with instable or not sufficient network connection. However there isn't any information about how well they can distinguish problems caused by poor network connection from those which come from the limits of outdated devices, the identified outputs are authentic.
- **Platform**: regarding learning platform or LMS educators repeat students' needs on one hand, and articulate them more elaborately on the other hand. There are basic compontents present for a unified and user friendly (transparent, ergonomic) platform. But there is also the functionality and effectivity of the platform, which is detailed well by the respondents:

    - the platform works quickly and flawlessly
    - it is convenient for storing and publication of various learning content types and formats
    - it is connected to libraries (including e-libraries), knowledge databases and knowledge centres
    - it provides opportunity for sharing learning contents, and this opportunity is available for students as well.
- **Expectations towards an optimal e-learning framework of the university.** These part of expectations drawn up by lecturers is related not to the technological circumstances, but to the human resource management and knowledge management of the institution:
    - Information, guidelines for lecturers and students:
        - available tools, softwares, platform updates
        - best practices inside and outside of the university, knowledge base
    - Staff training for educators and administrative/support staff:
        - ICT literacy
        - teaching skills and e-teaching skills
        - usage of particular softwares or databases
    - Availability of a wide range of online international content databases
    - Helpdesk/support: it regards not only plain technical help, but also special help with online content design and development, course design and teaching methodology.

## Conclusions

According to the results above, expectations of students and lecturers do not differ very much from each other. This means that their concepts about electronic learning support arise from similar experiences, but also that there is a well definable lack of possibilities and support provided by the university. Although most of the needs refer to basic conditions of support, there is a part of them regarding group- or community-based learning activities. These appear to be relatively well-known practices, which are really preferable to be implemented into university processes on institutional level. Furthermore, basic concepts of learning communities are traditional part of university studies, and learning communities are one of the main pillars of the digital universe. (Duffy – Kirkley, 2004)

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**Tamás Kovács**

# *European Experience to Eliminate Poverty in India*

## Introduction

The author took part for the fourth time in the 'Transnational Winter School on Comparative Studies in Adult Education and Lifelong Learning' programme organized by the University of Würzburg, where 90 students from nearly 20 countries participated. In the course of the programme students and researchers jointly looked at the structure of adult education of the participating countries, its funding and administration, at best practices and challenges that need to be taken up. The plenary groups of 6-9 people worked on a given subject, that is how Anil Kumar and Tamás Ková cs ended up in the same work team. During the team work and social events it became clear that apart from the collaboration between the universities a cooperation based on sharing experiences could also be accomplished. The present study offers an insight into the first steps of this cooperation. The source of the information recorded in the study is on the one hand the cooperation between the authors and the volunteers in India, and on the other hand the data collected during the empirical research conducted during the personal visit on location in February-March 2018 and also oral history. The author would like to say thanks to Zsófia Pappné Ócsai for her help in translation.

## Organizational and personal background

Anil Kumar is the head of the G3S (Gram Swawlambi Swadesi Swaraj Foundation) based in Delhi and Muzzafarpur and also a student of the Delhi University. Tamás Kovács, among other activities, is the head of Zen-Rei Nonprofit Ltd. whose objective is generating projects aimed at closing up underprivileged people, and he is also a student at the University of Pécs.

The specialty of both of them is the practical application of adult learning – Lifelong Learning - offsetting disadvantages, and performing empirical researches and generating projects in support of the above.

The G3S Foundation works in one of the slums of Delhi and in Mazzafarpur in Bihar county. The name of the Foundation reflects faithfully its work. Its meaning is the following:

- Meaning of "Gram": village
- "Swawlambi" signifies a person who is independent, self-supporting and self-sufficient
- Meaning of "Swadeshi" "produced and sold in our own country"
- The word "Swaraj" was created by Mahatma Gandhi. According to him, creating a society where each settlement is capable of self-sustaining and govern their own affairs

Based on the data of the Foundation the rate of illiteracy in Bihar is the highest in India, a current 36,16%. At the same time they are proud of their accomplishment, since their government won an UNESCO prize for their efforts to reduce illiteracy – in 1991 the percent of illiterate people was 61%, in 2001 it was 53% according to reports.

Delhi is the second largest cosmopolis of India, its population 12.3 million, together with the agglomeration 22 million people. It lies on the highly polluted river Jamuna, in Northern India. The city in itself mirrors the extremities present in the country, in some of its quarters you can find the most luxurious conditions available to the élite, in others, practically a few metro stops from each other, you will see a level of destitution typical of the third world.

Bihar is one of the states of India – India is a federal union – about the same size as Hungary, lying at the foot of the Himalayas, bordering on Nepal. By size it is the twelfth largest, by population it is the third largest state, its river is the Ganges, worshipped by many as a holy river.

The Foundation is in close collaboration with a department of the Delhi University, responsible for helping disadvantaged people catch up. As stated by Manish Kumar, head of department, their activities permit students coming from less developed areas and counties to gain scholarships, living quarters and acquire a high level of knowledge, at the same time, it is the task and responsibility of each student to help others catch up both in their homeland and and in the capital during their studies. Meaning, they must pass on the knowledge they gain to those in a more disadvantaged position than themselves.

Complying with this obligation entails the following activities:

- "Night rescue" programme to help the homeless
- "Earth Day" festivities
- Menstrual hygiene and family planning
- Tree planting programme
- "Slum School" – setting up a school in a slum area
- Helping flood victims
- International Yoga day
- Community to "bring religions closer"
- Health and hygiene consciousness programme
- Reducing childhood stress programme

- Organic farming training
- Digital literacy programme

The Zen-Rei Nonprofit Ltd. based in Kaposvár, undertakes its activities primarily in the Somogy, Baranya and Tolna area of Hungary, but also had success in Csongrád and Bács-Kiskun counties. In the centre of its focus is remedial education through farming based on the self-employment of disadvantaged groups and settlement communities and developing competences. In the frame of this activity numerous projects came to fruition in the past decade.

Having learned about the activites of the G3S Foundation, the head of the organization presumed that the impulsefocus of the gypsy population living in isolated dead end villages is nearly identical to those Indians living in detrimental areas, and further surmised that the adaptation of an earlier successfully completed developmental project could induce positive changes in the Indian target group, too.

## Hypothesis - deductions

Once the supposition emerged, Anil Kumar, Deepak Kumar, Pawan Rajput, Manish Kumar, Abhishek Jha, Ashish Yadav, Dolly Rajput with the help of volunteers marked off two target groups based on empirical sample collected in native environment:

- Families living in slums (Delhi)

- Rural populace living in less developed, crude regions (Muzzafarpur)

Headcount of target group:

- 72 children, 34 adults (Delhi)
- 9 families, 31 children (Muzzafarpur)

Potential partners to involve:

- G3S Foundation
- Swami Shaddhanand College, Delhi Egyetem
- Zen-Rei Nonprofit Ltd.

Expectation of target group are the following:

- Improving level of housing, income, employment and training
- Achieving a better quality of life
- Leaving social environment intact

During the research it surfaced that apart from the Indian government numerous govermental organization is working on universalizing adult education in India and have already done a lot of work. Any operation entails a battle against the impossible nature of social immobility. Rights of women and mothers exist only in legal regulation, the majority of the society mostly ignore them because of traditions, and there is a lack of funding as it concerns a social group where state developmental funds do not reach.

The result of the research led the parties to the assumption that the efficiency of meeting community expectations in India could be modelled on an adaptation of the succes of a previous Hungarian TÁMOP-2.4.3.-D project.

## The model project

The project to be adapted bore the title 'Establishing and setting up a small self-sustaining souring plant, employment of disadvantaged people in the dead end village of Alsóbogát in Somogy county while preserving the environment' and materialized in the settlement mentioned in the title in 2013.

The project based on the horticulture of the local government offers a way out for the disadvantaged unemployed of the dead end village who are open to self-employment.

The elements of the operation were: building the small plant, procuring tools, recruiting from target group, involvement, trainig, employment and use of related services.

To provide a long term livelihood for the poor familes of the village products of marketable quality in a final product state is produced.

The project began with mobilising the management, in its preparation stage the construction began and the technical provider was chosen.

After recruiting from the target group, involvement, orientation and measuring competence then developing basic competences and professional training took place. Construction was completed and the tools used in the programme were procured.

During the whole period of the project the target group benefitted from integration mediation, psycho-social services and personal counselling as well as mentoring in self-employment. In the context of completion coordination the self-employment structure of the social cooperative was worked out to allow for future growth.

A supplier was contracted. The cooperative that has been operational ever since its establishment procures its necessary raw materials primarily from the vegetable gardens maintained by the local governement, and also from local primary producers. The resources generated by the project offer the chance to market a family of final products. Its multiplier effect shows both in the drop in the unemployment rate in the village and in the growing number of local self-employed.

During the construction and procurment of assets in the set-up phase room was left for possible expansion in capacity resulting from a growth in production, which is the key to long term sustainability.

Among the founders of the cooperative are local patriots committed to the village and its employment issues, as well as those looking for a way out of poverty.

For them an external human nonprofit service was involved to ensure coordination for the completion, which includes imparting an information package to the target group on the possible ways of effective work both as a self-employed and part of the cooperative through individual and group counselling/development.

## Implemented activites

Elements of the project outlined in the previous chapter were adapted taking into consideration the local facilites. Since the social cooperative, as a form of farming is not relevant, in India a self-employed community was formed. Because of a lack of funding only a minimum of equipment could be purchased and a reliance on own resources – such as adobe bricks, tent cloth – were available for construction. Among the range of services a different area was found, so in Delhi a waste recycling and reusing facility, while in Muzzafarpur employment in organic farming was developed.

In both cases the volunteers of G3S Foundation used the teaching methodology of Zen-Rei Nonprofit Ltd. for developing, counselling and developing competence.

The volunteers with the help of online tools held real time consultations and not only reviewed the methods but also had access to group and individual consultations.

With the same online tools the specification of each activity was outlined and was followed by the actual completion by the participants with the tools available locally.

The two target areas – though different types of administrative areas with different facilities – promoted the same three step action regarding the possibility for a breakout:

- Cleaning up of target area, marking off living quarters
- Organising lifestyle and learning arrangements
- Begin gainful activity

## New Delhi site

In New-Delhi the target area was the dwelling of a community living on one of the waste dumps of the metropolis. Here, the 'living on a waste dump', literally meant that the five dozen people actually spent their everydays on the dump site. They were born here and grew old here. The children and young people did not take part in any kind of education, the basic hygienic conditions were just one of the unattainable services.

First the university's volunteers together with locals designated the area where the future living and social quarters were intended, then after carting away and sorting the waste on the selected area – and finding a buyer for the material - they marked off the clean ground.

The next step was to end 'living in a group', to create individual dwellings for families. Several among the elderly were familiar with the methodology of making adobe bricks and sharing their knowledge with the younger they managed to build living quarters of 16-20 square meters. Tent cloths bought from donations function as roofs, which offer adequate protection even in the rainy season.

To serve educational and community purposes an edifice of 20m*10m floorspace was erected, two walls of which were made of adobe bricks and the other two of bamboo and tent cloth. Furthermore, a section suitable for communal bathing was created.

For education books, presentation tools, chairs and second hand ICT tools were acquired with the hard work of the volunteers. It needs to be highlighted that the author on his personal visit was communicating in English with 4-7-year-olds.

The next stage was to find a profitable activity, setting it up and launching. Although most of the men have already worked in the construction industry before and the women are familiar with the technique of sewing for example, because of their social status it is impossible for them to find employment at an outside employer. Although a partnership formed with the organization found during the clean-up of the area that processes reusable waste which means that the people living here will sort the present and future waste on a designated area and will receive earning in return.

A summary of the actions taken in relation to the people living on the New Delhi location:

- Clean-up of area, marking off are for living quarters

- Ending homelessness and living in a group
- Organizing education for the children with the help of volunteers, an opportunity for field exercise
- Examining adult competence with the means of interview
- Atypical (self-)employment opportunities (recycling and waste management, construction, education, child care, community services – provided for each other)
- Creating differentiated education for children, promoting literacy including digital literacy and improving foreign language skills
- Improving literacy among adults, spreading gainful and simple maintenance knowledge

## Muzzafarpur estates

Although Muzzafarpur is one administrative area, it covers a substantial expanse. It is made up of several small village centres, scattered services and streets, farms are sometimese separated by several kilometres. It is apparent here how a thousand-year-old lifestyle, customs and habits may be conserved. In front of the huts made of mud and abode plastered together there are women smoothing clay, surrounded by 4-6 year-olds running about bare naked, men are mooning about at a short distance and naturally cows and goats roam everywhere. A few kilometres away with the financial support of local leaders and entrepreneurs a school is being built for the children and an organic farm is under way with the latest innovations.

This duality was united by the work team along the same lines as in New Delhi, with the only difference that here the living quarters were more or less existing. But it was necessary to lay greater emphasis on education, improving literacy and sharing knowledge of a practical nature.

With the help of a local agricultural entrepreneur a sector model was drawn up for producing local crop. Interestingly, the shuck and skin of banana and mango used as fodder is put to use in treatment against pests and as vegetable fertilizer. From animal feces biogas is obtained, which is utilized in processing goat milk and producing cheese as well as providing fuel for cooking and heating water.

With the above mentioned resources and experiences the Foundation offers help to obtain seeds, seedlings and farm animals, which helps people gain additional income by selling their produce to the local entrepreneur.

A wifi hotspot was set up as part of a governmental educational development, and 10 computer stations were assembled to promote digital literacy among adults and children.

To those living further away the volunteers take the knowledge on mobile ICT appliances. Improving the literacy among adults is of high priority. The principal reason behind this is that if a person cannot read and count, they will not be able to evaluate the worth of their work. This was a staggering practical experience as a European in possession of an advanced general education – an entrepreneur openly discussing his 2000 USD seasonal profit per hectar next to a labourer who earns 1200-1500 INR (rupees) per month, which is roughtly 15-20 USD, and they cannot work out whether the worth of their work is higher then the remuneration paid for it.

A summary of the actions taken in relation to the people living in the Muzzafarpur farmlands:

- Organizing education for the children with the help of university volunteers, opportunity for field work
- Examining adult competence with the means of interview
- Atypical (self-)employment opportunities with the means of farming school and social economy (production activity)
- Creating differentiated education for children, promoting literacy including digital literacy and improving foreign language skills
- Improving literacy among adults and spreading knowledge of gainful farming activities
- For women courses on self-defence, period hygiene, cooking and domestic skills

## Experiences

The hypothesis based on the data revealed during the research was confirmed by the execution of the two model projects and the online and personal exchange of expertise related to the empirical research. In order to successfully tackle the impossible nature of social immobility we need to take small but determined steps. The first step was the realisation for those implementing the work that the effect of difference in lifestandards can be measured off a different scale. What to the European eye is small progress, may produce serious improvement in living standards for those living on the brink of society. It needs to be stressed that apart from a regular and nutritious diet, better hygienic standards and additional income the efficiency was also supported by living and thinking as a community.

Improving literacy was most efficient among children, as careworn adults are less motivated than their children – but following the enthusiasm of the children and after they shared their experience with the parents and grandparents, the older generation also became curious about writing and trying their hand at ICT appliances. The research recognised that it is more advisable to provide adults with income and community and at

the same time to create the education for children in a way that adults can join in. A good example for this is the community area of the New Delhi project, where adults witness the education of the children, so without realizing they also learn.

Furthermore, it was also concluded that including lighthearted discourse and exercises about family, respect, care, gender roles and responsibility in the practical educational materials drew attention to women, mothers and young girls. Unfortunately, this activity alone cannot handle the discrimination present on all social levels, but it is reassuring that in the target group discrimination against women disappeared.

On the whole the research supported the hypothesis that a European model can be successfully implemented in India, and the experience gained during the implementation produced numerous useful and usable ideas in return.

## Pictures of the project:

1. picture: Women in their native environment

*(Source: Tamás Kovács, 2018)*

2. picture: Family in front of their mud-hut

*(Source: Tamás Kovács, 2018)*

3. picture: A group of children celebrating Holi (a row of mud-huts in the background, a cleared area)

*(Source: Tamás Kovács, 2018)*

4. picture: Deepak Kumar presenting selection area

*(Source: Tamás Kovács, 2018)*

5. picture: A group of children in a Slum School

*(Source: Tamás Kovács, 2018)*

6. picture: On the community square created in New Delhi

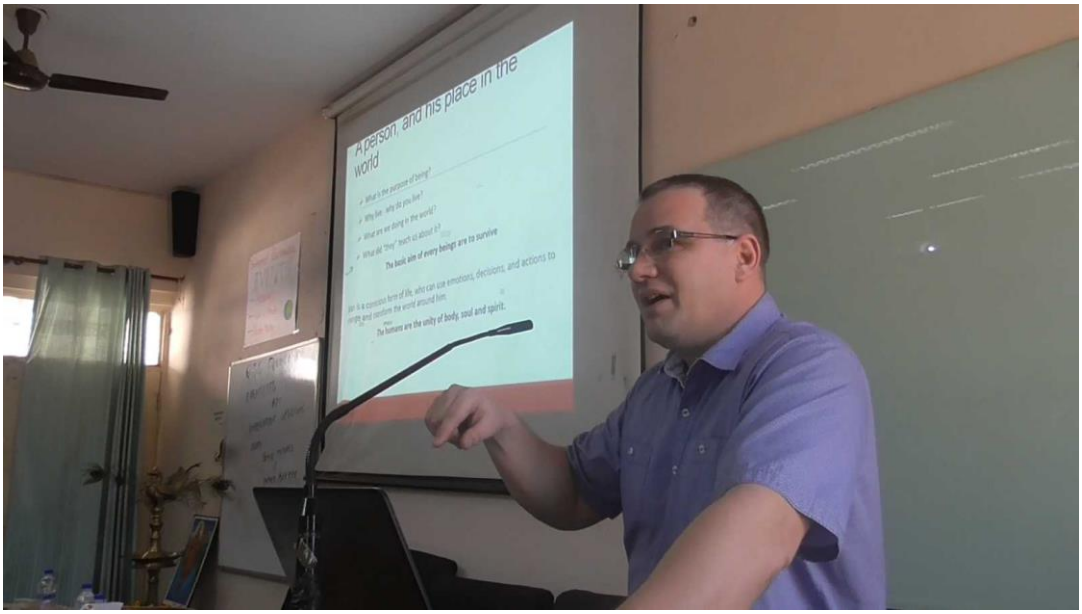
*(Source: Tamás Kovács, 2018)*

7. picture: Students of the Slum School learnign sewing

*(Source: Tamás Kovács, 2018)*

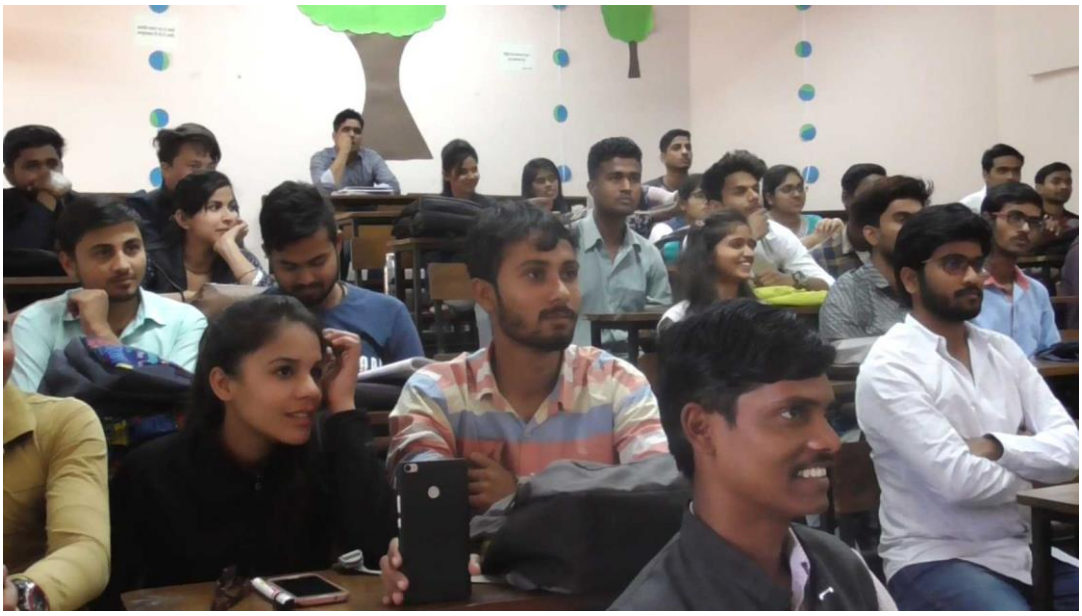
8. picture: Mindful Thinking presentation at University of Delhi

*(Source: Tamás Kovács, 2018)*




9. picture: Mindful Thinking students

*(Source: Tamás Kovács, 2018)*



10. picture: Visiting a family in Muzzafarpur with Anil Kumarral

*(Source: Tamás Kovács, 2018)*

11. picture: Students of the Slum School with the volunteers of G3S

*(Source: Tamás Kovács, 2018)*

**Tünde Minorics**

# *Local Communities and the Intangible Cultural Heritage in Hungary*

Our generation has inherited a treasury of material and intellectual resources, which includes the collective memory of the communities and preserves an awareness of their identity. We try understanding, what tradition is, how it has managed to preserve its power of creating and sustaining a sense of community, and how can we sustain it nowadays. Today, it is a vast storehouse for transmitting knowledge. The tools for transmitting information and knowledge are available in the form of libraries, collections, electronic documentation and through the media. The development of collections in and outside of museums, and the introduction of local heritage into the school curriculum can make it possible to acquire credible information and pursue independent research. Still the collective practice ensures that the survival of traditions remains key for the people living in a city. It is a practice, an example that makes traditions attractive for the next generations, it ensures continuity, it respects the past and always provides a sense of strength, pride and recognition for those who follow it. This is what we call heritage.

The intangible cultural heritage includes traditions continuously transmitted and recreated by communities: customs, representations, expressions, knowledge, skills as well as instruments, objects, artefacts and cultural scenes that are recognised by communities as their cultural heritage. The UNESCO Convention for the Safeguarding of Intangible Cultural Heritage has a prime goal, among others: "To safeguard the intangible cultural heritage; to ensure respect for the intangible cultural heritage of the communities, groups and individuals concerned. The Convention was adopted by UNESCO in 2003. Hungary adopted the Convention in 2006. In September 2008 the National Committee of Intangible Cultural Heritage was set up whose task is to work out a program for the implementation of the Convention and for international cooperation. It also selects intangible cultural heritage elements for the Hungarian list, and it nominates selected elements for entry to the international list. Apart from the necessary measures for administration by the state, a broad public reconciliation was executed, with a group of experts including anthropologists, ethnographers, and representatives of cultural and civilian bodies about the interpretation of the Convention's professional content and its adaptation to Hungary (Minorics, 2017. 215-216)

The Hungarian National Commission has 22 permanent, voting members and 7 permanent members with the right of consultation. The members are delegated by institutions, organizations and ministries relevant to intangible heritage. The Committee deals with questions of developing programs and education projects for achieving the points of the Convention, and for developing international cooperation and diplomatic cultural relations. The permanent, voting members are delegated by: Minister responsible for Culture (2 persons), Minister responsible for Foregn Affairs (1), Minister responsible

for local government (1), Hungarian Academy of Sciences (2), Hungarian Academy of Arts (2), Hungarian Heritage House (1), National Institute for Community Culture (1), Museum of Ethnography (1), Hungarian Open Air Museum (1), Association for European Centre for Traditional Culture (1), Hungarian Association of Country House Museums (1), Hungarian Folk Arts Council (1), Hungarian Rector's Conference (2), Association of Hungarian Rural Museums (1), President of the Committee of the parliament responsible for culture (1).

Permanent members with the right of consultation are delegated by: Minister responsible for rural development (1), Minister responsible for tourism (1), Minister responsible for the coordination of the church relations (1), Minister responsible for the development of social relations and the relations with civil society (1), Minister responsible for foreign affairs (1), UN Association of Hungary (1), Commissionar for Fundamental Rights (1). (http://szellemikulturalisorokseg.hu/index_en.php 11.09.2018. )

## Networking

### Networks fostering cooperation

As a bottom up system was set up in Hungary for developing the national inventories, an important question has arisen from the very beginning: how to involve the carriers of tradition themselves. The cooperation and efforts of local experts is crucial to identify, document and develop a system of local safeguarding of intangible cultural heritage elements as well as to facilitate their promotion, transmission and access. This cooperation is considered to be an axiom in the national implementation process in Hungary.(http://szellemikulturalisorokseg.hu/index0_en.php?name=en_f12_networking 11.09.2018.) Different networks were established at the national level to link the coordinator institution – the Department of ICH at the Hungarian Open Air Museum – and the local experts in different fields and the carrier communities.

Their main purposes are:

- to raise awareness on the importance of safeguarding the ICH
- to make the principles of the Convention 2003 more visible
- to foster the exchange of different heritage-safeguarding measures and strategies
- and to achieve the widest possible public attention for the importance of cultural diversity.

### Networks of Experts

*Network of County rapporteurs of ICH*

At the outset, the system of professional county rapporteurs was useful to draw in the former network of county museums. Main responsibilities and tasks of the county

coordinators for safeguarding ICH are: raising awareness of the importance of the ICH, initiating and coordinating the documentation of ICH elements in their county and region, organizing local forums and meetings, transmitting information to communities, providing professional counseling to affected communities (for example, the definition of ICH, process of nomination to the National Inventory), linking the communities with the network of experts, maintaining continuous contact with the Department of ICH, participating in training and courses and submitting annual reports to the Department of ICH.

There are also several informal meetings, field trips and opportunities for the rapporteurs to develop a close cooperation, collegiality and friendship - to make their work together even more effective. A special, closed mailing list is also available for them, where not only the events, programs and material related to ICH are shared by the members, but also calls for papers, conferences and workshops on various topics.

*Network of voluntary professionals*

This network makes up a database of individuals, groups and organizations involved in the field of intangible cultural heritage at both national and mainly local levels. The network includes members of non-governmental cultural organizations; individuals working in centers of culture, research and education as well as those managing museums and public collections. It also includes those competent in any of the various domains of intangible cultural heritage, who also possess a comprehensive knowledge of the given community or region, its attributes and its cultural life.

Their main tasks are: identification of local heritage, elaboration of safeguarding measures, guidance of the communities in the process of nomination, raising awareness on the local level and encouraging local educational programs.

## Connecting the carriers

In 2009, the Department of ICH also established the Circle of Consciously Safeguarding Communities for those communities who have been inscribed on the National Inventory. TÖKK provides further training and guidance to these communities and it serves as a forum for exchange of experiences and ideas about the preservation of their heritage and about the process of nomination to the National Inventory. The forums focus on presentation, analysis and methods for application for safeguarding practices, as well as debate on various pertinent issues. Communities present their own safeguarding strategies offering their learning to benefit other communities. Besides, these sessions discuss thematic issues, focusing on a particular predetermined aspect. One example was discussing the legal aspects of practice in intangible cultural heritage. Communities mutually invite each other to their events, gaining first hand experience of the practice of

heritage safeguarding, learning from each other's methods, safeguarding strategies and the forms of heritage protection at both the non-governmental and the institutional level.

## Development of the National Inventories

Following the reccommendation of the ICH Committee, the Minister of Culture created two lists to assist in safeguarding Hungary's intangible cultural heritage: the National Inventory of ICH and the National Register of Best Safeguarding Practices. (http://szellemikulturalisorokseg.hu/index0_en.php?name=en_f21_development_national_inventories 11.09.2018.)

In Hungary the guiding principle for implementation is that nomination must in all cases be initiated by the relevant communities. Communities must also play a primary role in preparing the bulk of the documentation as well as in developing and implementing effective measures for protecting the element. Since nomination documents are compiled by members of the community, we may assert that community participation is a key factor and a basic criterion in the process of inscription to the list. When evaluating the nominations, the Department of Intangible Cultural Heritage, the independent experts and the Expert Committee specifically check and highly value the broadest possible involvement and contribution on the part of the community, without which it would be extremely difficult to make any decisions or implement any safeguarding measures.

## Elements of the National Register of Best Safeguarding Practices

The *Táncház method* provides a community educational and entertainment event when various elements of local intangible cultural heritage (folk music, folk dance, poetry, traditions, handcrafts, etc.) are learned.
(http://szellemikulturalisorokseg.hu/index0_en.php?name=en_f23_elements_best_safe 09.09.2018.This is achieved by transplanting them into an urban cultural context. The essence of the method involves learning these heritage elements directly from the carrier communities and from archive sources with the guidance of ethno-musicologists, ethnographers and folk dance field research.

Participants have an active role in the process – becoming members and perpetuators of the traditional community culture while learning and having fun. This direct hands-on method of acquisition allows for the local culture to become part of their everyday way-of-life. Thus, participants themselves become the carriers, transmitters and re-creators of

the heritage. The 40-year-old revival movement spurring this method was developed in the 1970's in Budapest.

On 25 November 2011, the Táncház method was selected for inscription on the UNESCO Register of Best Safeguarding Practices.

Balatonendréd is located in Somogy County, just an arm's length away from the Lake Balaton. Its folk art treasure, bobbin lace, became an essential part of the community's way-of-life and also inseparable from the name of the village. Its trademark design includes the snowflake, the peacock's tail, the peony, the turkey oak leaf, the violet leaf, the tulip and the sunflower. This renewed, re-designed and distinctive pattern qualifies it to call itself the Balatonendréd technique - despite the fact that the same technique elsewhere is also known as bobbin lace making.

*The bobbin lace making of Balatonendréd* and the preservation of its tradition are connected directly to the municipality and the roots of it are connected to the Belgian lace-makers' tradition. In 1908 Endre Kájel, a local protestant pastor, recognized the European demand for lace products and he created jobs for the women of the village by teaching them lace making. All women and girls of the village's protestant inhabitants had already learned how to make the lace by the time of the foundation.

The contemporary preservation of the bobbin lace making tradition was undertaken by the Council of Balatonendréd and the Local Elementary School, because there were few older women, who had been the carriers of the knowledge of the lace making in the village anymore. Since 1996 bobbin lace making holds an important place in the elementary school's local curriculum. It is a priority and it is also seen as an important task to teach the future generations to respect the heritage of the past. First, the children get acquainted with the simpler movements, the history of the lace and the tools of the bobbin lace making. They learn at their individual pace, depending on their dexterity during lessons. The more talented ones can deepen and increase their knowledge in study-groups. Incidentally the program also creates jobs for future generations. The Council of Balatonendréd has a significant role in the process of preservation: it provides the tools, creates events for presentations and, using the press and tourism, secures opportunities to display or introduce the bobbin lace tradition of Balatonendréd.

The *Rajkó Method* makes everlasting the tradition of the Hungarian folk music culture and the Hungarian-Romany music culture which is modelled on the style of Vienna.

The Rajkó Method imported the knowledge preserved by Gypsy musician dynasties into the education system. The antecedent was the establishment of the Rajkó Orchestra at the Talentum Art School in 1990, when the art activity and the art education separated from each other. The students are admitted based on talent scouting. They receive secondary level education and higher educational outcomes are also guaranteed for them. Joint performances are supportive and inspiring and also provide them with stage experience at an international level. The cultural and social mission of the Rajkó Method is the representation of the Hungarian Gypsy music's classical line and also to demonstrate it within a complex system.

*The Kodály concept* is a music pedagogical method recognized and practiced worldwide.

Zoltán Kodály's concept of music education is based on the folk tradition of Hungarian folk music, and it was conceived in the spirit of the idea, that the Hungarian child should specifically learn the folk music of its own country, and use its own "musical mother tongue" to acquire a complete knowledge of high-class European music and become a musically educated adult. The philosophy of the Kodály concept involves a new approach in music research, music creation as well as a music pedagogy which is based on musical tradition.

The main areas of this concept cover local communities, national musical institutions and the music culture of mankind. These three levels are united by the idea of human musicality.

*Kassai's method* of equestrian archery offers a transmission of knowledge, experience and of a way-of-life that brings modern-day people closer to nature and facilitates the development of inner balance and harmony. It incorporates the revival and safeguarding of the ancient art of mounted archery on horseback as well as including competitive and recreational aspects.

Lajos Kassai developed the comprehensive method and way-of-life through decades of experimentation, research and training. At its core the method revolves around the joint training of horse and rider, making traditional types of crossbows using modern materials, and putting the skills of horse and rider to the test in competitions free of time and space. The method involves imparting knowledge of historic Hungarian battle tactics and fighting arts from the 9th-10th centuries. A love of history and nature is nurtured by learning about horse breeding and training, and by preparing and using traditional mounted archery equipment.

The over-two-hundred followers of the method are members of associations known as khanates and tribes which participate in its transmission and dissemination. Today Lajos Kassai teaches his method in 16 countries around the world. Community-building and cohesion have become an important aspect of Kassai horseback archery. Members regularly organize camps, demonstration sessions and competitions, perform at national ceremonies, and represent Hungary at international events and competitions.

*The Nativity play meetings in Debrecen* are organised by calling experts into the Community Centre of Debrecen. The meetings are held every year in the middle of December.

The aim of the organizers is to explore the traditional revival groups of the Carpathian Basin, to encounter their traditional practices in producing Nativity plays, to provide continuity and transmission. They also initiate new groups who have not already produced their Nativity plays, but they are interested. The meetings also speak to traditional revival groups and to the audience.

The assembly of traditional transmission in Debrecen helps the communities of Hungarian native languages with their local – religious – cultural identity, it fosters the creativity and integration of the participants, supporting the continuance and revival of the traditions.

The organizing of the assembly, the teaching and support processes of the Nativity play groups became the model and the exemplar for looking after tradition and promotion.

*The Gandhi High School, Boarding and Elementary School of Arts in Pécs* is the first Gipsy / Roma nationality school in Hungary and also in Europe, which has been taking pupils to school graduation since 1994. The pedagogical program supports the transmission of the vanishing Gipsy / Roma heritage. Furthermore, the language teaching (lovaric, beas), the education of Gipsy/Roma folk knowledge and arts, plus researching their values are highly significant. Students can acquire knowledge by means of community-building and high-level education which helps strengthen their identity and facilitates their later social integration.

The Gandhi institutional system contributes to the accessibility and understanding of the diverse culture of Gypsy / Roma people and to the acceptance of cultural diversity, both in Hungary and internationally.

## Elements on the National Inventory of ICH

*'Master of Folk Art'* award winners are exemplary individuals recognized in their respective fields as having made a positive impact on their environment and playing a crucial role in the safeguarding and transmission of traditional cultural heritage through their creative and artistic work. The distinction is awarded by the Hungarian State to exceptionally talented folk artists specializing in any of the various domains of intangible traditional cultural expression. Award winners are,therefore, bearers of that heritage, who through their particular artistic activity and life-work meet the criteria for inscription on the National Inventory of Intangible Cultural Heritage. (http://szellemikulturalisorokseg.hu/index0_en.php?name=en_f22_elements 09.09.2018.)

These individuals together with their activity and knowledge are selected for inscription on the National Inventory by the National Committee. The state award was established in 1953 and has been awarded annually ever since in any of five categories (folk dance, folk singing, instrumental folk music, storytelling and traditional handicrafts). Awards are based on recommendations and nominations by the local communities and associations.

*Tehe 'Busó' Festivities at Mohács a Masked End-of-Winter Carnival Custom.* Every period of the history of the Busó Festivities produced a "current" form, then and there, aligned with the life of the people by adjusting to the prevailing circumstances. It conforms to traditional forms as well as to current expectations and tastes of the community. It is created through collective practice as a free, impromptu "composition."

*Living Traditions in the Cultural Space of Kalocsa: embroidery, costume, ornamental wall painting and folk dance.* The colourful flower motifs of the ornamental painting and

embroidery of Kalocsa are known throughout the world and indeed have often been considered the emblematic symbol of Hungarian folk art. The women of Kalocsa who still draw, paint and embroider in the traditional style are the carriers and the perpetuators of that local heritage. Traditional revival groups, folk dance groups, the local museum and the folk art centre all contribute to the safeguarding of the characteristic culture and folk art that distinguishes the Kalocsa identity. The inhabitants of Kalocsa and the surrounding settlements are devoted to their folk heritage. Folklore Festivals and celebrations, the role of awareness raising and art education are all of paramount importance in the safeguarding and sustaining of the local heritage.

*Pottery Tradition of Mezőtúr.* Historically Mezőtúr earned a place of distinction for its country market-fairs and for its crockery – a heritage that is still very much alive and continually developing today. The carriers of the knowledge amassed over the years are those local workshops and small-scale ventures where locally trained masters practice and also teach their craft to future generations. These workshops not only produce articles that appeal to modern tastes and uses, but are the location for significant preservation work as well. The elements of a well-developed, rich culture refined over hundreds of years are preserved in the fired pottery and in the technical knowledge and expertise of masters. The pottery-making tradition in Mezőtúr is not merely a way for local masters to make a living. It is and has been a focus of pride for the entire town, providing and reinforcing in Mezőtúr inhabitants a sense of identity over the ages. Without any outside intervention they managed to establish quality task-oriented institutions (museums, rural heritage houses, art schools, etc.) suited to preserving this cultural heritage and transmitting it to future generations.

*Falconry i*s strictly speaking hunting with birds of prey. In the broader sense, it is also a way-of-life, a community in which this form of hunting is the focal point. This culture requires a love of nature and birds of prey, hunting expertise, as well as skill in training, breeding and rearing the birds. It also includes the knowledge of making and the use of traditional falconry equipment, exploration and research into falconry history, promoting and preserving the heritage, the shaping of a mindset as well as the teaching and transmission of the art. People involved in falconry also organize events and occasions to display falconry, involving and strengthening the cohesion of local communities and raising awareness regarding their culture at such events, both domestically and abroad.

Matyó or Matyóság is the collective term for an ethnographic group. The expressions of *Matyó folk heritage* are all still living elements of community life and culture. Their manifestation is found in folk art, religious traditions, celebrations and rituals, traditional handicrafts and trades, folk dance, songs and music, poetry and language dialect. The Matyó culture is not a static heritage, but one that is in constant flux, ever recreated in content by the community that lives it. This vibrance reinforces the sense of identity in successive generations.

## Finally

Important steps have been taken in Hungary to protect the cultural heritage. Necessary to introduce new content in education. Necessary to creat new workshops of learning. Necessary to apply different forms of learning and modern mediation methods and tools. But still the collective practice ensures that the survival of traditions remains key for the people living in a city. It is a practice, an example that makes traditions attractive for the next generations, it ensures continuity, it respects the past and always provides a sense of strength, pride and recognition for those who follow it.

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**Balázs Németh**

# *The Changing Faces of Learning Cities: Recent Achievements of the Learning City Programme of Pécs, Hungary*

## From a Learning Community to Community Learning

The Pécs Learning City Programme met a milestone phase when the Municipality of Pécs received the Global Learning City Award. This momentum provided a rather good time to look into the early stages of the progress in making Pécs establish its learning community for collecting and sharing valuable knowledge amongst its citizens regardless of age. It was the University of Pécs which turned its project-based experience into a concrete initiative of a joint commitment of the City and its university for establishing the model of Learning City.

The University of Pécs set up a team of experts to help the Municipality of Pécs to write and edit its Global Learning City Application in early Fall of 2016. The application itself was dedicated to the diverse culture of town with a rich educational environment to help learners to develop their skills both in formal and in non-formal, informal grounds.

At the same time, the University of Pécs contacted the House of Civic Communities to provide co-ordination and management of the first Learning Festival for the first time in early 2017. The House of Civic Communities, accordingly, started to collect valuable civil society groups and experts in showing great amount of experience in the development of soft skills, like citizenship, intercultural skills, communication skills, etc. and of specific awareness raising in environmental protection, intergenerational collaborations and arts education. These grounds enabled the University of Pécs to position itself as one representative members of the leaning city formation in Pécs and, likewise, to articulate its own input to the Learning Festival through the involvement of interested faculties which have already run specific programmes with a scope of knowledge transfer in irregular forms.

## The Formation and Development of Learning Festivals in Pécs

The Learning City Programme of Pécs identified its first Learning Festival as a set of three thematic topics in order offer flexible platforms to include each and all learning providers with their particular programmes based on the participation of local citizens from school-age to retired members of the community.

There were three topics for 2017 set at the beginning of the year to represent a broad range of interest and, simultaneously, to incorporate different interests be channelled into representative topics to signal both global and local focuses with popular calls. Those 2017 learning city topics are:

- Culture and arts;
- Environment, green Pécs;
- Knowledge transfer and skills development.

Those above topics generated growing participation since more than seventy organisations and institutions got involved into the one-hundred and thirty programmes of the First Learning Festival for 15-16 September in 2017.

One can estimate whether it was a good decision and direction to get the House of Civic Communities to take a central role in the organisation of the Learning Festival. But having evaluated the impact of first Learning Festival, we can honestly conclude that the learning community of Pécs has gainded a lot to start getting used to the formation of the Learning City model and its flagship initiative called the the Pécs Learning Festival. I am concerned that this focus cemented a bottom-up approach based on trust and partnership, but the initiative could not avoid the lack of funding and minimal attention although the City of Pécs received the Global Learning City Award on 18 September at the 3rd UNESCO International Conference on Learning Cities.

## Implication of needs-focused topics

The organisers of the Learning Festival had collected public proposals for topics of the Learning Festival, and it was a great achievement that participating platforms of leaning providers came to consensus to provide three authentic topics of lifelong learning which would definitely meet the characteristics of Pécs as a city of culture, high culture influenced by multicultural, multi-ethnic and multilingual and multi-religious dimension. Moreover, a city of education and learning would position Pécs to demonstrate the connection of formal to non-formal and informal grounds of learning.

## Building partnerships with local companies

The Learning City Programme of Pécs and its Learning Festival has emphasized, from its start, the connection and partnership building with local and regional businesses, corporations and other market-led groups like the local Chamber of Commerce and Industry.

This approach and special attention was also lifted up through the organisation-process of the first learning festival in 2017 to initiate and promote the particular angle of

business and economy driven narratives, understanding around the benefits of learning and of skills development. Companies like the local forestry group, the local public bus transportation corporation and the local powerplant joint the Festival with its programmes and learning models, like environmental learning through the forest/woods, learning community skills on buses and learning new dimensions of the energy supplies for residential and business areas.

A necessary conclusion is that the initiation of the Learning Festival resulted in the move of the notion of learning away from negative meanings and contexts, moreover, it helped in the raising of participation, the growing manners and needs towards community learning and learning the community at the same time with intergenerational collaborations and the inclusion of depressed, underdeveloped districts of the city. Those above three topics helped to move Pécs towards smart and creative city directions with culture-based orientations in a city of culture.

## The Second Learning Festival of Pécs

The second Learning Festival of Pécs was planned from February 2018 in association with more than seventy organisations and institutions which claimed that they would continue with their active engagement and participation in the formation of the Festival and its programme for the second time. Three topics were dedicated to support the overall theme of *Experimental Learning:*

- Environmentally conscious? Sustainable environment in and around Pécs;
- Place and Values – Cultural Heritage of Pécs;
- Is it easier to do thing together? Intergenerational learnings and partnerships for skills development.

A great number of people worked on the planning and development of the 2nd Learning Festival of Pécs for 20-22 September period of 2018 and got together several communities from kindergarten-based harvest-festival programmes to special learning activities of senior citizens and their special Senior Academy run by the support and organisational assistance and third mission of the University of Pécs and its Institute for Human Development and Cultural Studies.

The Festival became better positioned through the UNESCO Global Learning City Award which generated attention, respect and equitable status amongst other culture-based festivals in the City of Pécs.

First of all a special Learning City Conference was organised for 20 September 2019 into town with several participants to discuss the topic of *Learning Cities and Culture Working Together* in three strands:

- The impact of Heritage, Values and Culture in Learning Cities and Regions;
- Smart and Learning Cities, Technological Innovations and System Developments;
- Learning Cities to Promote Intergenerational Learning.

The above three strands provided a good opportunity to have a look into the innovative potential of the Learning City initiative and into some particular perspectives of development and of challenges to tackle through more attention be given to the needs of stakeholders and of individuals as local citizens regardless of age.

Pécs could well position its Learning City Programme with the support of the University of Pécs to provide research and innovation into this valuable initiative and consequently the Festival Concept based on the brand of Learning City became recognised through those many collaborative actions of the Festival Programme and its three topics for 2018.

However, the more than seventy participating organisations and institutions carried out one-hundred and twenty programmes and involved a big part of lifelong learners in the city centre of Pécs to participate those colourful programme and interactive and mostly intergenerational events, lectures, presentations, games, concerts, dialogues, platform talks, etc. through which learning was again moved into a better spectrum to demonstrate joy, entertainment, community building, access, inclusion, care and solidarity. Not only learning programmes, but also special for a were organised to discuss many faces of learning. One example for this was a little roundtable with short presentations on the *Routes of Learning* with special attention to drama-game and motivations for learning, learning as a source of happiness, early childhood integral development, inclusive pedagogy, focus on 'a City to Touch', and the Pygmalion effect and its relation to learning.

We have to recognise and pay tribute to the House of Civic Communities to provide co-ordination, real management of the many Learning Festival programmes for those two days of action. In this regard, the House became the motor and real Headquarter of the Learning Festival in Pécs to provide full capacities and care towards partners of this respected Programme to take action for a 3rd Learning Festival.

## Preparations for the 3rd Learning Festival of Pécs – An outlook

This year's Learning Festival will take place from 25 to 27 September in 2019 with a focus on *Learning and Community – Community Learning* to cover up influential issues determining participation and performance in learning in the following dimensions:

- Culture and Arts bring you closer to Learning – Learning through Music, Dance and Performative Arts;
- Learning through Move, Sport for Health;
- Learning Environment – Learning in Environment.

Participating institutions, organisations and individuals will move the initiative forward to promote better adult and lifelong learning with intergenerational focuses to identify

some good choices for developing the learning city model in Pécs based on valuable local partnership and international networking with cities like Cork in Ireland which city and its University we have established quality relationship in Research and Development of Learning Cities.

We in Pécs at the Learning City Programme are convinced that getting people together through learning is both helping individuals and their communities to feel the joy of belongingness, respect and dignity. UNESCO has generated a growing attention to the human side of learning we try focus on with the flagship slogan of the organisation: 'No one is left behind'.

## Comparison of trends in between Cork's Learning Festival and the Learning Festival of Pécs

While we try to underline here that learning cities and regions are worth to be included into comparative adult education research, our narrative upon the topic comes from mere realities that learning cities today demonstrate a social, political and economic alliance to balance diverse needs through learning. This may bring about and support the development of open and inclusive societies opposite to closed and exclusive communities.

Communities which label themselves as humanitarian and sustainable in social contexts have to recognise and support learning as a process and learning how to live and to live together regardless to age, sex and social status.

## Similarities and differences in the two city-based cases – reasons behind

Pécs and Cork are similar rural cities regarding not being capital cities. They were both cultural capitals of Europe during the Lisbon-decade, Cork at the beginning and Pécs right at the very end of that decade.

Pécs and Cork have all made use of the particular values of their communities, traditions and cultural activities, institutions and other respected formations so as to reconceptualise their visions and mission through learning.

Pécs and Cork have built on the voluntary work and participation of their citizens to celebrate learning through a Learning Festival. Cork has already achieved several festivals, but Pécs is just heading for planning and organising its own learning festival for September, 2017.

Both Pécs and Cork have opened to international partnerships and networking in learning city-region developments and innovations through PASCAL Observatory, but Cork joined the PIE network, while Pécs was invited to the Learning Cities' Network (LCN) platform and its cultural network of PASCAL. Both Pécs and Cork have focused dominantly upon the participatory aspect of learning city innovations, therefore, favoured the involvement of adult and lifelong learners into their programmes and events.

Finally, both Pécs and Cork have made use of their former cultural capital status to aspire for a learning city title and, consequently, to apply for being selected as an UNESCO Global Learning City and potentially be recognised with a special *Global Learning City Award.*

As for the differences, Pécs is a relatively small town of one-hundred and fifty-thousand inhabitants, while Cork is a little larger with around two-hundred thousand inhabitants.

Cork has got a rather developed and balanced structure of adult education institutions and associations, while adult learning and education in Pécs has got a deformed structure to mainly focus upon VET and labour market trainings with state monopolies. Cultural institutions and organisations, in this respect, have special roles and functions to provide spaces for atypical forms of learning.

## Conclusions

It is obvious that learning cities and regions can be investigated as frames and special structures, on the one hand, to provide adult learning and education to match learners' and learning communities' needs and, on the other, to incorporate informal learnings of adults and intergenerational tandem learnings into mainstream provision of programmes in adult education and in vocational training. This paper tried to emphasize that researchers in adult and lifelong learning have always been close or even active participants of learning city-region initiatives in many places of Europe and in other continents.

Moreover, UNESCO, for many reasons, has connected adult and lifelong learning to learning city developments. May we propose that further developments are needed in this frame through concentrated actions of comparative studies.

This orientation was well reflected in the October 2018 International Consultative Meeting on Lifelong Learning into Shanghai, China organised by UNESCO Institute for Lifelong Learning.

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**Julianna Boros – Eszter Gergye – Tamás Ragadics[1]**

# *Community learning and cultural learning in Ormánság*

The aim of the study is to present how the elements of cultural and community learning could complement the formal framework. In this paper two settlements (Drávafok and Tésenfa) from the Ormánság area are presented in detail.

The local communities of the Hungarian countryside – due to the heterogeneity of the local problems – may react to challenges with different responses and strategies, with the varied set of instruments of social innovation. Handling conflicts is especially difficult in lagging regions of eroded social structure and scarce resources where the efficiency of external assistance is weakened by the disorganised nature and inactivity of local societies. The Sellye and Siklós districts are located in the country's marginalised districts, characterised by small villages: the appropriate local services are missing, transportation is ponderous, there is a high rate of unemployment, and segregation is prominent.

The social changes, the rapid change of labour market, the established institutions and services in different sectors - such as education, employment, housing, health care and social services - in the 1990s had an impact on the life of the members of civil society, mostly who lived in the most undeveloped and disadvantaged areas of Hungary. It became clear that the level of education and the amount or the lack of economic- social- and cultural- capitals determine a given person. Hence, the school, the education as value became highly appreciated. On one hand, the low level of education and the lack of required competencies, on the other hand the lack of workplaces on the labour market were considered as causes of the high rate of unemployment (Kertesi, 2000:406-443). The LeaRn-project could be defined as such a research on education and culture which belong to the field of adult education (in a boarder sense) and relating mainly to local- and regional development (Kozma et al. 2015:11). According to researches the interactive learning is crucial element of innovative processes (Lundvall 1992). Such interactive learning is developing by the interactions between the given actors (Kozma et al. 2015:14). The values which are appearing as key elements in the Learning Region Concept have been used before the concept. The value of bottom-up initiatives and local resources were known. However, the Learning region Concept developed such a new quality on this field, which restructuring the emphasis among the known values (Benke 2013:8). Based on the Learning Regions Concept, the aim of this study is to provide an example for such kind of social innovation in which the locals are involved to activate and develop the local

[1]The tree authors of this of this paper are working as a small research group at the Faculty of Humanities, University of Pécs in connection and strong cooperation with the LearnInnov research group, headed by Tamás Kozma Prof. Dr. The main research topics of the members of this small research group are related mainly to the Southern Transdanubia region. Working together is a great opportunity for the three members to write about this region, but in more aspects (as their own individual research focuses are also different). The LearnInnov research group provide such a framework what makes possible to connect other similar researches of the country.

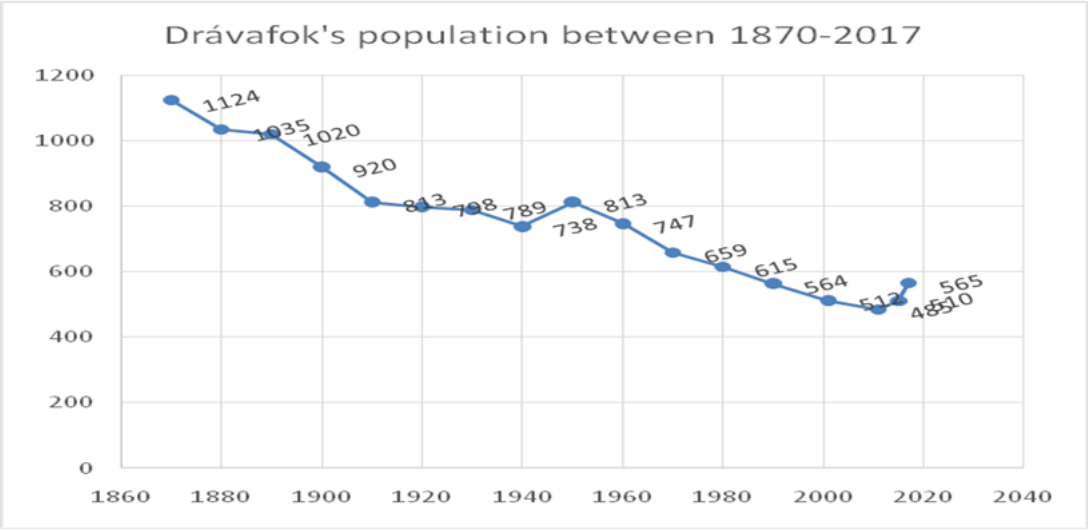
communal-, cultural-, and economical- resources. At the regional level, during our research, we generally used the databases of National Regional Development and Spatial Planning Information System (TeIR) and the LeaRn (Kozma et al., 2015).

## Drávafok – the characteristics of local learning

Drávafok is situated in the south-west of the Sellye district, near Somogy County. Its current population is 493 (KSH 2018). According to the decennial survey of the population census, the number of the resident population showed a decreasing tendency from 1870 until the 1940s. The effect of the Ratkó-period can be observed here as well, the positive change on the line chart lasted for a decade, and then it began to decrease again.

Figure 1: Drávafok's population between 1870-2017.

(Source: Ragadics – Horváth 2018)




Forces of opposing directions underlie the demographic changes: the previously strong farming cooperative centre lost the majority of its workplaces following the change of regime. Beside the outward migration of youth, inward migration also became characteristic. The advantages connected to the small centre function of the settlement (school, kindergarten, commercial units) are attractive for the residents of lagging villages which do not have institutions. The rate of unemployment is substantial, however the

public employment programme, which can be considered various in the regional conditions, provides serious help for the more unqualified groups.

The ethnic composition of Drávafok is mixed. As a result of its location near the border, the settlement has residents of Croatian and dual identity. In addition to the Croatian minority, the Romani population is present, and according to the interviewed local residents, its proportion is approximately 50%.

Religion also plays an important role in the township which traditionally has Reformed roots. The Reformed native population constitutes a cohesive, narrow group, while the typically Roman Catholic Croatian and Romani population is more divided.

## LeaRn-pillars in Drávafok

The ***complex LI*** indicator in the district remains below the national average, while in Drávafok it exceeds both values. In the case of nearly all pillars its values exceed the values of district and the country. Among the reasons underlying the data, the role of educational institutions, civil society organisations in the settlement, and the cultural diversity of the village can be highlighted.

Table 1: Drávafok by the LeaRn database

(Source: Ragadics – Horváth 2018)

| | ***National mean*** | ***Mean of district Sellye*** | ***Mean of Drávafok*** |
|---|---|---|---|
| ***Formal learning*** | 61,85 | 57,32 | 61,47 |
| ***Informal learning*** | 8,84 | 4,34 | 9,75 |
| ***Cultural learning*** | 8,78 | 8,71 | 17,85 |
| ***Social learning*** | 28,38 | 29,53 | 38,81 |
| ***Complex LI*** | 26,97 | 24,98 | 31,97 |

## The results of the questionnaire survey and interviews

We carried out questionnaire surveys and interviews in the settlement in 2017. We completed questionnaires in 84 households concerning the residents' relationship to the settlement, participation in the community, local culture and trust. As for the advantages of the village, the respondents also mentioned the existence of institutions among the first points. In addition to the kindergarten and the primary school, the locals highlighted the operation of the local community centre, the doctor's surgery and the pharmacy. Several of them mentioned the tranquillity characteristic of village life, the closeness of nature and the close-knit community. Among the negative points, the locals mentioned the lack of work opportunities, poor transportation and concerns related to the outward

migration of young people. The number of local civil society organisations is far above the regional average.

Within the Sellye district, the only school not maintained by the state is in Drávafok. The Reformed Church has been operating the institution since 2008, overtaking it when it was destined to be closed down. In accordance with interviews with local pedagogues, the head of the community centre and the Reformed pastor, the Mosoly Kindergarten of Drávafok and the Csikesz Sándor Primary School, operated as a member institution of the Hostel of the Reformed School of Pécs place a strong emphasis on cultural education. The kindergarten organises language related programmes in the Romani and Croatian languages, but acquaintance with the Hungarian culture is also important. The vast majority (over 90%) of the children attending the kindergarten are disadvantaged or multiply disadvantaged and come from three settlements: Bogdása, Markóc and Drávafok. The two institutions cooperate closely and are active participants of the settlement's life. Although the proportion of those of the Reformed religion does not reach one quarter of the population, the church maintaining the institution has a significant cultural role even in the case of the residents belonging to a different congregation. The festivals of the village are enhanced by performances by the students of the school, thus the events of the local society are the holidays of the Reformed congregation. Through the programmes, the students of the school and their relatives connect to the Church as well. According to the interviewees, participation at community occasions and at church services appears as a kind of norm towards those fulfilling key positions in the settlement. This example – though not uniformly accepted – is spreading in the small settlement, although the closed nature of the Reformed community prevents a wider religious activity.

Environmental education, in cooperation with other civil societies is included in the programme of the school, and they organise programmes even outside the framework of school life which respond to acute social problems (for instance, at Christmas eight-year students take cakes to those elderly, who live alone). Concerning the problems incurring in the school's life, the larger parent institution in Pécs provides solutions. Such issues include the lack of specialized teachers, which can be solved through attending teachers. One seventh of the students have special educational needs, and several socialization-related problems are present which exceed the scope of the institutions (such as having children at a young age). The talent-based educational strategy represented by the school of Reformed traditions dominantly enhances the chances of catching up and of admission to secondary education. This direction seems highly interesting, as the long-term strategy of the school is to become a determining educational centre through talent promotion and religious education. Judging from the already ongoing processes, the primary school – in a way contrary to earlier trends in schooling directed towards nearby cities – may appeal to families of Reformed roots living in the countryside, as well as to those who wish to provide their children with quality education in a friendly, small-sized community with high level of infrastructural facilities. Recently the village transferred the school building as well to the maintaining Reformed Church in the hope of more successful development tenders.

The other building of key importance in the settlement is the community centre which hosts several programmes and events. Drávafok – unlike other villages – did not choose the cost-cutting strategy of closing down the community centre. The head of the institution is a qualitied, motivated colleague, who is also a representative in the local

government, and cooperates in several tenders concerning the village. It is important to mention that two former mayors of the settlements were also connected to the work of the community centre. The building is a true village centre: children and adults also frequent the computer room, library and event venues. The coordinators of the public employment programme and the leaders of the settlement also meet here during the day to share information concerning the operation of the settlement.

## Tésenfa - the economic and the social indicators of the region and of the village

*'(…) the 'bio' is when you take a random tree to plant and you sprinkle it with the juice of nettle. The ecological means that you collaborate with the landscape, therefore you plant landraces. Józsi (husband of the interviewee) used to say that those trees must be planted which are socialised at the given territory.'*
These sentences are quoted from an interview made with a married woman who has been an important role in the local community's life and cultural life in Tésenfa. The differences between bio- and ecological farming are very simplified in the above explanation, but still contain the essence of community development and communal learning. Tésenfa has not only converted the normal farming into ecological farming but they also value the local resources in the community development process more than before. Throughout these values, the community development and communal learning is forming and shaping by these local values. The word "culture" originated from the Latin word: '*agricultura*'. In this sense the analogy between eco-farming and community development, community learning seems even more relevant.

Based on economic indicators the Siklós district (part of South Transdanubia) is a disadvantaged area. Therefore it is important to get know those initiatives in this region which aiming to provide solutions and opportunities for the challenges of this regions, such as: poverty. The focus of the research is Tésenfa, located in the Siklós district. The population is approximately 190 habitant and there is no either school or kindergarten. The village is out of the agglomeration of Pécs (centre of Baranya county, university town). In this context, this village is not part of an 'economic *learning region'*, but it is part of a 'cultural' learning region (Kozma et al. 2015:49-50).

The conscious rediscovering of local traditional and community values (such as the establishment of the House of Local Traditions; planting native fruit trees and learning about it; switching to eco farming and learning about it as well, developing a kind of community garden) provide the activities and platforms for community and cultural learning in the village. Further learning activities are developing during different cultural-, church related- or civil- community gatherings, such as: art camp and Christian summer camp in every year; and volunteering. In addition, the village leaders and involved locals are in strong formal and/or informal relation and cooperation with the leaders,

voluntaries and co-workers, locals from those neighbourhood villages which are facing with similar challenges like Tésenfa.

During the past few years there have been some changes in the life of the village. According to the results of this research these changes were in strong relations with that work of the in moving young married couple which highlighted the importance of discovery and utility of local values. Beside the document analysis, 4 interviews were recorded in 2017 with leaders and active local community participants.

## The indicators of the region and the Siklós district

The village (Tésenfa) is located in the Siklós district; therefore it is needed to summarize the economic and social indicators of this area. The Siklós district is located in the southern part of Baranya County; the territory is 653 $km^2$ with a large number of settlements (53 villages). Acording to the ranking of the '*290/2014. (XI. 26.)*' Government Regulation the Siklós district is not listed among the districts which need development. However, as the second biggest district in Baranya County, between 2005 and 2015 the population is steadily decreasing. In 2005, 37 884 people lived in the Siklós district, while this data reduced to 35 149 in 2015.

The rate of population aging was steadily increasing and it was higher than the national average in 2015. Moreover, it is similar to the indicators of Baranya County and South Transdanubia Region.

The economical status of the region: there is a low rate of employed population; the number of registered unemployed residents is similar to the national rates. In 2011, the number of registered unemployed residents was 3918; hence in 2015 this number increased to was 2570. The unemployment rate in the Siklós district was 11.33% in 2015, which data is higher than the data of national level (5.55%), Baranya County (6.99%) and South Transdanubia (7.21%). The number of the registered unemployed residents decreased since 2011. This decrease is strongly affected by the fact that the temporarily employed people (by the Public Work Scheme) are counted as employed. As shown above, the unemployment rate has a wide scale in the region, having 29 villages in which the high rate of the unemployment is significant. Siklós district has the highest rate of long-term unemployment within the districts of Baranya Country (5829%). Comparing to the national- (4825%), regional-(4968%), and county (5263%) data the 5829% is the highest among all. The rate of unemployment among young people is higher than the average of the national (11, 13%), the South Transdanubia region (11, 76%) and the county (11,52%). In addition, the statistic data analyse based on the net income, it is clear that the Siklós district is having a lower rate than the average of the region, the county or the national levels. 529 591 HUF/person in Siklós district; while 781 784 HUF/person is the national average.

During the research preparation, it was an interesting experience to realise how much civil organizations are presented in the district. The number of the registered non-profit organizations was steadily increased between 2000 and 2015. In 2015, it was 11, 5 non-profit organization per thousand people. This amount of non-profit Organization lists

Siklós on the 4th place within the districts of Baranya county, but it is still lower than the national (13), the regional (14, 2) and the county (15,5) averages.

Tésenfa – general description of the settlement

Tésenfa is located in the *Ormánság*, quite close to the southern border and some bigger cities. In spite of this fact, the problems of transportation and the lack of suitable infrastructure kept people far from the source of work places (Ragadics, 2012:39-48). The status of the village from an economic aspect is clearly peripheral. Since 1970, the social change, jobs losses, restricted agricultural opportunities and the migration of the local intellectual elite continuously were generating a cultural and community deprivation.

Due to the circumstances in which the regime changed, those who have vocational qualifications moved to another, more developed part of the country or to Western Europe. Whereas, almost all who still live in the village and able to work, employed in the Public Work Scheme. Currently, no one has a vocational degree in the village. Generally, the educational level among the residents is the primary school or lower qualification. Between the period of 2015 and 2018, 20-48 percent of the working aged population employed by the Public Work Scheme in Tésenfa.

Considering the geographical location and the population, Tésenfa is one of the villages out of 53 which are the smallest municipalities in Siklós district. Tésenfa, with an area of 8 $km^{2,}$ had a population of 178 in 2015. The village based on the 105/2015 (IV.23) Government Regulation the village is 'beneficiary' based on social, economic and infrastructure criteria, furthermore, as it has been mentioned above the village has high rate of unemployment According to the Hungarian Central Statistical Office (KSH) and its census, 9 person regard themselves as Roma (*romani, beás*).

The number of registered non-profit organizations of Tésenfa from the years between 2005 and 2015 is shown in the above tables. Until 2009, non-profit organizations had not attended in the village. The first foundation established in 2009, under the name of „Vida Ilona Creative Camp" Foundation. Currently, the art camp organized by this foundation in every year and they also attend a series of programmes in Bőköz Festival. In 2016, the 3K Association launched, and the human resource of the organization is emerging.

## LeaRn index data in Siklós district and in Tésenfa

The research collected the 4 pillars and the 'cumulative pillar' of LeaRn index from the all 53 settlements of Siklós district and compared them to the national data of the LearRn index. In the study, the definition of non-formal learning is understood as a training and education in the school education and the higher education (Kozma et al., 2015:75-104). The second pillar of the LeaRn index includes the adult education programmes. The district is lacking in such adult education related programmes (indicator of the 2nd Pillar of LeaRn index) which could have the most positive affects on adults' learning opportunities (Kozma and et al., 2015:107-141).

Because of this lack the indicators shown by the 2nd pillar of the index were not relevant for the research. However, the higher value of indicators on Community and Cultural learning got more in the focus of the research. The elements of Cultural learning are categorized as music-, media- and sport- related learning activities (Kozma et. al. 2015:144-170). According to the LeaRn index Community learning understood in the life of a village as learning activities developed by civil organizations and their networks; institutional and civil cooperative initiatives; and the affects of political -(as social participation) and church related activities. (Kozma and et. al. 2015:144-170)

Acording to the First Pillar (formal learning) *Villány* has an indicator (64, 86) higher than the national average. *Alsószentmárton* has the lowest indicator in formal learning (38, 89).

The Second Pillar's index numbers are showing the complete absence of non-formal education in 33 settlements out of the 53 of the whole district. There are 19 settlements with higher indicators according to the Second Pillar.

21 settlements has higher indicators than the national average according to the Third Pillar (Cultural learning).

Beside this result the indicators of the Fourth Pillar (Community learning) are higher than the national average in the case of 51 settlements of the district. Among them *Alsószentmárton*[2] has the highest (44, 36) indicator value.

16 settlements of the district have higher Cumulative Index results than the national average.

Based on the data of the LeaRn index data base it turns out that the settlements in Siklós district have higher (than the national average) indicators on Community Learning (Fourth Pillar).

One of the aims of this research was to find and examine those initiatives and activities of Tésenfa which result(ed) the development of Community- and Cultural learning. The example of this small village, located in a disadvantaged region could be a role model in the sense of these type of learning.

## The Learn index indicators of Tésenfa

As it was mentioned above the research compared the indicators of the similar (as Tésenfa) sized and populated villages. Among the 53 settlements of the district, 6 of them are showing similarities: Csarnóta 5 km$^2$, 163 residents; Drávacsehi 7 km$^2$, 181 residents;

[2] 90% of the population consider themselves as Roma (the largest minority group in Hungary). Locals are supported by several governmental-, and church developed educational organizations and initiatives. This research does not focus on Alsószentmárton, because of the high number of formal and non-formal learning activities make difficult to examine Cultural and Community learning. The activities and changing of this village could be rather examined by a longitudinal research.

Drávaszerdahely 6 km$^2$, 189 residents; Ipacsfa 6 km$^2$, 198 residents; Kistapolca 4 km$^2$, 180 residents; Rádfalva 13 km$^2$, 190 residents.

Table 2: The indicators of LeaRn index in Siklós district

(Source: Boros – Gergye – Lakatos 2018)

| Village | I. pillar | II. pillar | III. pillar | IV. pillar |
|---|---|---|---|---|
| The average indicator of Siklós district | 55 | 5,59 | 8,12 | 35,55 |
| Csarnóta | 58,65 | 0 | 13,06 | 24,72 |
| Drávacsehi | 58,57 | 11,58 | 12,16 | 34,15 |
| Drávaszerdahely | 58,8 | 0 | 17,79 | 35,84 |
| Ipacsfa | 47,25 | 0 | 5,14 | 38,51 |
| Kistapolca | 56,83 | 0 | 18,33 | 36,53 |
| Rádfalva | 52,77 | 0 | 7,74 | 32,21 |
| Tésenfa | 47,4 | 0 | 12,92 | 41,96 |

The above tables shows the LeaRn index data of Tésenfa and the similar sized villages along with the average date of the district. The data shows the lack of formal-learning (First Pillar) and non-formal learning (2nd Pillar) but the strength of Cultural (3rd Pillar) and Community learning (4th Pillar). The average indicator on Cultural learning of the district is 8, 12 while this indicator is 12, 29 in Tésenfa. In addition, the indicator of the Community Learning (4th Pillar) in Tésenfa is highest with its 41, 96 than the average or the similar sized settlements of the district.

According to the statistical data of the LeaRn Index Tésenfa have several initiatives with positive results on Community learning and Cultural learning.

The following part of the study presents the exact activities and initiatives which are 'behind' the statistical data.

**Beginning of Community learning in Tésenfa**

During the past few years several positive changing happened in the village and this present research proves (interviews and data analyzes made in 2017 autumn) that 'local resources' play very important role in establishing social innovation and community learning in the village. This research aims to analyze how an external affecting element (in this case an in moving couple) has leaded the local population's interest to the local socio-, economic- values and affected people in order to change their community- and cultural life. (The terminology framework of this paper is based on the theoretical summery at the beginning of this volume and Tamás Kozma and his colleagues: Learning Regions in Hungary: From theory to reality (Kozma 2015) volume.) This young couple moved to the village because of personal motivations and conscious planning. At their early 30s they decided to leave their well-paid job (both of them were working in the banking sector in very good status) and move from Budapest (the capital) to Tésenfa using their savings for opening a guest house (named: Csiribiri Üdülőpark) there. Tésenfa seemed to them as a suitable place for adventure tourism and rural tourism. In 50-70 km distance there are bigger towns such as Pécs, Harkány, Siklós, Mohács and Eszék.

'*The problem with banking sector is that your horizons are narrowing so much that I even had no idea how people are living. I was working day by night. I had no idea where I go when we decided to move to Tésenfa. We learnt and read a lot about the region before, but having such poverty what is here?! And having such hopelessness?! I could not imagine this before, when I was living in an 'incubator' life (my husband called it like so) where you could have a loads of money, but you spend it for useless things. For example, when I was working in the bank I noticed that it was already spring time just because my winter coat became too warm. It was crazy, we worked a lot, and we set in the office with electrical lights even at 7 pm. Because of lacking time people start to buy things what they would have considered if they had had time. I also had to wear expensive clothes. My working place was under 21th number in Váci Street and with my husband we wanted to go to the Pesti Theatre what is in the same street under number 1st. And I couldn't get there till 7 pm, because of working. And we did this for 1 month of vacation per year. So that was how I saw my life. Other people may saw it differently.*' (Cited from interview with Kinga Jakab)

The guest house started as an economical and social enterprise by the help of bio farming theory. Most of the local people did not understand this initiative and the new in moving couple were mistrustfully received by locals. They were 'strangers'. During the business activities of the couple some of the community developing and tradition based initiatives have already appeared. One good example is that the very old farmhouse that was on the land of the guest house got saved by this couple. They renovated it and formed it into a community place of their guest house park. Rooms and spaces in this renovated old house were perfect for handicraft events which first have been organized just for the guests and later on for the local kids and pupils even from the neighbour villages.

'*We got together there, in the old house and provided the kids some traditional handicraft activities which could have been played in old times by the peasants' children. We waved, carved etc.*' (cited from interview with Kinga Jakab)

The couple, as strangers could create firstly some connection with locals when they started to cooperate in order to mutual benefits. For example the local farmers could use the land of the guest house as pasture for their animals, what was good for the guest house owners as well; since the guest could see and pet these animals. In addition, the local hunter man took the guests' kids up to hunter tower to look around and local farmers let the kids to sit in their tractors. The couple built their social capitals through these relations with locals and neighbourhood people. In order to mutual benefits farmers from neighbourhood villages let the guest families to visit their farms and animals (sheep, cows and pigs).

An important point of community learning is when individual interests and goals become community interests and aims. The owners of the guest house invited local people to work there what means they even created 1-2 job placements as well.

It is very clear through these examples that this in moving couple was very good at mapping the potentials in local values and relations.

With their knowledge, cultural- and economic- capital this couple was able to create relation- and symbolic- capitals as well. They show a new pathway for livelihood and for how to use the potentials of local possibilities. They did not create an independent economy based business in the village but aimed to involve the local possibilities and local people.

'*Learning what forced by needs is problem orientated. A given community what has to face with natural or social challenges is forced to search for solutions. This is the point when community learning is starting and recognitions and innovations are arising. Facing with a challenge makes the community to learn how to handle it. Social innovation is arising in that very moment as the part of community learning*' (Kozma, 2018: 37-246)

After the economic crisis in 2008 the guest house incomes got lower. The crisis caused the changing of guest audience as from this point only the wealthier families could afford to visit the guest house. These guests needed higher level of services at the same time. However, there were no local human resources who could meet the expectations of this guest audience. In addition, after reaching this point in the operation of the guest house the owner couple felt it was not that challenging for them anymore. That is why both of them entered mostly as voluntaries to different developing programmes in the neighbourhood villages (programmes organizing, teaching, tender writing, etc.). This point was a very important moment of establishing that network what exists till nowadays. The couple entered to the *Ormánság Developing Group*. This group aimed to improve the peripheral status of the region and therefore they organized professional programmes and wrote tenders. During the work with this group the couple took an active part in the life of Tésenfa. Because of this, more and more local people asked József to be the headmaster in the village. He applied and got the position. As his wife said about why he accepted to become headmaster: '*We felt very powerless, while we knew that we*

*have the knowledge to use for the development of the village (…)*'. (Cited from interview with Kinga Jakab)

This process shows how this couple became mediators in the life of this village even though at the very beginning they moved there just to realize their own ideas and aims. Nowadays they are starting programmes and processes in order to react and satisfy the needs of the locals. In this paper we pay more attention to the eco-farming based orchard initiative in relation with community learning. According to researches on innovation processes the most important element of innovation is interactive learning (Lundvall, 1992:34, 298), what happens between the participating members.

## Components of Community- and Cultural Learning

1. Rediscovery of local economic – and cultural values

Based on the resources of the local community and local traditions Tésenfa (the researched settlement) started a conscious process to rediscover and save the local economic and cultural values. For example: Helyi Néphagyományok Őrző Háza (House of Local Traditions), restocking native fruit trees, starting organic farming, and teaching/learning about organic farming, gardening in the village, etc. Endogenous development means such a bottom-up process, what uses the local resources. Local processes could become endogenous from that moment, when the community realises its own resources and decides to use those resources as the basis of development. It could be realized just if the given community has real control over these resources (Ray, 1999:521-538). The appreciation of 'local knowledge' is strongly rising in such cases (Kozma, 2015:16).

2. Role of local learning and individuals

Some of the most important elements of community learning process have appeared in the village's life during the operation of Csiribiri Üdülőpark (Csiribiri Hostel). These elements were strongly related to organic farming. The hostel used locally grown vegetables and fruits for cooking to the guests. That local man who provided the vegetables and fruits to the hostel, decided to become a real farmer in order to serve the livelihood for his family. He got emotional support by the positive opinions from the hostel and he participated in a formal training to become a farmer. Nowadays he is offering an experience based learning possibility to the local people to get knowledge about organic farming. During the past 10 years more family have joined to this community learning process. They took part in formal learning occasions, shared their ideas, sated up their common goals and shared their experiences and knowledge with more and more people. These families joined to regional and national farmer groups and networks. Nowadays that man, who produced vegetables and fruits first just for the kitchen of the local hostel, is an organic farmer with such a great knowledge that he opened his own garden as an organic- gastro- garden during the Bőköz Festival. This initiative contributed to a new platform for community learning in the village.

3. Role of community learning and local resources

Tésenfa has a long fruit planting history. Nowadays local people have realized the value of this old knowledge and started to revive this knowledge not just as a historical memory but as the part of their everyday practice.

The outskirts of the village served the basis of the local people livelihood from the XIII. Century. All the local needs were produced in that area as the floods of River Dráva made a very good soil for planting. By the controlling of water locals had the possibility to get great amount of fish from the river. The forests of the flood basin areas were changed to fruit trees by the locals. Tens of hectares of wild fruit trees were changed to orchards by fruit tree grafting. From the 1740's as 'majorság' (centrally controlled agricultural areas mostly in the outer areas of settlements with arable land and connected buildings, machines, etc.) appeared the 40% of the previously used areas were taken from locals. The orchards at the flood basin area were exterminated in order to have fields for planting cereals to serve the army's needs. In addition, the transportation on the river destroyed the previously used farming area. There were not as many fishes either so people couldn't fish anymore.

The last steps in destroying orchards were in 1940's by the kolkhoz. It meant that the still existing small private orchards were taken away and destroyed in order to get more areas for monoculture, mechanized grain plantation. By the 1960's small orchards were just in the backyards. However, as people grown their own animals, they needed to plant cereals to feed them. Fruit trees had no place anymore even in the backyards. Nowadays the outer areas of the village are kind of like *latifundia*, not owned by the village. Therefore the tradition of orchards could be realized just in the backyards in the village (Jakab, 2017).

Nowadays the community of this village is revealing the orchards' long historical traditions. Beyond this value based approach, it is very important that impoverished local people, who got into very difficult economic status after 1989, now have a new source of income through organic farming and revitalization of orchards. Community learning is coming along with these initiatives. Helping each other during physical work, sharing experiences and taking part in related trainings are indispensable for conducting these farming goals.

*'Out of 82 residential property 62 are inhabited. All these houses have backyards, which are all suitable for organic farming and planting fruit trees. In 2015 the local government started to work on a community orchard on 1, 6 hectares. Following this initiatives local people joined and started to create small orchards at their backyards. Nowadays 8 families are organic farmers and more families are joining year by year. „The major of the village calculated that how many pear trees will grow how many fruits and how many bottles of grappa could be made out of that amount of fruit, and how much money that means. This is kind of a motivation tool for locals to show why it could worth planting the trees. One local young man planted 24 pear trees, because he realized that in a longer term it could be a good investment. If he made grappa of the fruit, it could be sold for around 3-7000 HUF. The planting, nurturing, harvesting the storage and brewing of grappa are all needed a lot of work, but this is also a learning process. Right now, this young man planted 24 pear trees, he got motivated.'* (Cited from interview with Kinga Jakab).

From the community development point of view this initiative could lead to create a stronger community, since the basic idea is such an economic activity in which the locals

are interested to develop and sustain. The personal relations between the locals are strengthened by this economic activity, since they are constantly sharing their experiences and knowledge. Locals need more knowledge to be able to conduct their individual work in the orchards. That is why they got in contact with similar organic farming communities and experts. They entered into a network and building this network. At the beginning a civil organization (Ormánság Foundation) was the main knowledge source as they were working on traditional organic orchards revealing. The local government realized the importance of this activity to be the part of the local economical developments. At the beginning of this activity the lack of knowledge among the locals in the area of organic farming and orchards was challenging. However, the basic motivational elements, such as appreciating fruits and the nostalgic part of this activity plus the popularity of fruit tree planting during the last few years were given. Breakthrough points were, when some of the locally appreciated people, such as a wealthier farmer, the major of the village and the nurse of the village engaged to the revealing activity of organic farming and orchards. Media, mainly national channels' reports about Tésenfa's orchards initiatives helped local people to understand more the importance and to accept this initiative in the village's life. In addition, people got motivated based on the news and journal reports about Bőköz Festival[3] that contained information about the activities of the orchard of the village. The major of the village had an idea to assess what type of trees the local backyards have. Owners, who were suspicious a few years ago, nowadays are opening their garden gates proudly to show their older and fresh fruit trees. During last few years organic farming and fruit trees have become the part of the local's every days. Nowadays the village has a 'faiskola' (they are growing here fruit trees to sell for planting them), and more and more people are having fruit trees in their backyards. Old native fruit trees are grown again and people are learning again on a community level all the activities coming along with these plants.

4. Forms of cultural learning – House of Local Folk Traditions (Helyi Néphagyományok Őrzőháza)

An old farmhouse changed by the locals to become The House of Local Folk Traditions. The local government supported this initiative by financial help. Interesting part of this idea that locals made this folk tradition house primary for themselves and not for tourists. The aim of the locals was to collect and save the old traditional tools and memories for themselves in order to get know more their own village and its traditional and present values. This house makes the local to be interested about their old traditions; they started to share their own memories and experiences connected to local traditions. Locals started a new type of communication what needed a new community learning space and this House of Local Traditions became one. Beside the community events what happens for example in this Folk traditions House, there are churches organised (religious summer camp every year) and civil (voluntary) organised events and programmes for community

[3]Bőköz Festival started by the idea of Péter Hoppál Cultural Minister. On a local level István Márta organized the festival together with 3 neighbourhood settlements: Kémes, Szaporca, Tésenfa (microregion). The first festival was in 2016, than in 2017 it developed and not just more programmes were offered but more partners took part int he organization process. Along with the 3 majors of the 3 settlements, local people got involved in organizing activities. Duna-Dráva National park became a partner as well. Beside the famous, attractive program elements, organizers are trying to offer more and more local, Ormánság based culture elements and local people's ideas (such as: opened doors programme, when people are visiting local gardens and orchards). (István Márta, interview 2017)

learning. These organizations have created a kind of network by helping the locals' community learning on different ways. Kinga since she opened with her husband the guest house she is organizing handicraft events for local kids. She remembered like this: ' *(…) it was interesting for me that local kids have no future visions. They do not know that the village where they live is full of valuable 'treasures'. These kids' value system is shaped by the modern society and by the technological developing. (…) they see the value system of bigger towns and cities, they want to follow those values and they are not able to notice and esteem their local values. They rather see the disadvantages of their village than the advantages. Together with my husband and with one of our colleagues from the guest house we started to organise handicraft events for these local kids. It was surprising that more and more kids attended these events, even from the neighbourhood villages. As later more than 30 kids attended these programmes, it was obvious that these kinds of activities are very needed by the kids. They really enjoyed creating different things, it was a great success. It seems that the changing values of society effected the playing customs of nowadays' pupils as they are playing more with technical tools, such as mobiles and tablets. And at the very same time the quality and quantity of time what these pupils spend with their parents are shortening and weakening. So we thought that for these 21st century kids' the handicraft activities are kind of new comparing to their everyday life and that is why they enjoyed so much. On the playground of the village the families' kids get together and played together. For me it was very strange that one of these kids for example have never been at the waterside of the local Feketevíz (Black Creek). In my opinion, if we thought our kids till the age of 3 to get know their local surroundings, they will find valuable things around them and look after those later on as well*' (cited from interview with Kinga Jakab).

5. Local network – Ormánság group (Ormánság-Munkacsoport)

This group aimed to revitalize the *Ős-Dráva Programme.* From the neighbourhood of Tésenfa more and more people joined this group by inviting each other. There were very different members of the group, such as: bio farmer, headmaster, social worker, pastor. These different people formed a very heterogeneous group. This group mapped the local formal and informal learning spaces, tools and methods in order to use them as community learning spaces to support their goals. The revitalization of the above mentioned programme has not succeeded but from the aspect of community developing this group of people started a very important process as they worked together. The members (around 20 people) originated from the different settlements of this area and even though they could not succeed their goals still today they are working in a strong network and these people became the basis of the region cultural and community network. They cooperate during the different programmes and events still nowadays.

## Conclusion

Learning, innovation and the elaboration of the different forms of local cooperation are of key importance for small settlements located in lagging regions. The varied indicators of

the LeaRn database are suitable for presenting the differences between the settlements of different regions, however the exploration of specific activities, factors and characteristics underlying the data requires further qualitative research for the efficient utilization of the results.

The example of Drávafok, as we presented, highlights: through maintaining its institutions, a small settlement cannot only provide local services, but can also retain a class capable of innovation, whose efficient cooperation provide the basis for development even in the case of a disadvantaged, isolated settlement. Community events, civil, ethnic and religious activity are closely connected in the everyday life of small settlements. A school embedded in the local community does not only function as the centre of the cultural life of the settlement, and as a medium for preserving local identity, but can also promote the acceptance of the students in further education, thus assisting their social integration and the realization of their further goals.

In the case of Tésenfa the positive effects of community learning has become obvious. The in moved couple's initiatives meet the community initiatives what resulted visible outcomes on the field of eco-farming as knowledge transferring tool. Beside the revaluation of old tradition- based farming the eco-farming is stronger again and these activities provide such a future vision for the locals what they couldn't imagine before. There are no formal educational institutions in Tésenfa, the kindergarten and school closed several years ago. Despite of this fact, a new learning process has been started in the village because of eco farming. This learning process is experience based and counting a lot on sharing these experiences. These methods are the tools of informal and community learning. Eco farming is opening new possibilities for the locals. It became a type of 'self-employment' what could be a new opportunity beside public employment[4]. The locals are shaping their own surroundings what results in the fact that they gain stronger local identity and they become aware of local values. These locals are experiencing the benefits of cooperation and they realise that beside the personal goals they could support the community goals what helps all the individuals and the community itself together. The feeling of pride is taking the place of jealousy in the village. The individuals became important member of a community. They share their experiences. They are having and handling as well the local resources. Having the ability and possibility to handle and use the local resources is key element of the bottom-up community learning initiatives (Ray 1999: 521–538). The leaders of the village are in strong formal (Bőköz Festival) and informal relation with other settlements' leaders, voluntaries and colleagues who are facing with the same economical and social challenges in their villages. The experiences of this case study are showing the same results what Lundwall (1992, 1996) and Kozma (2015) write about the effects of community learning and informal learning in the field of region developing. In addition, in the case of Tésenfa community and informal learning are not just region developing but also social developing as the new generation has more positive future visions because of the new possibilities offered by community and informal learning.

[4]The most important task of the public employment system is to activate long term unemployed people and to prevent permanent job seekers from getting out of the working life. There are the people of working age, with low education and no professional skills that are the most difficult to involve in employment. Public employment offers work primarily for these people (further information: https://bit.ly/2pDF0CY).

The term of knowledge-based economy as the synonym of 'new economy' emphasises that during the developed economies' changing processes learning and knowledge have strong role (Lundvall, 1996). The organizational learning aims to build on individual knowledge and create the synergy between them in order to gain extra knowledge. The most important part of this way of thinking is that the organizations are relying on individuals' knowledge. Because of global economic competition the organizations most important resources are the employees' knowledge and their ability for cooperation (Kozma et al. 2015:16).

'*Even before the learning region concept it was known that local knowledge and local economy; the grass-root initiatives and networking; wider concept of creativity and innovation have all strong roles in developing a given region. The concept of learning region created a new interpretation by connecting these elements and rearranged the emphasis between them*' (Kozma et al., 2015:17).

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**Éva Szederkényi**

# *Born or taught to be Greek? – The evaluation of the THYESPA programme*

"As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery."
C. P. Kavafy: *Ithaka*

The paper addresses the concept of learning city from the perspective of summer universities in Greece where year by year hundreds of Hellenic-culture lovers from the age of 18 till the age of 80 gather from all over the globe. Intergenerational and intercultural dialogues are promoted based on the principles of the long-lived notion of 'ακαδημία', 'academy', an ancient institution which has always been a learning city itself. Hence the paper introduces the notion of 'univer-city', a dwelling for learning, grows and achievement where unbiased dialogues are initiated. A learning city with its "interconnectedness, interdependency and interaction" (Jordan et. al., 2014) from the perspective of the author can not only be a core to the future cities but also as a smart city in which social capital, participation, social cohesion and empowerment and social mobilization are created (Sava, Nuissl, Lustrea, 2016: 16). George K. Zarifis points out that there are urgent "calls for a new agenda for schools that stretches beyond their regular role and promotes the idea of lifelong learning by providing the space for delivering adult learning initiatives" (Zarifis, 2016: 329). Universities are not exceptions. This paper brings to the fore some Greek university examples which are disseminating the principles of 'ακαδημία' as a learning city bridging adult learning initiatives. The paper is designed to evaluate the best practice securing continued survival and flourishment of the Hellenic heritage within the European cultural sphere.

## Cultural diplomacy for lifelong learning measures

Lifelong learning and the learning society therefore have a vital role to play in empowering citizens and effecting a transition to sustainable societies (Szederkényi, Németh, 2018: 132). Researches have shown that students of all ages, in the author's understanding, i.e. 'univer-city citizens' who acquire new skills and attitudes in a wide

range of contexts are significantly better equipped to adapt to changes in their own environments (UNESCO, 2015). Since the 1980s, the Hellenic Republic has been organizing intensive language and cultural education courses throughout the country for foreign nationals and those with Greek ancestry, thus. These programmes are good examples for social inclusion and broadening access is an ongoing effort to strengthen all the Seventeen SDGs promoted by UNESCO. Focusing on SDG 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") and SDG 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable") the cultural programmes funded by the Hellenic Republic are facilitating flexible pathways connecting HE to the demands of the job market while involving adult learners (Royo, Uras, Daale, 2017). Their role has been more accentuated in the past ten years since when Hellas has been suffering severely form an existential and economic crisis. The six-week Summer Course in Modern Greek Studies (Θ.Υ.Ε.Σ.Π.Α., THYESPA) programme of the Modern Greek Language Training Center at the National and Kapodistrian University of Athens is one of the most visited since its foundation in 1987. As an identity creator it attracts more and more 'φιλέλληνες', i.e. friends of Hellas to celebrate the ancient, the Byzantine, and the Modern Greek culture that have been shaping, rejuvenating and reexploring our European identity from decade to decade. As a committed lifelong learning mission, THYESPA for three decades has been creating "Hellenic ambassadors all over the world", as the rector of the University of Athens, Thanos Dimopoulos said at the closing ceremony (Lakasas: Γιατί αγάπησα την ελληνική γλώσσα. *Η ΚΑΘΗΜΕΡΙΝΗ*. 2018, July 17. transl. by the author). In harmony with the latest UN Sustainable Development Goals (SDG) calling for a reasonable use of "quality improvements in education to reach out for a better society and environment to live in" (Németh, 2016: 37), THYESPA is a flagship for creating awareness of active citizenship. During the 2017 visit to the Parliament the Chair of the Special Permanent Committee on Educational Affairs, Professor Dimitris Sevastakis welcomed the students and emphasized that concepts such as democracy, consultation, co-decision, reflection, rhetoric for litigation enhanced further understanding of cultures having been united by the ever-living Hellenic political concepts (*Επίσκεψη στη Βουλή φοιτητών από 28 χώρες του Προγράμματος Ελληνικών Σπουδών*. Hellenic Parliament. 2017, July 11, trans. by the author).

## Main language and culture centres of the Hellenic Republic

Academies, adult education centres, private entrepreneurs. Main summer university centres are the Aristotle University of Thessaloniki (A.U.Th.), the National and Kapodistrian University of Athens, the University of Ioannina and the University of Crete among others. The 4 or 6-week-long courses covering Ancient and Modern Greek Culture and Language often offer stipend for foreign nationals learning Greek at their home universities. Apart from national higher education institutions, private entrepreneurs are also active in spreading the Greek culture. Their programmes usually last for two weeks (e.g. Alexandria Institute, the Ikarian Center etc). The State Scholarship Foundation

supports foreign nationals from all over the world to study Ancient and Modern Greek Culture.

| **Greek State Scholarship Foundation (I. K.Y.)** | |
|---|---|
| **IASON** | THYESPA (Summer Course in Modern Greek Studies - Θ.Υ.Ε.Σ.Π.Α.) |
| **Aristotle University of Thessaloniki** | National and Kapodistrian University of Athens |
| **19 partners from the Black-Sea region** | Since 1987 |
| **Greek language and cultural studies** | 78 countries, 6251 students |

Table 1. *Modern Greek language and culture programmes funded by the Greek State Scholarship Foundation (I. K.Y.)*

*Source:* *www.iky.gr* and http://www.thyespa.uoa.gr/

Having two major projects, the IASON and the THYESPA, they attract specialists and life-long learners as well. The IASON Project of A.U.Th. aims at the support of enclaves of Greek studies in sixteen Universities of the Black See Countries. Scholarships for studies in Greece for the Greek Language are awarded only to students of the following partner-Universities.

## Thirty years of THYESPA

In 2018, THYESPA completed 31 years of operation, starting in 1988 following a decision of the Senate upon the proposal of the then rector Michalis Stathopoulos, on the 150th anniversary of the establishment of the National and Kapodistrian University of Athens in 1987. In 2018 126 students from 62 universities in 29 countries. The total number of students since the start of the program reached 6,370 from 78 countries and 654 universities and research institutes. The latest summer program in 2018, according to the scientific officer Professor Panagiotis Kontos covered Modern Greek language classes and sixteen lectures were also held by specialists from the Faculty of Philosophy. The lectures offered topics ranging from Ancient Greek Culture, Greek History, Literature, the history of the Greek language, scientific terminology to contemporary issues such as Cyprus in Greek culture, and the Macedonian issue. Visits and guided tours, as well as on-site

lessons, were also carried out at museums and archaeological sites. As every year, a visit and official reception took place in the main hall of the Hellenic Parliament (Lakasas: Γιατί αγάπησα την ελληνική γλώσσα. *Η ΚΑΘΗΜΕΡΙΝΗ*. 2018, July 17, transl. by the author). Being devoted to familiarize foreign Hellenists with Modern Greek Language and Culture, Literature, History and Art, it targets undergraduates or graduate students and members of the teaching staff of the departments of foreign universities in which they are taught cognitive subjects related to Greek studies, yet as an inclusive 'univer-city', accepts other professionals and Hellas-lovers from all over the world from the age 18 with no age limit. This program is the largest in terms of duration of study and number of participants, which is organized in Greece. Reinforced by the Ministry National Education and Religious Affairs, the State Scholarship Foundation (I. K. Y.) the Hellenic Parliament, the Ministry of Culture and local government agencies. All students can take part in review progress at the end of the program and receive credit units (ECTS). The program includes Greek courses language, lectures in various cognitive subjects (Literature, Linguistics, History, etc.), visits in places of cultural interest, excursions, participation in events and other activities.

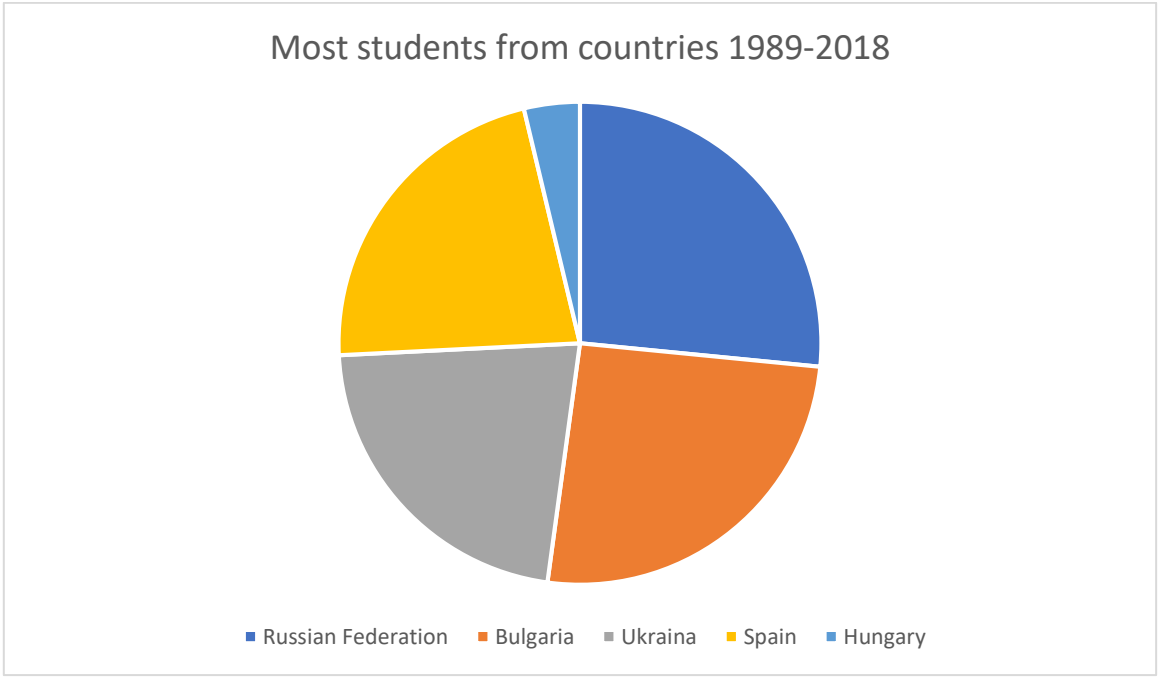


Figure 1. *Countries most represented in the THYESPA programme 1989-2018*

Source: http://www.thyespa.uoa.gr/

Considering numbers, the most students were enrolled during the mid-2000: 696 came from the Russian Federation (ex-Soviet Union), the second most represented nation was Bulgaria with 671 enrolled students, then Ukraine with 578, Spain with 578 students from 1989 until 2018. Throughout the years 98 Hungarians were interested in studying Modern Greek language and Culture with THYESPA. "The program gives young intellectuals the opportunity to get to know Greek culture better. A prerequisite for this is the knowledge of the language" – according to Professor Kontos. Albeit economic challenges, the Hellenic Republic has not ceased to fund foreign nationals through the

years of the economic crisis starting 2008 which severely hit the Greek economy and society.

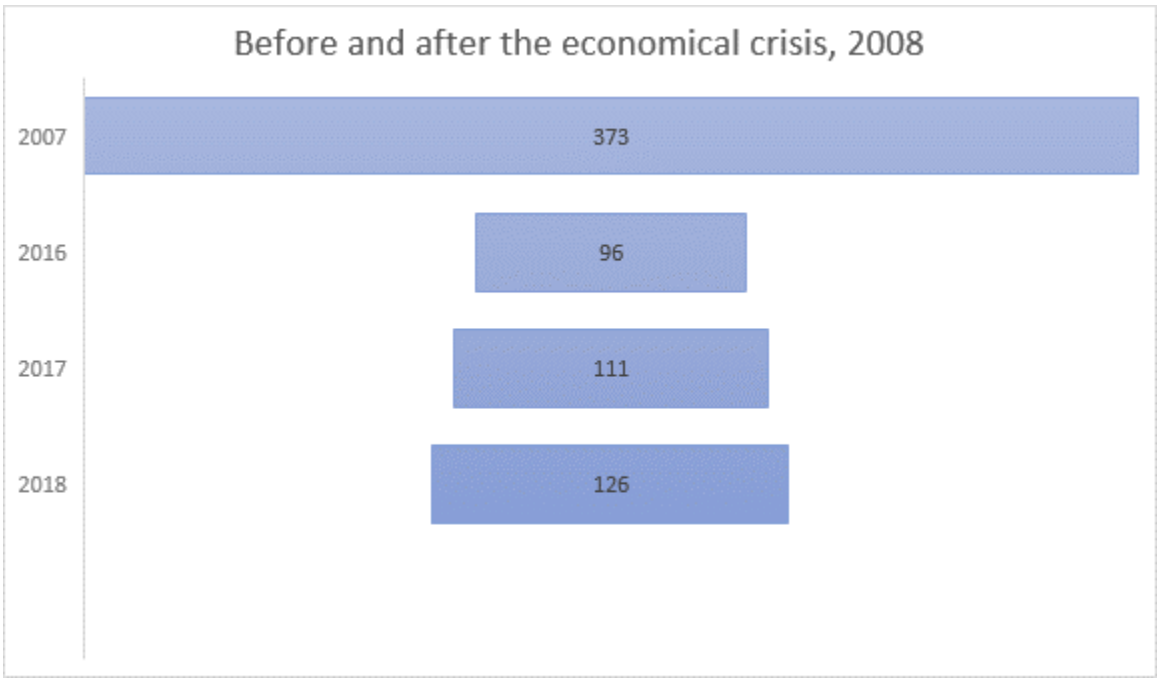


Figure 2. *Number of enrolled THYESPA student before and after the crisis*

Source: http://www.thyespa.uoa.gr/

Although the National and Kapodistrian University of Athens was still devoted to pursuing the THYESPA programme, financial provisions were undermined by the economic crisis starting in 2008. There has been marked decline in statistics of enrolled students after the 2008 crisis: the number of students decreased by 35%. Marking the commitment of university lecturers and teachers of Greek as a foreign language, in the last two-three years there has been an increase in the number of enrolled students coming from all over the globe.

## Curriculum design

One of the greatest assets of the 200-hour programme is the skilled facilitation and methodology involving formal and non-formal learning (experimental learning, community learning) in which English is the mediator language for those participants whose Modern Greek level is around beginner and pre-intermediate (A2-B1). For students having intermediate knowledge and above, Modern Greek is the first language used in classroom, at lectures and through extra-curricular activities. Most of the programme comprises 100 hours of formal learning at class where Modern Greek is

thought via content language learning processes from basic users of the language (level A2) up to advanced level (C1) with ore-evaluation and post evaluation tests. For those students who are intermediate users compulsory lectures are offered by professors of the Faculty of Humanities, National and Kapodistrian University of Athens in Greek Philology, Literature, Linguistics, History, Archaeology etc.

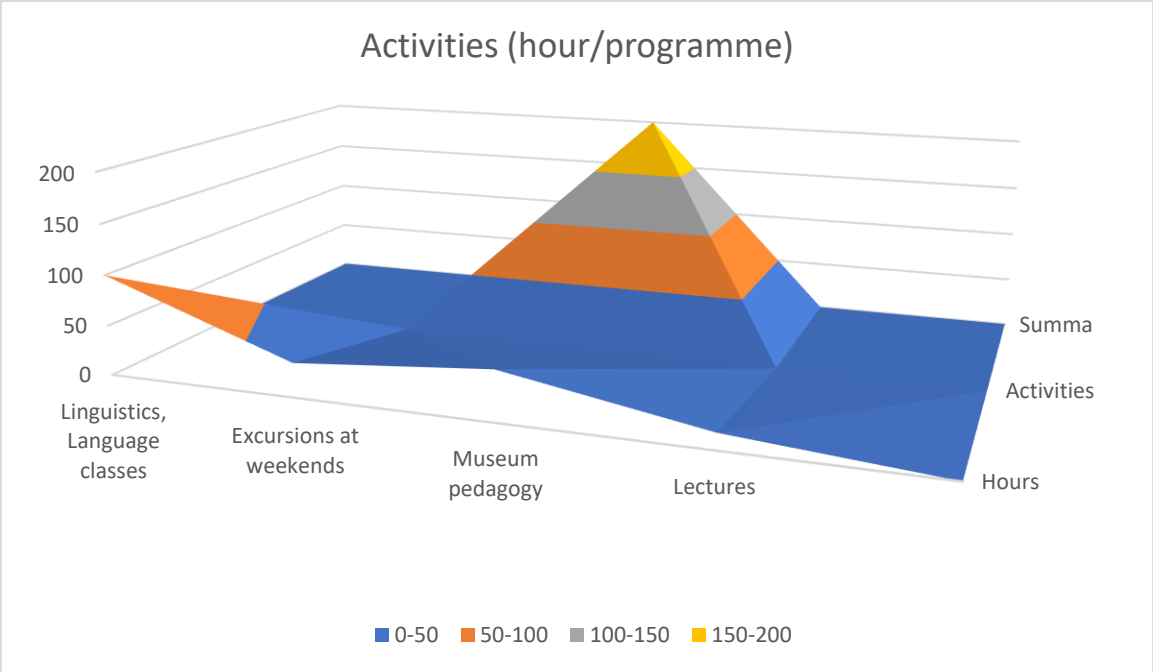


Figure 3. *Curricular and extra-curricular activities (hour/programme)*

Source: http://www.thyespa.uoa.gr/

The third pillar of the programme is involving museum pedagogy. By licensed teachers of Greek as a foreign language, guided tours are offered (funded by the Municipality of Athens) each Wednesday. These complementary visits to the Byzantine Museum, Ancient Agora, Parthenon and the Acropolis Museum, National Archaeological Museum are instructed in English (level A2-B1) and in Greek for participants with a level of B2-C1. Involving non-formal learning concepts of the fourth pillar of the curriculum design, following the above-mentioned principles at weekends guided tours are offered to archaeological sites (e.g. Delphi, Anachora, Mycenae, Epidaurus) with an opportunity to indulge in the Greek summer at beaches such as Nafplio.

## Univer-city identity markers

As a component of cultural diplomacy, the THYESPA program focuses on identity building elements. Student pass is provided regardless of age to enrolled participants which

entitles the holder to enter all Athenian museums and excavation sites free o in the main hall of the National and Kapodistrian University of Athens, after a non-formal farewell party involving Greek dance classes and bites from the well-renowned Greek cuisine. As an adult education mission which "should empower, emancipate" (Popović, Koulaouzides, 2017:3) THYESPA creates a unique and inclusive 'univer-city' sphere for life-long learning. During the six-week-program 'univer-citizens' are created to embark on a cultural journey "full of adventure, full of discovery" (Cavafy, 2013: 8) that will contribute to a truly European experience of a learning city.

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**János Szigeti Tóth**

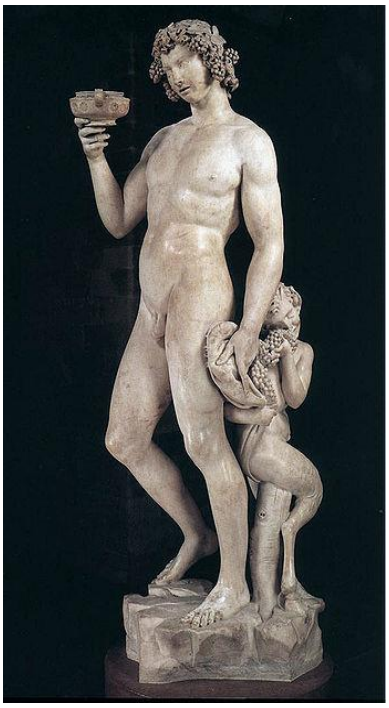
# *Learning Villages*

## Two examples: Re-education of culture/Meeting two cultures

We present two examples of the practice of the folk high school that were implemented in the framework of international projects (Culture guide https://www.cultureguides.eu/).One of them illustrates the need to rediscover and re-learn certain traditions in rural areas. The other is about meeting the urban theatrical culture and the non-theatrical rural community, and the fact that the two are nurturing each other.

## Strengthening the culture of wine and developing vintage festivals

There is a thousand-year-old wine-growing culture in the area of Balaton Highland Region, while the traditions of the vintage procession have become gray and commerce. There are a lot of participants at the annual harvest processions. . So it seemed worth exploring and raising awareness of rich cultural traditions. Seven villages took part in a training session where presented the Culture Guide project – aims, activities, partners, plans**.** Good practices of vintage festivals in the Region. We collected and released a collection of rhymes, songs, poems from vintage festivals. The project has shown that grape and wine culture has a long tradition in Europe and has been chosen as a theme by major artists and creators of European art history.



Vintage festival  and history of art

Michelangelo (Bacchus)

Caravaggio

Drinking Bacchus ( Guido Reni)

Everdingen Bacchus and Ariadne

Presentation made on traditions of vintage festivals in the Balaton Highland Region among others selected photos on the festivals.[1]

[1] Collected by Aurél Vajkay ethnographer in 1950, 1952, 1962. There was one photo from 1928. Source: Archives of Veszprém County Museum

New elements in cultural aspect were:

- Editing a book and guide for the local region
- Re-organizing men's singing choir
- Vintage puppets placed in the streets
- Collection of objects related to vine growing and wine production
- exhibition that gave a historic overview of vintage festivals
- renewing to sanctify a grape bell

The procession included 30 to 50 persons while the number of spectators could come around more hundreds. The organizers edited a local guide book. It has included

- stories, says, resources from literature
- songs ,dances
- questions of organisation, finances, volunteering
- path of the parade, stations, decoration of street, vehicles, wearing of people, the grape bell
- how volunteers offering cakes and ale (testing wines)
- special food at the event
- hospitality, dance evening
- supplementary events were: wine competition, exhibition
- address list of advisors, experts, and consorts, dancing groups

The project partners have compiled a handbook of experiences and suggestions that have been published in several languages


## Meeting two cultures

In recent years, we have seen more political and public interest in reviving rural and sparsely populated areas and to counter the current migration from rural to urban areas. One way to counter this trend is to provide and promote more arts and cultural activities with added community values. To secure cultural sustainability in these areas, we need to strengthen the “citizen helps citizen" or "peer to peer" approach, where civil society associations from the cross-cultural sector of amateur arts, voluntary culture, and heritage are engaged.

The aim of the project was to improve the competences of the voluntary associations and their volunteers to provide enlivening arts and culture opportunities in the sparsely populated communities with an added value for civic and democratic participation, community bonding and local identity. In detail to develop innovative ways of outreach to citizens engaged in arts and culture to become resourceful culture volunteers. To develop high quality courses tailored to these groups on how to organise cultural activities with an added community value. To develop the competences and skills of the voluntary associations to support volunteering. Among other things, the Hungarian partner presented the Tabajdi theatre project as a good practice. What was that interesting? An artistic group from Budapest has moved to Tabajd countryside for a theatre camp where, together with the local audience, they have created an "artist fan"

community. This is the video that was made with English subtitles. Tabajd - Theatre Festival 4 minutes video

The Hungarian Folk High School Society (https://nepfoiskola.hu/) considers it important that as many similar programs as possible be implemented in rural areas, not only in the framework of international projects, but as the main program, and this activity becomes broader and more massive.

**Adél Vehrer**

# *Applying 3D virtual spaces in museum education*

## Introduction

This essay approaches museums' possibilities to mediate culture from the perspective of adult learning. In this context it briefly outlines academic achievements of the past decades in the field of museum andragogy and sets forth the opportunities offered by the latest trends in interactive learning. The focal point of the theme is the fact that the paradigm shift of museums has recently generated museum andragogy aspirations. The key point is that museums, museum-type institutions, and organizations in charge of protecting and preserving cultural heritage attempt to create more and more opportunities for adult learning. The central issue of the renewal of museums is that the previous passively receptive type of visits is replaced with a wide range of actively receptive forms of learning.

## Museums as the scene of learning

In the third millennium the conventional threefold mission – collection, preservation-research and exhibition – of museums was supplemented with new functions. In these days museums have to play a role in building local communities, preserving local traditions and strengthening local identity in addition to tourism aspirations. In this respect museums are primary scene of lifelong learning. In addition, they can play a role in preserving identity of some ethnic or national minorities. (Koltai–Koltai 2005: 75–83). Those museums which undertake innovative cooperation prepare adequate museum pedagogy – museum andragogy – museum gerontology programmes which is a possible form of museum renewal. On the other hand, the essence of paradigm shift of museums is that our museums shall play a more active role in free cultural activities of people, museum visitors and the society and in developing communities, satisfying dynamically growing demands and needs for both independent learning and communities, which also implies personality formation and development. These aspirations make it necessary for museums to play knowledge- and education-oriented role, and are connected to the possibilities of nonformal and informal learning and to the practice of museums which presents local traditions and values not only to the young generation but to target groups composed of adults and elderly people. (Kurta 2007: 84–96)

Therefore museum is an important scene of learning because it not only collects, researches and preserves but exhibits, publishes, teaches, educates and entertains at the same time. If museum's mediation works well, the museum creates platforms for presenting and trying cultural and intercultural approaches, sets out changes taking place in global systems and provides opportunity for voluntary and independent experimentations and for emotional and intellectual learning. By this time in a number of museums methods which form people more receptive and provide opportunity to make use of close relationship with museums are widely used. This is the essential part of museum's cultural mediation, i.e. the process during which a given topics raises visitors' interests and inspires them to conduct additional researches and to acquire information. Ideally, this objective is supplemented by offering such programmes and activities for the visitors, which through their entertainment value, activity and interactivity facilitate more effective learning; and the effectiveness of the learning process during which a student exerts activity far exceeds that of the teaching-learning form which is merely based on verbal communication. (Koltai–Koltai 2005: 75–83)

## Interpretations of museum andragogy

According to Kurta Mihály (2007) museum andragogy examines potentials of museums, museum-type institutions, civil communities and organizations in charge of protecting and preserving cultural heritage to conduct adult education and training activities as well as conditions for adult learning, and attempts to reveal those principles which, within or outside the institutional framework, enable museums to make lifewide learning more effective for mature individuals and adult communities, and they can achieve better results in learning, self-instruction, training, self-education and personal development. (Kurta 2007: 84–96)

Vásárhelyi Tamás (2009) points out that nowadays museums, using their relationships, play an increasingly important role in the lives of local communities. As a result, museums can become an active player in cultural mediations, and they will accomplish some part of their duties in cooperation with other local institutions. Vásárhelyi Tamás defines the role of museums in adult learning as follows: „all around the world museums are scenes and workshops of lifelong teaching, training and self-education. Their activities generally take place in three fields: - they have collections; - they process and publish materials in an academic manner; - they organize exhibitions and accomplish other culture mediation and popular education tasks as well. All the three types of activities can play a role in adult learning. Their institutions are present in every part of the country therefore their services and exhibitions are accessible to practically everyone. Museums can organize professional or educational lecture series, and can be supplementary scenes of professional further trainings, formal adult learning and adult education." (Vásárhelyi 2000:374)

According to Koltai Zsuzsa (2011 the work to be carried out by institutions that fulfil museum functions can still be divided into three main tasks but, differently from the

former approach, collection and processing is complemented with developing and maintaining social relations. This latter activity includes cultural mediation, provision of information and a new approach of marketing work which must be undertaken by each museum in the current circumstances. In this case collection of materials can mean even virtual compilations tailored to individual needs and complemented by the relevant institution according to its own ideas, including creation of associated information blocks.

Szabó József (2013) approaches the issue from the point of view of customers/visitors and services provided by museums. He underlines that collection means not only the objects but virtually existing materials and knowledge and virtual aggregation of really existing objects as well. Digital technology enables museums to function in a more user-friendly manner. There are museum objects which are not accessible to the general public but in virtual spaces cultural mediation can be carried out even with scientific rigour. Taking advantage of this opportunity, virtual museums can establish a permanent relationship with the public and, according to Koltai Zsuzsa (2005), are able to increase the number of visitors this way.

## Advantages of virtual museums

The entry *Virtual museum* of Encyclopædia Britannica (2011) formulates the following definition: A collection of digitally recorded images, sound files, text documents and other data of historical, scientific or cultural interest. Most virtual museums are supported by institutional museums therefore they are in connection with the latter's available collections. The encyclopaedia classifies virtual exhibitions into two types: the first includes virtual tours and the other provides access to the database of collections. In both cases they support visitors' prior inquiries, and their advantage stems from the fact that visitors can prepare themselves for studying some sections of the museum in a more detailed manner when they physically go there.

The appearance of museums on the Internet is closely related to the subject matter of this essay, because virtual exhibitions can be frequently viewed on the web. Holdgaard (2011) draws attention to the fact that over the past decades a series of initiatives were launched to disclose and develop presence of museums on the Internet both in international and Danish environments. After studying Danish museums' habit of using social media he came to the conclusion that even museums that had a large number of visitors were lightly active in the social media and the number of responses to contents uploaded by them was low. He puts this down to the fact that museums generally share static texts, pictures and such information which are intended for real, physical visitors of exhibitions. Consequently, they can hardly attract new visitors, i.e. they cannot reach out to people who do not go to museums.

According to Molnár György (2016) the potential opportunities of the social media appear also in the fields of formal and nonformal learning, because making use of these opportunities individuals can gain access to knowledge more easily. As a result, trends

according to which involvement of social media in learning processes is important and useful have gained ground.

Holdgaard's survey (2011) also deals with the virtual exhibitions offered by Danish museums. When his survey was conducted 31 percent of the institutions had an online exhibition available on their websites. On the other hand, the majority of them were not prepared in a visitor-friendly way but presented a temporary exhibition or project achievements. In addition, they contained extensive subpages which made orientation for virtual visitors difficult.

Demonstrating the domestic situation and analyzing the activities of Szentendre Open Air Museum, Pintérné Hercegh Andrea (2013) underlines that the activities of museums can also be accomplished cognitively, in addition to asking well-targeted questions. Nowadays "touch me" and "try me" type exhibitions, elements using electronic equipment, screens, film projections, earphones and touch screens have become widely spread. Besides, livelier activities can be conducted in special interest clubs and workshops and via seminars and training courses organized by museums.

Vásárhelyi Tamás (2010) also emphasises the effectiveness of experimental learning, saying that learning is effective, memorable and enjoyable if the visitor

- meets a highly qualified personnel which facilitates learning
- takes part in a playful, entertaining and pleasurable activity
- has the opportunity to have reasonable and discerning conversations
- uses more than one sense
- produces interactions which meet his demands
- can direct the learning process alone and independently
- can connect newly acquired knowledge to his experience and knowledge gained earlier
- can examine, discover and gain experience in a creative manner
- can see authentic, real objects and specimens and can examine or touch them.

Christiana Polycarpou (2018) defines virtual museum as a digital entity which is based on the characteristics of a museum and its objective is to complement, extend or intensify museum experience through personalization, interactivity and richness of user experience and contents. Therefore in the virtual space users and the museum interact with each other, and the activity relies on users' creativity and enables lifelong learning. Its further advantages include that it

- provides information to the visitor immediately, without limitation and even from remote places,
- provides access to contents which otherwise are inaccessible (e.g. they form part of private collections),
- can combine offers of collections which are geographically separated from each other,
- can present such products which do not exist in reality but are born digitally.

The aforementioned approaches highlight three aspects of virtuality from the point of view of lifelong learning. Firstly, the use of virtual technologies provides an opportunity for gaining knowledge in the comforts of home. Secondly, as a complement to learning at home, we can obtain information from geographically remote exhibition facilities which provides an opportunity for making active preparations for visiting museums physically and planning knowledge contents to be obtained. Thirdly, the effectiveness of interactivity in the learning process should be highlighted, when visiting museums users of museum services are involved in the milieu of the museum and can take exhibits into their own hands or try them and hereby the most effective form of experiential learning can be achieved.

## Possibilities of applying 3D/VR spaces in museology

In what follows I demonstrate the potentials of applying virtual spaces of MaxWhere platform in museological processes. Museum spaces supported by 3D/VR technology offer numerous opportunities to bring remote locations and persons as well as historical eras closer, in space and time, to the visitors. For illustration purposes I give some examples of virtual exhibitions compiled in MaxWhere spaces on the basis of a material which processes culture-loving communities and events of the early 20$^{th}$ century.

Maxwhere virtual places provide an opportunity to locate, in an edited manner, the material available for the exhibition in webtables. We can place photos, documents, websites and videos in the spaces. In the following I will give a few examples of the types of culture-historical materials which can be demonstrated in a virtual exposition.

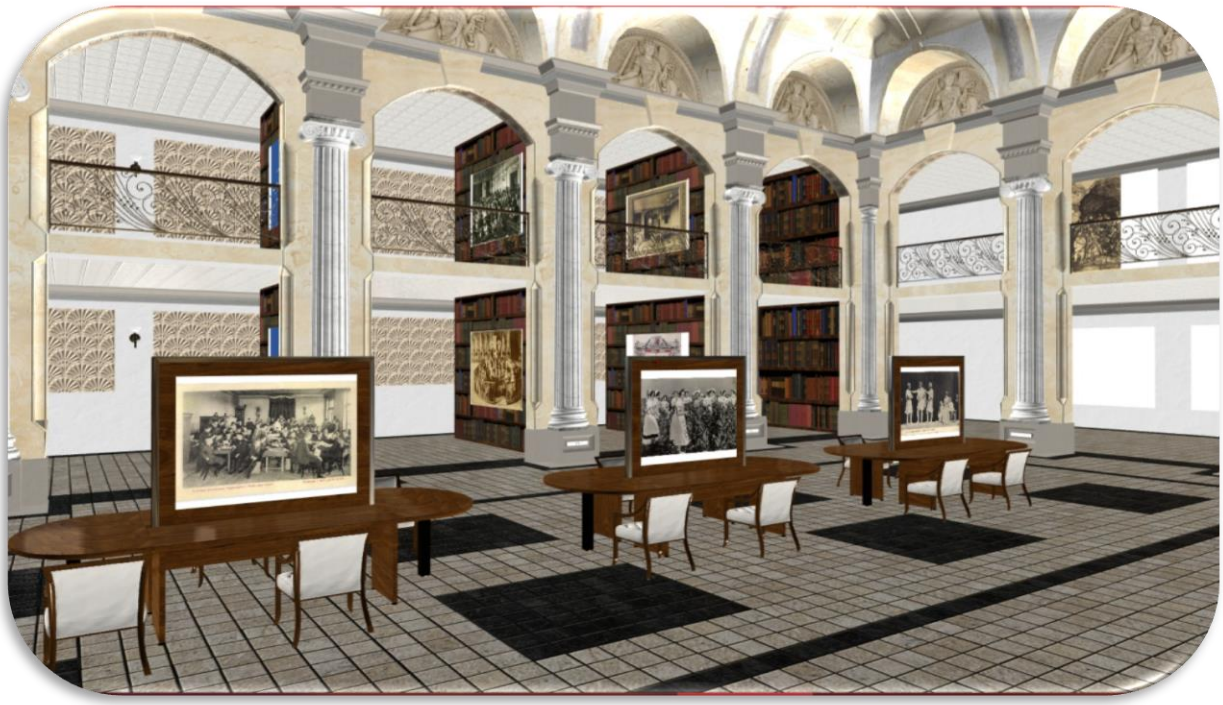


Figure 1: Materials located in a Library-M space show association types in the Dual Monarchy

Materials placed in a virtual space show the types of associations by means of scanned contemporaneous photos. Visitors can freely roam in space and time in a space resembling a museum or can virtually sit in a reading room and carry on individual research works with the help of their own computers.

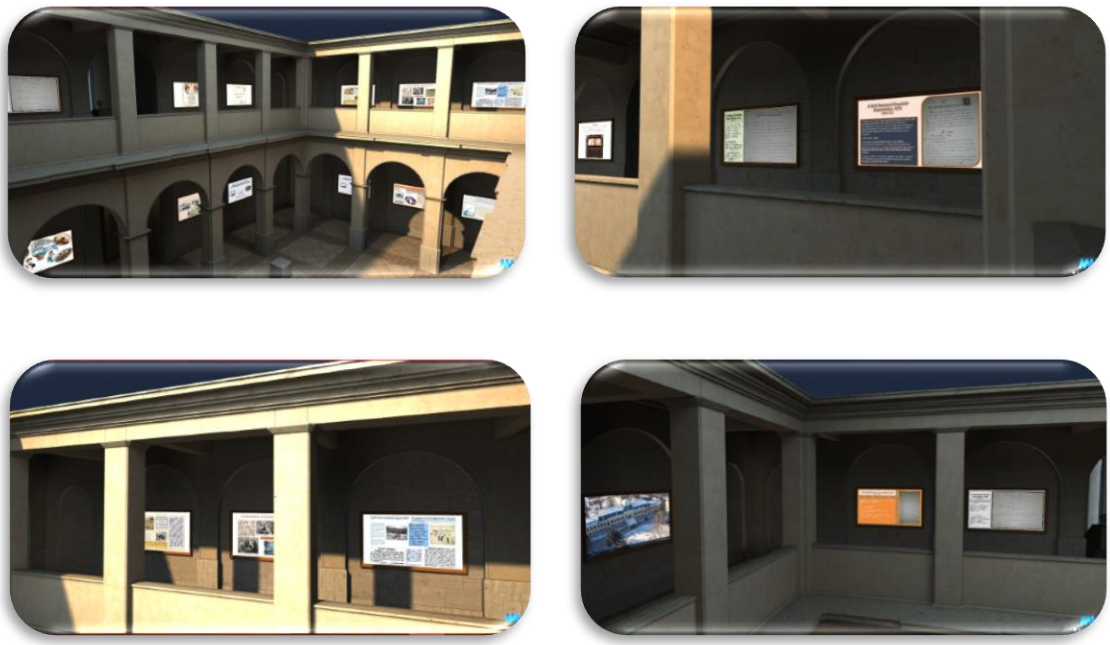


Figure 2: Materials located in an Atrium space show statutes of associations in the Dual Monarchy

The exhibition materials located in an atrium space show statutes of associations in the Dual Monarchy. A scanned photo of the statutes of a given association is displayed in a webtable, and sections selected, highlighted and edited in Word by the exhibition organizer can be inserted beside the photo. This combined technology enables visitors to study the 19th-century document and, at the same time, highlights and explanations edited in Word make reading and extracting the essentials easier.

Figure 3: Materials located in a Hipwhere Atrium space show documents and photo materials of the Rowing Association of Győr

Figure 4: Materials located in a Viaduct space are the documents and photo materials of the Association of Primary School Teachers in Győr Region

Various spaces are available, and from these spaces we can select the one which is most appropriate for the theme. The nature and colour of the material to be exhibited and the types of documents determines the most suitable space where the material can be located, in accordance with the theme concerned. Accordingly, the relics of various associations can be fit in different spaces. While the relics of the Rowing Association of Győr are composed mostly of photos of buildings and contemporaneous newspaper articles, the relics of the Association of Primary School Teachers in Győr Region include ball invitations, illustrations and journal articles as well.

## Summary, conclusions

The age of information society has dramatically changed the way people live and also altered the system of cultural mediation. The examples presented primarily point out the way how younger generations' interests can be aroused towards traditional topics or expositions organized by addressing the subject-matter of cultural history or local history. Their interests towards these themes can certainly be aroused with the help of virtual spaces. Generation Z and Generation Alpha are growing up in an era where the hegemony of visual channels will prevail. In most cases their Internet usage behaviours develop in

an autodidactic manner, i.e. they acquire skills not in a professional learning process but they come spontaneously.

Research conducted by VR Learning Research Lab established at Apáczai Faculty, Széchenyi István University in 2017 show that the processing of educational content located in Maxwhere is much more effective and faster compared with traditional ways, when users open pdf, ppt and video files as well as Internet sites in separated links (Lampert B.–Pongrácz A.–Sipos J.–Vehrer A.–Horvath I. 2018: 125–147).

The advantage of Maxwhere platforms presented is that they considerably facilitate the learning process. Materials in webtables can be downloaded and stored in students' own computers. In the spaces we can leave vacant webtables in which users can insert documents, photos and videos collected by themselves in pdf format and compile their own syllabuses independently. Additionally, webtables can be freely varied in various spaces.

Therefore the factors listed above can facilitate the learning processes and in the long term they will definitely determine the effectiveness of and the role played by virtual technologies in knowledge transfer.

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**Zsolt Nemeskéri – Iván Zádori**

# *Digital Competence and Lifelong Career Guidance in Hungary: Implications for Human Resource Development*

Information forms a basis for technological development, and have an essential role in the industrial society as well, however, by now it has become a separate value. The knowledge-based society of the 21st century is centered around the information processing technology. The half-life (the period within it becomes obsolete) of "valid information" is decreasing in a considerably (to a yearly, monthly) rate. Thus, the basic requirement of the knowledge-based society is a continuous human resource development process, which requires a more increasing mobility among the different fields of knowledge, instead of just acquiring one profession. In order to keep pace with the rapid development of information processing technology, lifelong learning is a crucial multidisciplinary approach (McKinsey Global Institute, 2017).

Knowledge-based society indicates such an economic structure, in which the production, promotion and exploitation of knowledge-intensive goods and services have a decisive role (Young & Valach, 1996). According to new economic trends, knowledge gradually has become the most important production factor since the last decades, by this obtaining a key importance in economic growth and development (Patton & McMahon, 2006).

In an economic-social sense the knowledge-based society provides better, higher and more balanced living standards, which adjusts better to the needs of (demand oriented) individuals, moreover, facilitates the use of innovative products and services. Today there is a wide theoretical and empirical consensus on the decisive influence of human capital, research and development (R&D), technological development and innovation on the complex productivity of production factors, and through this on economic growth (Government of Hungary, 2016).

Knowledge and information has become the basis of economy and production. Therefore, the produced, obtained, analyzed, utilized (by products and services) information leads to economic potential and competitive advantage. Consequently, the information producer, proprietor and distributor becomes much more significant in production. Thus, the person with informational literacy must be considered as a more competitive individual, since he can access all necessary information quickly and cost-effectively, moreover, he is able to analyze and synthetize his knowledge, and use it in a creative and ethical way (Cseh, Engel, & Follman, 2015).

According to 21th century competency related models it can be stated, that digital and informational literacy cannot be considered as something solid by its definition and relation to other competences. However, continuous transformation makes its examination increasingly difficult. Nevertheless, we can state that all approaches

comprehend a holistic point of view, in which 21th century related skills and abilities can be defined as umbrella competences (Egervári, 2015).

The traditional career development emphasis on ability, achievement, and maintenance allowed career advisers to promote individual choice based on the result of measurement and categorization in the traditional career development area (Bierma & Kim, 2015). The lack of concern for the individual's lifelong progression in learning and in work does not adequately address the changing concept of career in the midst of a rapidly changing knowledge-based society that urges individuals to continue to gain knowledge, adapt to change, and ultimately change themselves. As this change increases, individuals must "become lifelong learners who can use sophisticated technologies, embrace flexibility rather than stability, maintain employability, and create their own opportunities" (Savickas et al., 2009, p. 240).

Lifelong guidance is a complex activity, which allows individuals of all ages to assess their abilities, competences and interests at any point of their life; in order to carry out rational educational, training and occupational decisions, moreover, to be able to manage their career regarding learning, work and other areas of life, where they can utilize or acquire these skills or competences. Concerning the relations of labor market, career and digital competences, digital competences have a key importance in lifelong learning.

The smooth transition from school into the world of work is one of the most important conditions regarding social integration (Hall, 2002). This often determines the individual's social position, labor market status in a long run, therefore it is important both economically and socially that the young people who are finishing their education be professionally prepared for the labor market, their acquired knowledge should be in accordance with technological requirements, thus they should possess an appropriate level of professional qualification and convertible knowledge, which meet labor market needs (Amundson, 2005).

Compared to the past the preparation and coaching has become considerably much more complex. In the field of education there were many reforms/alterations carried out in the last decade and a half, however, the intermediate and expert level of vocational training structure met employer demand only partially (Government of Hungary, 2016). The cooperation between the actors who are interested in education and employment has not improved, conflicts have not dwindled, which has resulted in the remaining of tensions between supply and demand sides, which come to surface time-varying with a different intensity (Cseh & Coningham, 2012).

Measures which should be introduced to support young individuals to find a job, should aim to the strengthening of relations between the world of work and education-training. These measures could facilitate the entrance of young individuals coming from the different levels of education into the labor market, and their adjustment to the varying demand. According to empirical data, employment rate grows proportionate to the obtainment of knowledge and qualification, and the indicators of equal opportunities have become better (European Commission, 2015).

# Problem Statement

## European Context

In 2000 the European Council in Lisbon defined new objectives for the European Union (EU). According to this, the EU should seek to become the world's most competitive and dynamic knowledge-based economy, which is capable of sustainable development by providing higher employment, better workplaces and stronger social cohesion. To reach this goal, an education and training system must be ensured that corresponds to the requirements of a knowledge-based society and needs of an employment with higher standards. One of the main components of this system is to encourage the acquirement of basic skills. The European Council in Lisbon called upon all states and the Council and Commission to elaborate the European Framework for New Basic Skills regarding the lifelong learning concept, which should include all necessary skills on the fields of info communication, technologies, foreign languages, entrepreneurship and social relations.

According to the European framework for key competences for lifelong learning, a key competency is the transferable, multifunctional unity of knowledge, skills and attitudes, which is inevitable for self-fulfillment and -development, social integration and employability. Key competences should be acquired during compulsory education and training. In the future within the concept of lifelong learning, all kinds of education should be based on these competences.

The recommendation 2006/962/EC (European Commission, 2006) on key competences for lifelong learning urges EU governments to make teaching and learning of key competences part of their lifelong learning strategies. The recommendation identifies eight key competences that are fundamental for each individual in a knowledge-based society. The key competences are the following:

1. Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.

2. Communicating in a foreign language: as above, but includes mediation skills (i.e. summarizing, paraphrasing, interpreting or translating) and intercultural understanding.

3. Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).

4. Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.

5. Learning to learn: ability to effectively manage one's own learning, either individually or in groups.

6. Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

7. Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.

8. Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

Amongst the eight key competences digital competence is the self-confident and critical use of electronic media during work, free time and communication. This competence is strongly related to logical and critical thinking, a high-level of information management and developed communication. The skills about the application of info communication technologies should contain the browsing, evaluation, storage, creation, presentation and transfer of multimedia based information, and the ability to engage in internet communication and networks.

## Digital Competences in Europe

Digitalization alters all segments of society and economy; therefore, it influences work and employment. Digital technology could increase prosperity at an unprecedented level, and boost the quality of workplaces and employment in Europe. However, these opportunities are also carrying risks, which is apparent in all sectors of the economy, as well as the service industries. According to the official data of the European Commission there are significant bottlenecks in the acquirement of skills: it has been estimated that 47% of the workforce in the EU have insufficient digital competences, however, there are striking differences among the countries (European Commission, 2015). Without a proper solution, this could not only abolish job opportunities, but also the structural shortage of workforce could obstruct the development of digital economy, which could have a detrimental impact on the EU's competitiveness.

Labor market competences from the employees' aspect include those fundamental skills, which are necessary for work. From the employers' point of view competency-fitting can be defined as follows: the assignment of competences to the organization and job to reach a proper level of performance. From a labor market perspective, a key competency is relevant, if it is necessary during work, therefore, it is obligatory – as previously referenced – for having a proper job, and working efficiently. From this point of view all key competences are important for the individual, but only in a different, job dependent way.

## Hungarian Labor Market Situation

The authors of this paper have already published studies about the history and development of HRD in Hungary (see: Cseh, Rozanski, Nemeskéri, & Krisztián, 2015). Here we analyze only those factors that are affecting the topic in a narrower sense.

According to the Hungarian Central Statistical Office's congruency analysis regarding employment and qualification, employment demand can widely vary about the different qualifications. For certain qualifications so called specializations are required (e.g., electronic engineer, chemical engineer), while in case of other jobs a more general knowledge is needed (e.g., service, help desk jobs). Consequently, an educational system is required, which makes employees able to use their acquired knowledge flexibly in their work. Flexicurity is not only an employment, labor market category, but it also appears in the modern lifelong guidance and service system (Lakatos, 2015).

Today most of the young individuals with a specific level of education enter the labor market at the age of 18-23, and based on the current pension regulation, an average of 42-47 years productive working period per person can be foreseen. Therefore, new entrants must meet not only the current labor market demands, but also the future demands of the 2020s, moreover, 2040s. Meanwhile globalization entails a continuous technological innovation, the restructuring of the system of production and the alteration of different professions. In this economic-social environment the role of education and learning becomes much more significant. This is explained by the fact that social actors expect the schools and adult education interventions to train employable citizens who can cope with our complex world, by this contributing to a successful and balanced career. Therefore, it becomes self-evident that instead of a career choice a system of lifelong guidance should be established, which should be a complex task from our point of view (Szellő, 2014).

Besides the young adults' relation with the labor market we must also point out the connection of adults, the elderly generation and the labor market. According to the demographic prognosis (taking the basic version as a point of reference) of the Hungarian Central Statistical Office's Department of Population Sciences the demographic decline continues until 2020. Expectedly the population will drop by 177,000, and this number could even reach one million by 2050. The unbeneficial progress becomes even worse due to structural transformation, since the aging of society is significant.

The number and rate of employable population (between the age of 15-64) is decreasing even at a higher pace than the whole population. This number can be estimated at 6.4 million up till 2020, which denotes a 7% decline. This implies together with the previously mentioned facts that the upper bound of the active age is going to be prolonged, that the retiring age will increase. Therefore, the institutionalized adult education should include those generations that are older than usual. Together with the acceleration of technological development learning processes which aim to the retention or improvement of labor market positions demanding a change in the requirements and learning approaches.

## Need for Digital Competences in Hungary

In Hungary, digital economy provides 20% of the total gross added value of national economy, and provides employment for nearly 15% of all employed persons. In a narrow

sense, the info-communications (ICT) sector provided 8.3% of the exports of the national economy in 2014, and represented 10% of all research and development input in 2013. The presence of large enterprises is predominant in the sector – especially in the ICT processing industry. At the same time, in the ICT service segment, which among others includes software and application developing companies, the role of small and medium-sized enterprises is becoming more and more significant.

According to the Hungarian Central Statistical Office, the number of internet subscriptions was nearing 7.7 million at the end of the second quarter of 2015. More than 93% of subscriptions are provided by 7 service providers. In the period above, 81% of the internet subscriptions were paid by individuals, while 19% were business subscriptions. Net revenue from internet service provision was HUF 45 billion, which constitutes a 7.4% increase compared to the previous year, 2014 (Hungarian Central Statistical Office, 2015). The number of subscriptions exceeded 8.4. million at the end of the second quarter of 2016, which means a 10% increase since the same period in 2015. The market concentration is high: over 96% of subscriptions are provided by 10 service providers. 81% of internet subscriptions are paid by individuals, while 19% are business subscriptions (Hungarian Central Statistical Office, 2016).

The DESI index, indicating the advancement of digital economy and society, is a complex index introduced by the European Commission Directorate General for Communications Networks, Content & Technology (DG CNECT) to track the current evolution and level of digital economy and digital society in EU member states. The index is structured around five principal dimensions: connectivity, human capital, use of internet, integration of digital technology and digital public services. Based on Hungary's country profile of 2015, Hungary ranks 20th among the 28 EU member states. During the last year, Hungary made the most advancement in the field of connectivity: fixed broadband services are available to 94% of homes in Hungary, and fast broadband technologies are covering 78% of homes. The rate of internet use is outstanding, 80% of subscribers use social networks, which is the highest in the EU.

As for the most popular on-line activities, 85% of Hungarian internet users read news, and 80% use social networks. As regards the latter, the use of social networks is the highest in the EU. 47% of internet users listen to music, watch films or play games online, and 52% make video calls. Despite the progress, Hungary still falls well below the EU average regarding internet banking and online shopping. On eCommerce, this is also linked to the supply side, as the percentage of SMEs trading online is also below the average. (European Commission, 2015)

With a Human Capital (digital skills) score of 0.48, Hungary ranks 19th among EU countries, but performs better than the average of the group of countries with low performance level. In the field of digital public services, Hungary achieved the third lowest rank, and performance falls well below its cluster countries. For example, only 12% of Hungarian family doctors share patient data with each other via electronic means, compared to the EU average of 36%. The same applies to electronic prescriptions: only 2.2% of family doctors send prescriptions to pharmacists by electronic means, which signifies one of the worst rate in the EU.

Of the dimensions analyzed by DESI in 2015, the poorest results (0.22) were achieved in the integration of digital technologies by Hungarian businesses. Businesses would need to better exploit the possibilities offered by on-line trading, social media and cloud-based applications. (European Commission, 2015)

Similar deficiencies were found in Hungary concerning the use of online public services of the 'Digital State'. In Europe, the term 'digital state' includes internal IT systems supporting the operation of public institutions, electronic public services provided to people and businesses, as well as other electronic services in the public sphere of interest (e.g., related to healthcare, education, cultural heritage or related to the sharing of public data and information), and the provision of the security background of the services above (National Employment Office, 2013).

Based on the above described situation, the starting point for conceptualizing our research was that in a broader sense, digital competence means the confident, critical and creative utilization of information and communication technologies to achieve the goals regarding work, employment, learning, leisure, social inclusion and/or participation. Digital competence is transversal key competence, and as such, enables a person to acquire other key competences (e.g., language learning, mathematics, learning ability, cultural awareness) (Ferrari, 2013).

## Purpose of the Study and Research Questions

The purpose of this research study was to examine the relationship between the development of digital competencies and carrier orientation in the Zala, Baranya, Bács-Kiskun and Somogy counties of Hungary. In order to fulfil of the purpose of the study, the following research questions were investigated:

- How do professionals in different economic sectors perceive the need for digital competences?
- What are facilitators and inhibitors of the development of digital competences?
- How does career orientation contribute to the development of digital competencies?

## Methodology

A mix method approach was selected for this study and included surveys and individual in-depth interviews. The following three populations were targeted for this study: leaders/managers and employees of organizations in the agriculture, industry, commerce, service, education and health sectors; and career orientation/digital competence development experts. Two surveys were developed for the leaders/managers and employees respectively.

The leader/manager survey consisted of 19 questions, with two demographic questions and questions related to participants' perception of the importance of digital competence in the labor market, the need for digital competence in their organization, the support systems for the development of digital competence in their organization, including career guidance, the difference of digital competence across generations in their organization, the future needs of their organization as it is related to digital competence. For example, questions such as 'How important is the development of digital competence as part of lifelong learning in your organization?' (on a five-point Likert scale) and 'What percent of your employees need digital competence to perform their tasks?' (selection from 25, 26-50, 51-75, 76-100 percent).

The employee survey consisted of 15 questions, with 4 demographic questions and 11 digital competence related questions. Questions such as 'How would you rate your digital competence' (on a five-point Likert scale) and 'What factors impacted the development of your digital competence' (selected from a list of possibilities, such as formal education, self-directed learning, non-formal education, e-learning, other) were included in the survey.

For the in-depth interviews with experts an interview guide was developed with 8 open-ended questions related to their perceptions of the importance of digital competence in the knowledge economy, the role of digital competence in different competence models, the role of public education in the development of digital competence, the relationship between the labor market, career orientation and digital competence, the facilitators and barriers of the development of digital competence, and the status of career orientation for digital competence in their county.

The four counties included in the study were selected for their level of variance in their educational, economic and socio-cultural characteristics representative of the 19 counties in Hungary. The chamber of commerce of each of the four counties was asked to send the surveys on a Google online platform to their constituencies. 304 completed responses were received from leaders/managers, and 402 completed survey from employees. Invitation were sent to career orientation/digital competence development experts recommended by the chamber of commerce, universities and professional associations in the participating counties. 30 experts responded to the invitation to participate in the study and 60-90 minutes in-depth interviews were conducted at the location of choice of the experts. The interviews were conducted after the survey data had been analyzed and the findings of the surveys were shared and discussed with the

experts. Through their perceptions of the findings they contributed to the interpretation of the data.

Descriptive statistics, constant comparative and content analysis methods were used to analyze the data.

## Results

### Demographics

According to the employers of the counties participating in the survey and the comparison of the results, the query is balanced, as in the case of respondents, Baranya, Bács-Kiskun and Zala counties represent 23%, while Somogy county accounts for a slightly higher proportion by 31% (Figure 1). Taking into account the sectoral affiliation, the largest proportion of employers representing commerce completed the questionnaire (26%), followed by education (24%), then service (19%) and industry (16%). Health and agriculture were represented with respondents below 10% of the total responses.


*Figure 1.* Demographical distribution of the employer survey

Out of the 401 respondents to the employee survey the age group between 26 and 55 years of age had the highest share (60%), and the distribution was almost the same (20-20%) between 15-25 and over 56 age groups. Almost 43% of respondents did not have an IT qualification, 34% of them had basic, 14% had middle level (e.g., operators), and 9% had high level (e.g., programmers, system designers) qualification.

Out of the 30 professionals interviewed exactly 50% percent were career orientation experts and 50% were digital competence development experts.

## Main Findings

Based on our empirical findings, there is a definite need for trained and skilled digital professionals in all economic sectors included in this research. To achieve a balanced supply and demand side, multi-faceted mediation mechanisms need to be established between the actors of the labor market. The evolution of supply and demand on the labor market is affected by several factors, including the current economic circumstances, the number, applicability and mobility of workforce, as well as salary and income conditions.

Our research showed, that the availability of devices promoting the acquisition of digital competences has considerably improved over the last years. At the same time, our survey showed that the digital knowledge of citizens is relatively weak, and in many cases, it is limited to user skills, therefore it is of low value for the labor market.

Based on the responses of the persons involved in the survey, the most common way of acquiring digital competencies (56%) is through the duality of school education and self-directed learning, whereas more than 20% of competences are totally attributable to self-directed learning. E-learning, as a modern form of learning, appears only marginally, for the time being. It is a thought-provoking fact that only 9% of respondents determined formal school settings as the scene of learning – which raises the question whether IT education is appropriate enough.

The 48% of responding employers said that the involvement of the education system in competency building is only partly satisfactory, 26% of respondents found that appropriate work is done in this area by the educational system. Almost 17% believes that education performs well in the field of digital competency building, while 9% of respondents chose the category of 'inappropriate' on this issue.

According to our investigations, the fundamental problem of education is that both the ICT systems and the change of approach are difficult to be integrated into the daily educational practices. To ensure development, more substantial IT education with up-to-date content should be provided both at primary and secondary schools, thus fostering the acquisition of knowledge required by higher education.

Despite the results achieved in the field of occupational guidance over the past fifteen years, occupational guidance and career counseling seem to be unstructured and random. The system suffered damage due to the constant reorganization of institutions involved in career guidance (education, labor organization, etc.). New methods enhancing lifelong learning and lifelong guidance are difficult to integrate into daily practices. Accessibility of career counseling and the availability of the relevant set of instruments show considerable differences.

The relationship between digital competences and occupational guidance showed several contradictions. On one hand, a process aimed at developing the ICT scope of occupational guidance has started. On the other hand, there are shortcomings in the occupational guidance activity itself about the presentation of the actual content of IT competences, and their relevance to the labor market. As we have experienced, this might be the reason for the current and, sooner or later, persistent labor shortage in this area. The problem calls for professional cooperation with the involvement of policymaking

(economy, education, and employment), employers, employees and alternative scientific organizations.

Nevertheless, there are promising and straightforward state and government strategies and concepts with the common goal to establish for each area of lifelong learning system the resources in infrastructure, staff and facilities necessary for the development of digital skills, constituting the core competences in the context of employability and competitiveness on the labor market.

## Implications for HRD Professionals

As an implication for HRD practice we conclude, that staff, equipment and technical facilities to support career guidance activities in organizations are to be further strengthened. On one hand, the decreasing number of workforce – resulting from the negative demographic trends – would require more thorough, more rational and more effective career guidance. On the other hand, to support more informed decision making, the relevant knowledge of career teachers and educators is to be developed with HRD related courses and further education activities of universities.

The labor market undergoes radical changes: knowledge-based labor demand (for young, talented employees) is significantly increasing, whereas labor supply is greatly reduced – which is going to develop intensified competition between employers and, consequently, bring about changes on the supply side of the labor market. Employers should be prepared to the fact that employees are compelled to spend more and more time on the labor market and at their workplaces.

This is a problem for jobs and workplaces involving heavy physical and mental strain, where career reorientation would be required. Therefore, in the context of career guidance, it is inevitable to develop techniques and methods by means of improving and adapting the elaborated info-communication methods to meet the requirements of both young and elderly age groups.

Probably the most important implication of our research for HRD professionals in Hungary is, that in the future, we need to further develop a more complex system – including mentoring, coaching and professional guidance – in order to support career changes throughout the whole lifetime of the individuals.

Based on the research findings described in this study, the authors agree with McKinsey Global Institute, stating: “For workers of the future, then, the ability to adapt their skills to the changing needs of the workplace will be critical. Lifelong learning must become the norm—and at the moment, the reality falls far short of the necessity.” (McKinsey Global Institute, 2017).

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**Erdei Gábor**

# *A tanuló városok egyik legfontosabb katalizátora: a munkahelyi tanulás*

## Bevezetés

Ahogyan azt az UNESCO Learning City program egy korábbi honlapján Arne Carlsennek, az UNESCO Institute for Lifelong Learning előző igazgatójának köszöntőjében olvashattuk: „A modern világ motorjai a városok, amelyek az autónak sebességet adnak. Ezért a városok tanulási tevékenységei alapvetően befolyásolják napjaink világának fejlődését." Folytatva a gondolatot, megállapítható az is, hogy a tudás-intenzív (ez által tanulás-intenzív) gazdasági ágazatok biztosítják a szikrát ezekhez a motorokhoz.

Jelen tanulmány egy empirikus kutatáson keresztül vizsgálja a munkahelyi tanulás szerepét és jelentőségét az új tudások megjelentetésében s a hálózatosodás erősítésében. Ezt megelőzően röviden szólunk a munkahelyi tanulás elméleti megközelítésének lehetőségeiről, illetve kezdetként vázlatszerűen érintjük témánknak a hazai felnőttképzésben, andragógiában betöltött szerepét.

A munkahelyi tanulás vizsgálata a hazai andragógián és felnőttképzésen belül speciális helyet foglal el és ennek számos oka van. A II. vh. utáni időszak politikai és gazdasági berendezkedése miatt a téma marginális részét képezte a kialakuló felnőttoktatási és felnőttképzési rendszernek. Miközben aztán az 1950-es, 1960-as években fellendül a felnőttek oktatása és képzése, a dolgozók iskolái és népművelés uralta a hazai andragógiai diskurzust (s persze ekkor még nem is munkahelyi tanulásról beszéltünk volna, hanem munkahelyi képzésekről). Azonban ekkor és később, az 1970-és és 80-as években sem került be a közművelődés fő területei közzé, hiszen mint korábban is, a nagy állami vállalatok belső képzésekkel oldották meg a munkavállalókra irányuló képzés-szükségleteket. A szocialista időszak teljes korszakában mindössze néhány kisebb kutatás valósult meg a területen, illetve Csiby Sándor készített egy egyetemi jegyzetet Ipari andragógia címmel.

A rendszerváltozás utáni időszak andragógiai kutatásiban már dominánsabbá vált a munka világához kapcsolódó oktatások, képzések vizsgálata, azonban ezek elsősorban munkaügyi és foglalkoztatáspolitikai keretek között maradtak, a vállalati képzések kutatása pedig elsősorban a közgazdaság- és menedzsment tudományok oldaláról erősödött meg.

A munkahelyi tanulás azonban több, jelenségében szélesebb és így értelmezési lehetőségeiben is a közgazdaságtudomány elsősorban beruházás – hozam viszonyrendszerénél. A munkahelyi tanulás problematikája más tudományterületeket is

„megszólított" és több pszichológiai és szociológiai értelmezés is született a már meglévő közgazdaságtudományi megközelítések mellett. Ráadásul az új értelmezési keretek a tanulás és a szervezet jelenségét relevánsabban, adekvátabban vizsgálják, mint a közgazdaságtudomány. Ezzel együtt megítélésünk szerint „maradt hely" az andragógiának is, hiszen a főszereplők a felnőttek, és a felnőttek tanulási folyamatainak vizsgálata az andragógia fő áramába tartozik.

Jelen írásunk ezt igyekszik bemutatni egyrészt elméleti aspektusból, másrészt egy a tudás intenzív szektor kvantitatív vizsgálatán keresztül értelmezzük a felnőttkori munkahelyi tanulások szerepét.

## A munkahelyi képzés és tanulás andragógián belüli helye

A munka világára reflektáló képzés és tanulás az andragógiai elméletek és irányzatok közül döntően a progresszív (nevelésfilozófiai) irányzatba illeszkedik. Ugyanakkor Európában a klasszikus/tradicionális/liberális irányzat dominált évszázadokon keresztül köszönhetően az ókori gyökereknek és a keresztény középkor által kialakított világszemléletnek, értékrendszernek. Az ipari (technológiai) fejlődés által generált többlettanulás részben a korábbi irányzat helyébe lépve szűkíti, szűkítette a felnőttkori tanulás klasszikus és részben a humanisztikus irányzat terepét, másfelől összességében jelentősen bővíti a felnőttkori tanulások volumenét. Még Európa azon régióiban, ahol az általános felnőttképzésnek és felnőttkori tanulásnak jelentős hagyományai voltak (a grundtvigi szemléletű Skandinávia) dominánssá vált ez az új szemlélet.

Az indusztriális időszak erős igényt formált a jellemzően technológiavezérelt gazdasági fejlődés ismeret- és tudásigényeinek kielégítésére, így iskolákat, oktatási, képzési intézményeket hozott létre. Azonban már a kezdettől jelen volt – részben támaszkodva a céhes hagyományokra - a munkahelyen megvalósuló képzések világa is. A II. vh. utáni újabb ipari fejlődési ciklusban az emberi tényező felértékelődésének lehettünk szemtanúi. A posztmodern (posztindusztriális) korszak túllép ezen is és nem elégszik meg a munkahelyen megvalósuló képzésekkel, ezek rendszerével, de a képzések mellett, sőt egyre gyakrabban helyettük, a munkahelyi tanulást fogalmazza és valósítja meg. A munkahely tehát új értelmezést kap, s mint tanulási színtért is vizsgálhatjuk, valamint ezzel párhuzamosan a tanulás, mint munkatevékenység interpretáció is általánossá válik, ahogyan ezt Zuboff jellemzi: „ A tanulás a munka új formája" (Zuboff 1988:395).

A technológiavezérelt gazdasági fejlődés kifejezéssel illetett korszak lassanként átcsúszott a tudásvezérelt időszakba, ezzel egyben új időszakot is elindítva. Az új technológiák, az informatika áttörése, a külső piaci mechanizmusok, a belső szervezeti átalakulások eredményeként ezek a változások új pozícióba helyezték a szervezetekben szükség tudásokat és a hozzá vezető utakat is.

Így a korábban is elfogadható megállapítás, mely szerint a felnőttkori tanulások jelentős része származik a munka világából, még inkább teret nyert. Ezt a korszakot, amely világ centrum régióiban nagyjából az 1970-es évektől indulva az 1990-es évekre áthúzódva formálódik, egyre érthetőbben és elemzőbben írják le a gazdaságban tevékenykedő szakemberek és a kutatók is.

A kompetencia-fejlesztéseknek a munkahelyi környezetben történő radikális fejlesztési kényszere, meghaladta az addig uralkodó képzési szemléletet és modelleket is. Ezen szemléletváltás általánosságban is jól illeszkedett a tanítás-tanulás paradigmaváltásba, sőt az átfogó, a neveléstudományok teljességében megjelenő szemléletváltásnak nagyon is fontos katalizátora volt (és ma is az) a munkahelyi tanulás jelensége. Ez a váltás tükröződik a fogalomhasználatban is, tudniillik bár az LLL fogalma már az 1970-es években megjelenik a globális szakpolitikai szintéren, ebben az évtizedben és az 1980-as években jellemzően még az adult education-ról és adult training-ről szól a szakpolitika és a praxis is, amely bízik az iskolarendszerű oktatási és képzési formációkban, abban, hogy ezek a hagyományos módon működő hagyományos intézmények adekvát választ adnak a munka világában megjelenő és erősödő új ismeret-szükségletekre. Azonban az IKT előretörésével a szervezeti, piaci viszonyok változásaival, a szervezeti kultúra erőteljes átalakulásával az adult education és training mellett és egyre inkább helyett, megjelenik a munkahelyi felnőttkori tanulási értelmezés. A váltás más társadalomtudományi értelmezéseken is rajta hagyja nyomát, hiszen a tudás alapú gazdaság fogalomhoz kapcsolódó tanuló társadalom fogalma is ennek köszönhető. Továbbá az 1990-es évek közepétől megjelenő tanuló régió fogalom is elsősorban a felnőttkori tanulási aktivitások megerősödésén alapul, amelyek döntő többsége a munkahelyek világában, vagy/és a munkahelyekre irányulókban manifesztálódik. Ez a váltás aztán számos egyéb területen is változásokat generált. A területen a nemzetközi szakirodalomban használt fogalmak új tartalmakkal töltődtek fel, vagy éppen teljesen újak születtek. Gondolhatunk az alapvetően svéd modellben megjelenő rekurrens oktatásra, amelynek későbbi átalakult verziója a „stop and go" modell, ahol az értelmezés szerint az egész élet tanulás („go"), a tanulási tevékenységünkben mindössze csak alkalmanként állunk meg, tartunk szünetet („stop"). Természetesen a munka világára ilyen mértékben megerősödő, feldúsuló tanulásoknak és személyiségfejlesztéseknek több kritikája is megfogalmazást nyert, amelyek aztán oktatáspolitikai koncepciókká is alakultak. Ilyennek tekinthető az LLL kritikájaként önálló éltre kelt LWL fogalmának és koncepciójának megjelenése, amely hangsúlyozza azt, hogy az LLL alapvetően a munkavilágára irányuló tanulás és fejlesztés (bár megjegyezhetjük, hogy ez nem teljesen fedi a valóságot), ezzel szemben a változások nem csak a munka világra hatnak, de irányulniuk kellene az élet más területére is, hiszen a változások ott is jelen vannak. Így a tanulásoknak ezeket a területeket is támogatniuk kell(ene). Ez a humanisztikus és liberális megközelítés azonban elsősorban az olyan szakpolitikát megfogalmazó szervezetekben jelenik meg (globális szinten pl. az UNESCO), amelyek hangja a gazdaság világa mellett gyengének tűnik. A kritikusok így szívesen veszik Geertz egyik találó megfogalmazását, amelyben úgy jellemzi a mai társadalmat, mint: a szakadatlanul fejlődő, önimádó ipar (technológia) után rohanó, loholó kiszolgáltatott és a technológiát kiszolgáló modern kori rabszolgák tömegei (Geertz 2000).

# Szervezeti tanulás – tanuló szervezet

## *Az új gazdaság*

Az új gazdaság, amely a centrumokban az 1990-es évekre alakult ki számos sajátossággal rendelkezik. Talán az egyik legfontosabb változás, amely tulajdonképpen a változás eredménye is egyben, hogy az indusztriális korszakból átléptünk egy posztindusztriális korszakba. Ezt gyakran a gazdasági tevékenységet meghatározó ipar utáni szolgáltatási szektor előretörése jelenti. Ez azonban csak egy része a fundamentális átalakulásoknak, ugyanis számos egyéb gazdasági és társadalmi jelenség átalakulásával jár együtt. Az egyik a technológiai fejlődés és alkalmazásának általánossá válása, kiszélesedése, amely a fejlődést és egyben a változást erőteljesen támogatja: a piaci folyamatok átalakulása, illetve a globalizáció kiszélesedése. A szervezeti kultúrák számottevő átalakulása, a vállalkozások szervezeti felépítése, a feladatok delegálása, a jogkörök bővítése, a felelősség és megerősítés erősödése stb. mind új irányokat jelöltek ki. A változások nem hagyták érintetlenül a vállalkozásokon belüli HR filozófiát sem, s ennek a folyamatnak egyik következménye a képzésekről a tanulás irányába történő fordulás is.

Az új gazdaság, a tudásgazdaság, ahol az iskolai, kutatóhelyi, munkahelyi, hálózati egységekben manifesztálódott, vagy éppen látens tudásokat a gazdaság szolgálatába állítják. Az innovációk szerepe felerősödik, az info-kommunikációs fejlődés pedig újra szabja a munkavégzésről, munkahelyekről és munkaidőről korábban kialakított képet.

Amennyiben a tudásgazdaságot a tudás működteti, akkor a kérdés úgy hangzik, hogy hol is van (hol érhető el) a szükséges tudás, és hogyan érhető el ez. Majd a második fázis kérdései következnek: hogyan tudom a magamévá tenni, hogyan tudom megosztani és hogyan tudom megtartani. A harmadik fázis pedig az új tudás létrehozásának kérdését jelenti.

Az új gazdaságban egyre növekvő a tudásvagyon, ahol a tudás egyre nagyobb része koncentráltan olyan eszközökben található, melyek az információ létrehozására, továbbítására, megfogására, digitalizálására képesek.

Ebben a konstellációban a szervezetek rugalmasak, a szervezeti határok gyengülnek, hogy képesek legyenek ismereteket befogadni, hálózatokhoz csatlakozni, ilyeneket létrehozni. A szervezeti hierarchiák lapossá válnak, ezzel is növelve a szervezeti rugalmasságot.

## *Tudásmunkások*

A munkafolyamatok is bonyolultabbá váltak, amelyeket sokszor önállóan kell megoldania a munkavállalónak. Szintén fontos a reagálási képesség az előre nem látható helyzetek, dolgok irányába. A felelősség folyamatosan növekszik, legyen az egyéni, vagy csoportos munkavégzés.

Az új gazdaságban új (típusú) munkaerőre van szükség. Ez az új munkaerő a tudásmunkások (knowledge worker) köre. A fogalom a nemzetközi szakirodalomban

Drucker nevéhez kapcsolódik, hogy aztán ezt követően számos értelmezés lásson napvilágot. A tudásmunkás, szemben a fizikai munkással, szellemi képességeivel és képezettségével végzi munkáját, amihez a fizika képességek, adottságok mindössze szükséges feltételek, alapok.

A tudás intenzív ágazatoknak a munkavállalókra irányuló jellemzője az, hogy az alapozó, jellemzően felsőfokon megjelenő tudás megszerzését követően az adott gazdasági, szakmai tevékenység végzése során számos új ismerettel, pontosabban kezdetben ismeretlen területtel találkoznak a munkavállalók. Az ismeretlen ismerőssé tételéhez tanulási folyamatot kell megvalósítani, amely során a tanulással oldja fel az ismeretlent és lesz ettől kezdve az egyéni tudás része. A tudás intenzív szektorba lépő munkavállaló tehát felkészülhet arra, hogy tanulási tevékenységek nem érnek véget a fiatalkor iskoláival.

A tudásmunkás azon túl, hogy a szakterületén magasan képzett szakember, egyéb olyan képességekkel és személyiségjegyekkel is rendelkezni kell, mint önállósság, nyitottság, kreativitás, problémamegoldás, rugalmasság, tanulási képesség, fejlődőképesség, motiváció. Képesnek kell lennie a tudáshiány és hely megállapítására, a szükséges tudás beszerzésére, ennek alkalmazására és megosztására.

Az egyik leggyorsabban változó, turbulens fejlődésben, sőt a fejlődések robbanásszerű sorozatait mutató informatika és a kapcsolódó területek, a tudás intenzív ágazatok közzé tartoznak, így vizsgálatunkban az informatikai ágazatban dolgozók többsége egyértelműen tudásmunkás, hiszen egy nagyon erősen tudás által fejlesztett és tudás által működtetett tevékenységben vesz részt, illetve ilyen környezetben él.

### *Tanuló szervezet*

Nem célunk, hogy részletesen áttekintsük a tanuló szervezet fogalmának ontogenezisét és evolúcióját, itt mindösszesen a főbb lépéseket említjük meg. A tanuló szervezet fogalomkörben az 1960-as évekből találjuk talán az első átfogóbb írást (Burns – Stalker 1961). Az ezt követő időszakban a fogalom tovább finomodik és artikulálódik, mely során megjelent az akciótanulás (Revans 1982), valamint a szervezeti tanulás (Argyris – Schön 1978, 1974) fogalma is. Az 1990-es években a tudást létrehozó szervezetek teóriája is leírásra került (Senge 1990, Marsick és Watkins 1990, Nonaka-Takeuchi 1995). A tanuló szervezet jelenségben a három fő tényező (munkahely, tanulás a szervezeti teljesítmény) vizsgálatának koherenciája jelentette a legfőbb nehézséget. A kérdés megoldásaként a gyakorlatban és a kutatásokban is visszanyúltak a társadalmi tanulás elméletéhez, a szervezetpszichológiához, valamint a szervezetszociológiához. A korábbi kutatási eredményekre építve Engeström a termeléshez kapcsolódó társadalmi viszonyok és a szervezetben megvalósítható tanulások megközelítését alkalmazta (Engeström 2001). Elképzelésében a kiterjesztő szervezeti tanulás koncepciója szerint a termelésben érdekelt személyek probléma orientált, innovatív és kreatív módszerekkel és célorientált tanulási tevékenységet folytatva, oldják meg a felmerülő problémákat, nehézségeket.

A munkahelyi tanulás a szervezeti tanulás koncepcióhoz hasonlóan folyamatosan változó, gazdagodó, így a fogalmak gazdag tárháza jelenik meg: „munkahelyi tanulás

((Watkins 1995), „munkakalapú tanulás" (Railen 1997), „tanulás a munkahelyen" (Marsick 1987), „tanulás a munkában" (Boud-Garrick 1999). Bármelyik fogalmat is használjuk, a munkahelyi tanulás általánosságban elfogadott kifejezés: egyének és csoportok tanulása munkakörnyezetben, ahol az informális tanulások jelentik az információ és ismeretek megszerzésének legfőbb forrását, de ezek mellet a nem formális tanulások és formális képzések is megjelenek. A szervezeti tanulás vizsgálata során három megközelítést is alkalmazhatunk. Egyfelől a tanulásnak, mint individuális tanulási akvizíciónak a folyamatát, másrészt a személyiségfejlesztés tudatosságát lehet vizsgálni, továbbá a tanulást, mint társadalmi cselekvést lehetséges kutatni (Elkjaer 1996: 28).

### *A klaszter*

Kutatásunk egy részét egy informatikai klaszter tagjaival végeztük, ezért indokoltnak tartjuk röviden megvizsgálni azt, hogy mi is a klaszter. Annál is inkább célszerű ezzel foglakoznunk, mert a klaszterek, mint hálózatok értelmezhetők és a munkahelyi tanulások mellett, illetve ezekhez kapcsolódóan a hálózatokban megjelenő tudásokat és tanulásokat is érintjük.

A gazdaságfejlesztés újabb formációi közzé tartozik a klaszter. A klaszter szervezetek (vállalkozások, egyetemek, kutatóintézetek, szakértők, civilek, közvetítő szervezetek stb.) hálózata, ahol a szakmai tevékenység a kooperációra és a bizalomra épül. Az egyéni érdek a közösségi érdeken nyugszik. A klasztertagok jellemzően azonos gazdasági szektorban tevékenykednek ugyanakkor saját tevékenységük akár el is térhet a klasztertagok többségétől, azonban ebben az esetben komplementernek kell lennie a többi klasztertagéval. A klaszterben a verseny mellett (gyakran helyett) a kooperáció kerül előtérbe.

A klaszter többféle meghatározásával is találkozunk, amelyek között inkább hangsúlyeltolódás, semmint jelentős különbségek figyelhetők meg. Enright szerint a klaszter profitorientált vállalkozások és a nem profit orientált szervezetek olyan csoportosulása, ahol a csoporthoz való tartozás jelentős mértékben hozzájárul az egyes tagok versenyképességéhez. A klaszter tagjait a beszállítói kapcsolatok, a közös technológiák, közös vásárlók, ügyfelek, a disztribúciós csatornák, illetve közös munkaerőpiac köti összes (Enright 2000).

Cooke meghatározása szerint a klaszter üzleti tranzakciók, kommunikáció és párbeszéd aktív csatornáival rendelkező, olyan hasonló, kapcsolódó, vagy egymást kiegészítő vállalkozások földrajzilag körülhatárolt koncentrációja, melyek specializált infrastruktúrán, munkaerőpiacon és szolgáltatásokon osztoznak, közös lehetőségeik vannak, illetve közös veszélyekkel néznek szembe (Cooke 2002).

A klaszter szemlélet előretörése részben a globalizálódó világgazdaságnak, a nemzetközi verseny fokozódásának, valamint a tradicionális regionális fejlődési modellek és regionális politikák hiányosságainak is köszönhető. A világgazdaság legfontosabb központjai azok a térségek, amelyekben szoros kapcsolatban álló egyazon iparágakon belül működő vállalkozások, beszállítók, intézmények, oktatási és képzési intézmények, egyetemek, kutató helyek kritikus tömege jelen van, s ezek szoros, koncentrált, hálózati

együttműködésben tevékenykednek. A klaszterekre irányuló nemzetközi kutatások és szakirodalom 1990-es évek elejétől, Magyarországon 10 évvel később jelenik meg.

A jól működő klaszterekben új ismeretek jelennek meg, melyeket sok esetben az egyes klasztertagok individuálisan nem hoztak volna létre. Az új ismeretek születésének helyei a horizontális kapcsolati rendszerben megjelenő kommunikációs találkozási pontok.

A klaszter szerveződéseknél fontos szempontként fogalmazódnak meg a közös célok, közös projektek és fejlesztések, szintén hangsúlyosak a költség hatékony megoldások, a közös marketing és egyéb közös tevékenységek megvalósítása.

A bizalom és a pozitív attitűd kialakulása után indulhat el a klaszteren belüli a tanulás, ugyanis a közös tanulás elindulása nélkül elképzelhetetlen a klaszter sikere. Tanulás nélkül nem alakul ki együttműködés és termékfejlesztés sem, éppen ezért a klaszterek tanuló hálózatokként értelmezhetőek.

A klaszterekben megvalósuló szakmai tevékenység ráirányítja a figyelmet a hálózati tanulás folyamatára is. A hangsúlyos előnyök között a következőket találjuk: szinergia, közös szakmai fejlesztések, amelyek közös üzleti érdekeket is generálnak, a szervezetek közötti horizontális kapcsolatok kialakítása, tanulási tevékenységek, demokratikus kooperáció. Számos pozitív aspektus ellenére jelentkezhetnek negatív elemek is. Jellemzően az egyetemek, nagy cégek és kutató intézmények a klaszterek motorjai, a hazai kis és még inkább mikro vállalkozások csatlakozása egy-egy klaszterhez vegyes eredményeket hozhat, hiszen a nagyon gyorsan fejlődés, technológiában és tudásban erős szervezetek határozzák meg az irányokat és sebességet, amelyek frusztrálhatják a kis és gyenge klasztertagokat. Jelentős tudás különbségek találhatók a klasztertagoknál, így a nagy szerveztek jellemzően nem szorulnak rá a kis szervetekre.

A Szilícium Mező klaszter, amely a kutatásunk egy részét biztosította, 2008-ban jött létre Debrecen székhellyel. Számos sikeres pályázat és fejlesztés kapcsolódik a Szilícium Mező klaszterhez. Kutatásunk egyik kérdéscsoportjában térünk ki részletesebben az együttműködésekben megjelenő tanulásokra irányuló kérdések tárgyalásához.

Az empirikus munka során 12 interjú a Szilícium Mező klaszterhez tartozó taggal valósult meg.

## Munkahelyi tanulás

### *A munkahely mint tanulási hely*

A munkahelyek heterogenitása különböző tanulási környezetet teremt. A tradicionális munkahelyek jelentős részének átalakulásával és az info-kommunikációs technológia általánossá válásával jelentős változások következtek be a munkahelyeken és ez további módosulást okozott a munkahely értelmezésében is (ezeket a különböző munkaügyi, munkajogi kategóriák még inkább színesítik).

Oktatáskutatói perspektívából a munkahely olyan fizikai tér, ahol tanulás is megvalósulhat. Ehhez kapcsolódhatnak továbbá azok a természetesnek tűnő kérdések, hogy miért, mit és hogyan tanulnak a munkát végző személyek, vagy miben más, miben tér el tanulási szempontból egy munkahelyi és iskolai környezet (vagy éppen egy otthoni környezet). Ezek a kérdések elindították és gazdagították a téma elméleti megközelíthetőségét.

Ugyanakkor a munkavégzések jelentős része fizikailag elszakadt a munkahelytől és új tanulási színterek alakultak ki. Ezek a változások differenciálttá, másfelől nehezebbé tették a hagyományos munkahelyekre irányuló képzési és tanulási folyamatok értelmezhetőségét. Éppen ezért mára a munkahely, mint fizikai tér is átalakult (iroda, kollégák irodái, könyvtár, folyosó, büfé, IC vonat, otthon stb.), másrészt a virtuális tér rendkívül széles spektrumban ajánl fel munkavégzési lehetőséget.

A munkahelyi tanulási formák a munkahelyi környezetben vagy ahhoz szorosan kapcsolódva valósulnak meg és számos, az iskolarendszerű oktatásban ismeretlen formában valósulnak meg. Ezek közé tartoznak: azonnali-alapú tanulás, strukturálatlan tanulás, felügyelet alatti tanulás, felügyelet nélküli tanulás, szituációs tanulás, kreatív tanulás, problémamegoldó tanulás, projekt alapú tanulás, csoportos tanulás, páros tanulás, hálózati tanulás, beágyazott tanulás, elősegítő tanulás, autonóm tanulás, autodidakta tanulás stb.

## Munkahelyi tanulás elméletek

A munkahelyen megszerezhető kompetenciák nem voltak ismeretlenek a munkahelyi tanulás paradigmaváltás előtt sem, hiszen az 1960-as, 1970-es évek közgazdaságtudományi elméletben, ezzel párhuzamosan a praxisban is nagy jelentőségre tettek szert a munkahelyeken (vagy azokon kívül, de arra irányuló) megvalósult képzések. Ugyanakkor munkahelyeken a tudás intenzív munkakörök és munkafeladatok előtérbe kerülése, az info-kommunikációs eszközök fejlődése és ezek alkalmazása, a tudásgazdaságok előretörése és ezek versenye, valamint a munkahelyek fizikai értelmezésének új irányai a hangsúlyt a munkahelyi tanulás fogalmára helyzeték. A fogalom természetesen nem volt új, de tanítás-tanulás paradigmaváltáshoz is hozzájáruló elméletek és kutatások ekkor indultak el ebben a folyamatban, valamint a pszichológiának és a szociológiának egyre jelentősebb szerepe lett.

Az elmúlt- elsősorban utolsó – két évtizeden jelentősen gazdagodott a munkahelyi tanulás elméletek köre. A kezdetben az egyénre és az egyénnek elsősorban a formális képzésben való részvételét vizsgáló megközelítések bővültek és gazdagodtak egyrészt a formális képzések mellett a különböző nem formális és informális tanulások irányába, másrészt az egyéni tanulások elemzése mellett erősödött tanuló csoportok és a szervezeti tanulás kutatása is. A korábban viszonylag egyértelmű, szűk körű fókusz kitágult tehát és egyben heterogénabb lett. Ebben a folyamatban talán a legjelentősebb hangsúly eltolódás

a formális oktatási, képzési részvételről a nem formális, informális tanulások jelenségének irányába történő elmozdulás. Meggyőződésünk szerint ez a munkahelyek világában bekövetkezett váltás, átalakulás jelentősen hozzájárult az általános tanítás-tanulás paradigmaváltáshoz. Ez a módosulás másfelől a formális képzésekbe vetet hitet is megrendítette. További következményeként a kompetencia alapú fejlesztések előretörésével és a munkahelyeken meglévő készségszakadékok csökkentésére irányuló törekvések megerősödésével is számolni kellett. A nem formális és informális tanulások új lehetőséget nyitottak a szervezetek számára és ráébredést arra, hogy az adott szakmai tevékenység elsajátításának legideálisabb helye a munkahely.

*Szocio-kulturális elméletek*

Az elméletek közül csupán a szoci-kulturális teóriákat vizsgáljuk. Ezen elméletek csoportja egyfajta alternatívát mutatott fel (például a pszichológia alapú elméletekkel szemben) és számos új megközelítést alkalmazott. Ezek közül az egyik legfontosabb, hogy nem emelték prioritássá az egyén vizsgálatát, ezzel szemben hangsúlyozták a szervezet fontosságát. Másrészt az egyéni tanulás vizsgálata mellett szükségesnek tartották a munkahelyi szervezetekben meglévő társadalmi tanulás vizsgálatokat is. Azzal, hogy az egyén vizsgálata mellett a közösségi elemzéseket is jelentősnek tartja az elmélet, a korábban dominánsan uralkodó emberi tőke elméletről a társadalmi tőke elmélet irányába is vitte munkahelyi tanulásról szóló szakmai diskurzust (Hodkinson et al. 2008).

A szocio-kulturális elmélet másik fontos hozadéka az, hogy a tanulást folyamatos tevékenységnek tekintik. Ezáltal a korábbi, a tanulást időszakos tevékenységnek tekintő és azt produktumként értelmező képzések mellett/helyett a jelenség folyamat jellegét erősítették. A megközelítés hangsúlyozza azt is, hogy a tanulási folyamatban az átadási mechanizmus helyett és mellett a részvételi mechanizmus is nagyon fontos szereppel bír.

A harmadik fontos aspektusában az elmélet kritizálja a környezettől független tanulás célszerűségét, hasznosságát és eredményességét. Vagyis a szervezethez kapcsolódó tanulás erősen függ a társadalmi, szervezeti, kulturális és más környezeti tényezőktől.

Az elmélet a három fő elméleti álláspontján kívül egyéb megállapításokat is tesz. Ezek közül fontos a beágyazott tudás jelensége. A beágyazott tudás megszerzése során az egyén, a csoport a munkavégzés folyamatos megvalósításával jut az (új) ismerethez. Az adott munkával nem találkozó, azt el nem végző személy tehát értelemszerűen nem is juthat az új ismerethez. Azonban csak azon személy, csoport juthat el az (új) ismeret megszerzéshez, aki képes olyan tanulási folyamatot elindítani, amivel az adott munkát elvégzi. Összességében tehát a munka elvégzéshez képesnek kell lennie a megfelelő szintet és módszert igénylő tanulásra. Vagyis nincs új ismert munka nélkül és nincs munkavégzés tanulás nélkül. A két tevékenység egymásba épül, egyben feltételezi egymást. Ez az a helyzet, amikor az ismeretek nem jelennek meg az iskolarendszerű oktatásban és képzésben, ugyanis a munkavilágában manifesztálódhatnak.

A szocio-kulturális elméletek a fenti megállapításokon és megközelítéseken kívül módszertanilag is újat hoztak, illetve szemléletükben holisztikusan nyilvánulnak meg. Vizsgálatuk törekszik a szervezeten belüli összes olyan tényezőt, elemet számításba venni, amelyek befolyással bírnak a tanulási folyamatra (Lave-Wenger 1991).

Ezen elméleti meggondoláshoz kapcsolódó felvetéseket célszerű kibővítenünk még egy elemmel, ez pedig a demokratikus paraxis szervezeti megjelenése. Míg a formális képzések egyénekre irányulnak, így növelve a szervezeten belüli tudás különbségeket, a szocio-kulturális megközelítésben a – tekintettel arra, hogy a teljes szervezetre irányul a figyelem – közösségi tevékenységben megvalósuló minél szélesebb körű részvéttel számol.

Ugyanakkor az elmélet kritikai szempontjai között megfogalmazást nyert az az aggály, mely szerint a szervezeten belüli tanulási folyamatokban, ezen közösségi tevékenységekben nem minden alkalommal vesz részt a teljes közösség, legalábbis – különböző okok miatt – valószínűsíthetően nem egyenlő mértékben.

A szocio-kulturális elméleteken belül külön kategóriát képez az Engeström által kidolgozott kulturális-történeti elmélet (Engeström 2001). Ennek lényege szerint a munkahelyek tevékenységi rendszerek, amelyek nagyon sok egyéb elemet, szegmenst is integrálnak, úgymint a munkahely múltja, értékrendje, szervezeti kultúrája, munkamegosztása stb. Az elmélet szintén hangoztatja az egyén és a tevékenységi rendszer közötti feszültséget.

Lave és Wenger, valamint Engeström munkássága számos további elméletet hívott életre. Ezek között jelent meg az innovációs és munkahelyi tanulási kapcsolat is (Rainbird et al. 2004). Fuller és Unwin pedig megfogalmazta az átfogó-korlátozó kontinuum elmélet, amelynek a lényege a tanuló környezetek közötti differenciálás, az egyes sajátosságok megfogalmazása (pl. szervezeti kultúra, tanulási részvételi lehetőségek stb.) (Fuller – Unwin 2004).

Gulie és Young erőteljes szociológia megközelítést alkalmaz, melyben megkülönböztet vertikális ismeretek, illetve a horizontális ismeretek közötti különbségeket (Gulie-Young 2003). Eraut hangsúlyozza az egyéni tanulási tevékenységek vizsgálatát, amely nélkül nem érthető meg a szervezeti tanulás sem (Eraut 2004). A munkahelyi tanulások folyamatát és a tacit tudás viszonyát vizsgálják Evans kutatásai (Evans 2004). Az elmélet és kapcsolódó kutatásokban a manifesztálódó és ezt megerősítő szervezeti döntések, valamint a látensként tovább élő ismeretek viszonyrendszerét elemzi a kutató.

# A kutatás

### *A kutatás körülményei*

A kvalitatív kutatást 2015.08. - 2016.02. között végeztük. Célcsoportot a már korábban ismertetett Szilícium Mező Klaszter tagjai, informatikai vállalkozások, illetve ezek vezetői/tulajdonosai jelentették. Egy szervezettel egy interjú készült, összesen 12 interjút valósult meg.

### *Kutatási kérdések*

Milyen mértékben támaszkodnak az informatikai cégek a felnőttoktatási és felnőttképzési intézményekre?

Melyek a jellemző szervezeten belüli tanulási formák?

Hol és milyen formában jönnek létre az új ismeretek és új tudások?

Milyen szerepet játszik a szervezeti tudásvagyon formálásában a munkahelyi tanulás?

## A kutatás főbb eredményei

### *Alapadatok a vállalkozásokról*

A megkérdezett 12 vállalkozás többsége kis és mikro vállalkozás az informatika területén. Ezen mikro vállalkozások jellemzően csak egy-egy szakmai területre fókuszálnak, míg a kis (de akár 30-40 fővel működő) vállalkozások jellemzően több profillal rendelkeznek. A mikro vállalkozások egy része a jelenlegi kis vállalkozásokból szakadt ki korábban, majd jöttek létre, másik csoportjuk viszont az alapítás óta nem növekedett, mert a tulajdonos/vezető egy szakmai területre koncentrált és nem szándékozott új profil irányába nyitni, más esetekben nem tudtak növekedni, de a válság hatása is közrejátszott néhány esetben a korábbi jelentősebb létszám csökkenésében (kisvállalkozásból mikro lett). Ugyanakkor találkoztunk olyan megoldással is, amelynek során egy szakmai tevékenységre 3-4 mikro vállalkozást hoztak létre, így egy létszámában kis vállalkozás helyett mikro vállalkozásokkal találkoztunk.

A vizsgált cégek profilja meglehetősen eltérő volt, de még egy-egy cégen belüli tevékenység profil is figyelemre méltó eltéréseket mutat, annak ellenére, hogy ezek mégis kapcsolódtak egymáshoz, hiszen az informatika területén pozícionálhatók. Több informatikai vállalkozással is találkozunk, amelynek tevékenységi körében informatikai eszközökkel való kereskedelem, hálózatfejlesztés, egyéb fejlesztések és programozás is előfordult. Így meglehetősen nagy az egyes csoportok munkatársai által képviselt tudásbeli különbség. Jelentős különbség figyelhető meg a megkérdezettek esetében a termékek, fejlesztések, szolgáltatások és még ennél is jelentősebbek a különbségek a meglévő piacok és a partnerek körében, hiszen a lokális piactól, a hétköznapi átlag felhasználóktól az amerikai és japán játékcégek beszállítójáig szinte minden esettel találkoztunk.

A több profil kialakulása az interjúk alapján inkább lehetőség és/vagy kényszer miatt jött létre, semmint előzetesen alaposan átgondolt és megtervezett stratéga eredményeképpen. Így ezek a vállalkozások nagyobbak is, valamint szakmai profiljuk heterogénabb. Az összes profil stabil, nyereséges fenntartása nehezen biztosítható, így gyakran az adott időszakban nyereséges profilok viszik el a cégeket, finanszírozzák a veszteséges profilt. A több tevékenység természetesen több lábon tartja a céget, azonban

a szakmai ismereteket is ennek megfelelően kell biztosítani. Ez a Debrecen térségében vizsgált, valamint más vidéki nagyvárosokban jellemző helyzet másként alakul a fővárosban. Az interjú alanyok szerint a fővárosban működő 30-40 fővel rendelkező informatikai cégek döntően egy profilra koncentrálnak, szemben a hasonló méretű vidéki cégekkel, ahol ezzel a létszámmal 3-4 szakmai területe is visznek, a kisebb piac miatt.

A diplomások magas arányban vannak jelen a vizsgált cégekben. 70-100% közötti arány figyelhető meg. A teljes mértékben diplomást alkalmazók leginkább a kimondottan programozó és fejlesztő cégek, míg a magasabb nem diplomás arány azon vállalkozásokra jellemző, ahol a szakmai tevékenységekhez kapcsolódó infrastrukturális beruházás esetében részben fizikai munkákat is kell végezni (pl. kábelezéshez), vagy ehhez hasonlóan másik terület a villanyszerelés, elektrotechnikusi végzettség. A diplomások döntően két kört képeznek: mérnökök, illetve informatikusok. Ebben a foglalkoztatotti struktúrában megfigyelhető a generációk közötti különbség, az idősebb nagyjából 50+-os generáció, akik az esetek többségében ezen cégek alapítói voltak, mérnökök. Azonban a fiatalabb generáció már informatikai végzettséggel rendelkezik. Az interjú alanyok szerint számos mérnöki területre is betört az informatika és átvette a mérnöki feladatokat.

A válaszadók között nem volt olyan, aki ne említette volna a konkurencia meglétét. A nagyobb cégek esetében két-három helyi, illetve régiós konkurens vállalkozást említettek, a kisebbeknél, ahol például kereskedelem és/vagy szerviz folyik, és amelyek több esetben is hasonló profillal tevékenykednek, akár 10 fölötti konkurens cégről szóló jelzését adtak. Ez utóbbi esetekben a konkurencia lokális, míg a globális szinten tevékenykedő szervezetek estében a konkurencia országos, illetve globális szinten van jelen. Attól függően, hogy melyik térhierarchia szinten tevékenykednek, értelemszerűen azon a szinten megjelenő konkurenciával találkoznak. Ez a konkurencia specifikusság a helyi informatikai eszköz kereskedőtől a globális beszállítóig eltérő megoldásokra kényszeríti a vállalkozásokat és eltérő tudásokat generál, illetve eltérő tudások kapcsolódnak ezekhez.

### *Ismeret-, tudáshiány, ennek azonosítása*

Tekintettel arra, hogy a vizsgált cégek intenzív tudásgazdasági szektorban tevékenykednek, a piaci versenyben való helytállás a menedzsment rátermettségén túl leginkább a szervezetekben meglévő és hasznosítható tudástól függ.

Az informatikai szektor technológia vezérelt ágazat a reálgazdaságból, így az ismeretek hiánya adott szakmai tevékenységi körön belül szinte kivétel nélkül pontosan azonosítható és pozícionálható. Az hiányzó ismeretek meglehetősen konkrétan jelennek meg és a tanulás is az ezekre adott válaszokat jelentik. A tanulások jelentős része a nagyon gyorsan zajló technológiai fejlesztések követéséből áll.

A vizsgált vállalkozásoknál nem volt külön személy, akinek kizárólagos munkaköri feladata lett volna az oktatás, képzés, tanulás megszervezése annak ellenére, hogy a nagyobb szervezeteknél több interjú alany jelezte, kellene ilyen munkatárs. Így ezt jellemzően valamelyik vezető munkatárs látja el egyéb feladatai mellett. Ugyanakkor több

esetben is találkoztunk olyan nagyobb méretű vállalkozással, ahol az egyes profilok vezetőinek volt ez a feladata. Ezzel együtt is, az ismeret és/vagy tapasztalat hiányok a legtöbb esetben indirekt formában jelennek meg. Például egy cég, amely számos nagy infrastrukturális beruházásban végzett informatikai kiépítéseket és fejlesztéseket és a megvalósítást követően a szerviz feladatokat is ellátja, az előforduló gyakori működési hibák a kivitelezésben csúszott problémák okozzák. Ebben az esetben nagy eséllyel feltételezhető, hogy valamelyik munkatárs ismeret-, tudáshiányában nem jól látta el a feladatát.

Megállapítható tehát, hogy egyfelől a megjelenő új technológiákhoz kapcsolódó ismeretek beszerzése, másfelől (programozások, fejlesztések esetében) a megrendelői igényeknek való folyamatos megfelelés generálja az új ismereteket, illetve az ezek által indukált többlet (új) tanulást.

A konkrét beszerzendő ismereteket nem, vagy minimálisan lehet előre látni, így meghatározni sem lehetséges ennél jobban. Ezért az előre megszerzendő képzések és tanulások is meglehetősen nehezen tervezhetők. Ez rányomja a bélyegét a szervezetekben megfigyelhető tanulásokra, amelyek többsége azonnali tanulásként (instatnt learning) értelmezhető.

### *Az ismeret megszerzésének forrásai és módjai*

Az informatikai szektor technológiához kapcsolódóan tudásvezérelt ágazat. Így a folyamatos újítások, fejlesztések, valamint a piaci igények, állami megrendelések határozzák meg a fejlődés irányát. Interjú alanyaink az ágazatban megjelenő fejlesztéseket követik, így az új ismeretek megszerzése a technológiák, innovációs termékek szolgáltatáshoz kapcsolódnak. Vagyis a tudás ágensei az ezeket fejlesztő, gyártó szervezetek. Így az ismeretforrások egyik klasszikus területét a fejlesztők (az esetek többségében globális cégek) helyezkednek el. A velük való különböző intenzitású kapcsolattartás biztosítja a forrást.

Az informatikai cégek elsősorban a vállalatba felvétel nyert munkatárs belépésekor támaszkodnak a felsőoktatásra (legyen ez informatikai, vagy mérnökképzés). Ezt követően szakmai rendezvények, szakmai kiállítások alkalmanként fejlesztési projektekben igénylik a felsőoktatást, valamint úgy tűnik, egyfajta biztonságot ad például a debreceni cégek többségének az a tény és tudat, hogy környezetükben egy felsőfokú informatikusképzés jelen van. Azonban a különböző hosszabb és rövidebb távú felsőfokú képzésekbe kevésbé lépnek, hiszen más a megszerzendő ismerethez vezető út és más a megszerezendő tudás, így a felmerülő igényekre a felsőoktatás jellemzően már nem tud választ adni.

Versenytárstól jellemzően minimális a tudás akvizíció. Ritka estek fordulnak elő, leginkább akkor, amikor egy nagyobb beruházásban a versenytársak együttesen megvalósítók. Ezen helyzetekben jelenik meg az egyes szervezetek szakmai tudása (de egyben mérik is saját tudásukat a versenytárséhoz).

Tipikusnak mondható ismeretforrások és alkalmak: technológiafejlesztő cégek fejlesztés és termék bemutatója, szakmai kiállítások, szakmai vásárok, bemutatók. Szintén gyakori részvétel jellemző a válaszadó cégek esetében a konferenciák, szemináriumok, workshopokon való részvétel. Ehhez hasonlóan hangsúlyos ismeretszerző forrást jelentenek, a szakmai szövetségek, szakmai tagságok.

A magasabb tudást igénylő cégek belső képzési anyagokat is fejlesztenek.. Ezek a fejlesztések kényszerből születnek, de nélkülözhetetlennek a vállalkozások tevékenységében. A világhálót szintén folyamatosan használják.

Az új tudások megszerzésnek színterét képezek azon informatikai cégek köre, amelyek jelentős infrastrukturális fejlesztésekben vesznek részt, melynek során új technológiákkal, eljárásokkal ismerkednek meg. Ez a projekt alapú tanulás az egyik legfontosabb forrás. A döntően programozást és ehhez kapcsolódó fejlesztést folytató cégek elsősorban a megrendelő igényeihez kapcsolódó ismeretek, információk területén folytatnak tudásakvizíciót.

A szükséges tanulások kis része támaszkodik közép- (néhány hónap) és hosszútávú (néhány év) intézményes képzéshez. Az ágazat jellemzően nem igényeli ezeket. A kapcsolódó tudás dinamikája, struktúrája más formákat igényel. Ezek között leggyakrabban a fejlesztési projekt megbeszélések, brain stormingok, informális beszélgetéseket találjuk.

### *A tudásmenedzsment sajátosságai*

Az új ismereteket különböző formánban osztják meg a cégek a munkatársakkal. Azonban két típus kiemelhető. Egyik esetben csak szűk szakmai csoporttal osztja meg az új tudással rendelkező munkavállaló az új ismereteket, akik szorosan véve azon a területen, abban a csoportban, vagy abban a projektben dolgoznak. A másik kategóriába a teljes szervezet számára történő ismeretmegosztás formája. Abban az esetben, ha az adott informatikai cégnek egy szakmai profilja van, jellemző a mindenki számára történő ismeret, információ megosztása. Abban az esetben, ha szakmai profil heterogén, a szakmai csoportok között jelentős tudásvagyon különbségek születnek, ami nem csak a munkában, de a munka presztízsében és a bérviszonyban is megmutatkozik (gyakran feszültséget szülve).

A vizsgált informatikai cégek – amelyek a kis és mikro vállalkozások közé tartoznak - szervezetileg jellemzően a lapos szerveztek közé tartoznak. Így az ismeretek is könnyebben és gyorsabban jutnak el a munkavállalókhoz, erősítve ezzel a tanuló szervezet képét.

A megkérdezettek jellemzően nem mérik a szervezeti tudásvagyont. Mivel dinamikus piacon működnek, a szervezeti tudás folyamatos és erős mérése a piac által valósul meg.

A megfelelő munkaerő biztosítása jelentős nehézséget okoz a jelenlegi szakmai tevékenységek elvégzésére, illetve újak megvalósítására. Az informatika szektorban meglévő hiány miatt a működő vállalkozások erősen, vagy nagyon sérülékenyek. Egy-egy

kulcspozícióban lévő munkatárs kilépése akár teljes körűen is veszélyeztetheti az adott cég tevékenységét (ezért ezek a munkatársak kedvező béralku pozícióban vannak).

### *Szervezet és tudásvagyon*

Egészen nagy anomáliák figyelhetők meg abban a kérdésben, amely az újonnan a cégekhez belépők és az adott szervezetek közötti tudásokat illeti. A belső képzések, oktatások, tanulások így nélkülözhetetlenek. A válaszadók többsége jelezte azt az anomáliát, amikor egy újonnan az adott cégbe belépő munkatárs szakmai tapasztalata nem teljes mértékben releváns a betöltendő pozícióval, akkor is igyekszenek fölvenni a jelentkezőt a munkaerőpiacot sújtó informatikus és kapcsolódó szakmai területeken meglévő munkaerőhiány miatt. Másfelől azonban negatív példákkal is találkoztunk, amikor az egyetemen az egy programozó nyelvet tanulókat másik programozásra vették fel, azonban a pályakezdők sikertelenek voltak a folyamatban és elhagyták a céget.

Jellemzően a tudás szakadékot az adott csoportba, projektbe belépve, tapasztalt, biztos tudással rendelkező kolléga támogatásával csökkentik (támogatott tanulás, ellenőrzött tanulás). A tanulási folyamat hossza számos tényezőtől függ, de néhány hónaptól akár 2-3 évig is tarthat.

A válaszadók vegyesen ítélték meg a képzésből kilépőket. Egyesek szerint a tudás szint, amit a tanulással elérnek megfelelő, de a megtanultak szakmai irányultság nem illeszkedik a munkaerőpiac igényeihez. Például cégeknél vannak olyan programozás nyelvek, amelyeket az oktatásban nem tanulnak, nem is érintenek. Mások ugyanakkor panaszkodtak a képzésben elért szakmai szintre is.

A vizsgált cégek esetében nem mondható el, hogy extra speciális tudással rendelkeznek. A nagyobb, több szakmai profillal rendelkező cégek estében jellemzőbbek a speciális ismeretek, de extrém módon nem nevezhetőek speciálisnak.

A vizsgált szervezet mindegyikénél megemlítették a válaszadók, hogy a szervezet tudásvagyona néhány kulcsmunkatárs köré csoportosul, ettől nagyon sérülékeny a vizsgált cégek teljes köre. A szektorra alapvetően jellemző a munkaerőhiány, azonban nagy tudású, tapasztalattal bíró szakemberek kiesése esetén pótlásuk a legtöbb szervezetnél nagyon nehéznek tűnik, és nagyon jelentős (akár áthidalhatatlan problémát okozhat a szervezet tevékenységében). Bár az informatikai szektorban a bérezés jóval az átlagbér feletti, így is jelen van az ágazatban a szakemberek kivándorlása.

### *A klaszter kapcsolata a szervezeti tudással*

A kutatás a munkahelyi tanulás vizsgálata mellett igyekezett egy hálózati tanulási folyamatot is vizsgálni. A munkahelyi tanulás témakörének a hálózati tanulás ugyanis egy speciális aspektusa. A térben intenzív tanulószervezetek szervezeti határaikat jellemzően túllépve ugyanis kapcsolatba kerülhetnek egymással. Amennyiben ez a kapcsolat sűrűsödik, abban az esetben elindulhat a hálózatosodás. A hálózati tanulás jelentős hozzáadott értéket képviselhet a benne résztvevő szervezetek számára. Kutatásunk lehetővé tette, hogy bepillantást nyerjünk egy informatikai hálózat (klaszter) tanulási és

tudásmegosztási folyamataira. Az eredmények valóban csak a bepillantás kategóriájába tartoznak döntően azért, mert ahhoz kevés klasztertaggal készül interjú (mindössze 6-al sikerült találkozni), amely alapján klaszter tanulási folyamatait teljes körűen fel tudnánk vázolni.

A kapott válaszok alapján három kategóriát képezhetünk. Első csoportba tartoznak azon klasztertagok (3-4 szervezet), amelyek több projektben is együttműködtek és közös fejlesztést, terméket hoztak létre. Másik csoportba tartoznak, akik alkalmanként aktívak és közös nagy pályázat, vagy fejlesztés esetén „megmozdulnak" egyébként nem. Harmadik csoportot pedig azok képezik, akik bár klasztertagok, azonban igazából nem működnek együtt.

A klasztertagok közötti kapcsolatrendszer a fentieknek megfelelően heterogén. Az erős kötések a már jelentősebb közös múlttal rendelkező cégek között figyelhető meg illetve azok között, amelyeknek közös szakmai és gazdasági érdekeik fogalmazódnak meg.

Az intenzív kapcsolatot fenntartók között jelenek meg új tudások, azonban az előzetesen elvárt eredmények nem jelentek meg. A közös projektekből megvalósuló új fejlesztések és új termékek egyértelműen generáltak új tudást. A valóban együttműködő tagok között elsősorban a horizontális kapcsolatok kecsegtetnek több új tudás létrehozásával.

A vizsgált informatikai klaszteren belüli tagok nem tanultak többet egymástól, mintha pusztán együttműködésben lennének. Az innovációt és tudást így nem is tudják kötni a klaszterhez.

### *A megszerzett tudások, ismeretek származásának térbeli megoszlása*

Az informatikai szektorban megjelenő ismeretek a leginkább globális ismeretek közzé tartoznak. Így ezek elviekben a globális piacon is mérhetőek. Az új ismeretek megszerzése egyfelől a technológiafejlődést és termékfejlesztést követi, másrészt megrendelői igényeket szolgál ki.

Természetesen különbségek figyelhetők meg például azon két informatikai cég között, ahol az egyik globális partnereknek (pl. USA, Japán) beszállítója, így a lokalitással annyiban van kapcsolta, hogy fizikailag itt található, és olyan másik cég között, amely helyi igényekre alapozó, elsősorban informatikai kereskedelemben érdekelt cég. Az első esetében egyértelműn és folyamatosan globális szinten méretődik a szervezet tudása, amelyet dinamikusan, napra készen kell fejleszteni és a konkurencia is a globális szinten van jelen, míg a másik esetben a termékek és eszközök alapos ismerete elegendő, és itt legalább ennyire fontos a helyi piac ismerete és a marketig alkalmazása.

### *A tudás amortizációjának, értéktelenedésének kérdése*

A szektorra általánosságban is jellemző a nagyon gyors tudás amortizáció, melyek vagy legalábbis bizonyos részterületei, akár 4-5 hónap alatt is elértéktelenedik. A tudás

értékvesztése függ attól, hogy az informatika mely területéről van szó, illetve erősen attól is, hogy adott informatikai területen a fejlesztések, új technológiák éppen milyen állapotban vannak, hiszen egy fejlesztési időszak után adott technológia, illetve az ezt érintő fejlesztések „megnyugszanak", a fejlesztési dinamika csillapszik néhány hónapig, vagy akár 1-2 évig is, hogy aztán újra felgyorsuljon.

A technológiai és termékfejlesztésekhez, új eszközök megjelenéséhez kapcsolódó tudástípusok a leggyorsabban értéktelendők. Amennyiben a szervezet nem kapcsolódik be a piacon megjelenő új technológiákhoz és kapcsolódó ismereteket nem szerzi be, úgy piaci hátrányba kerülnek. Vagyis a technológia diktálta innovációk követése alapvető feladat egy informatikai szervezetben. Amennyiben ezeket a trendeket nem követik a cégek, úgy folyamatosan szorulnak ki a piacról.

A szükséges tudás hiánya - mint azt már korábban is említettük - a konkurenciától, a piaci megrendelésektől, a megvalósított fejlesztések sikerességétől kap visszajelzést.

### *A vállalkozás piaci pozíciója, versenyképessége és a szervezeti tudásvagyon kapcsolata*

A megkérdezett vállalkozások versenypozíciójuk szempontjából fontosnak, illetve nagyon fontosnak tartják a cégük által felhalmozott tudást. Az elsősorban helyi informatikai szervizre és kereskedelemre építő cégek fontosnak vélik ezt, míg a nagyon, több portfólióval rendelkező vállalkozások kiemelkedően fontosnak tartják a birtokolt tapasztalatot és tudást. Ehhez kapcsolódóan

A válaszadók arról számoltak be, hogy piacvesztés kevesebb alkalommal történt szervezeti tudás hiánya miatt, mint a kapcsolat és/vagy az árajánlat miatt. Ugyanakkor a piacon való meglévő pozícióhoz a vizsgált cégek tudáskészlete nélkülözhetetlen.

A válaszadók szerint piaci szempontból a legfontosabb a cég neve (amely a név mögött megjelenő bizalom, hitelesség, és felhalmozott szakmai tapasztalatból áll), ezt követi a szervezetben megjelenő munkatársak szakmai képzettsége, tudása.

### *A tudás, ismeret, megszerzésnek irányítása, finanszírozása, támogatása*

A szektor tudás-intenzív, így a vizsgált szervezetek mindegyike tanuló környezetként, tanuló közösségként értelmezhető. Ezt biztosítják a munkavállalók számára. Természetesen az informatikai szektoron belüli vállalkozások szakmai tevékenységeinek sajátossága erőteljesen rányomja a bélyegét a tanulási igényre, ennek szintjére, intenzitására.

A vizsgált vállalkozásoknál a tanulási tevékenységek többsége szervezeten belül, szakmai tevékenységekhez kapcsolódóan, munkavégzés közben, projekt megbeszélésen, fejlesztési brain stromingokon belül valósul meg, így értelemszerűen munkaidő alatt zajlik. A szakmai tevékenységekhez szükséges tudást a lehető leggyorsabban és

leghatékonyabban szerzik be az elemzett szervezetek. Jelentősen előre nem látják a szükséges, megszerzendő tudást, de amikor az manifesztálódik, akkor jól meg tudják határozni ezeket és azok beszerzése jellemzően nem ütközik, ütközhet akadályba.

Új felsőfokú végzettség megszerzésének támogatásánál jellemző a tanuló szerződés alkalmazása. A különböző szükséges szakmai továbbképzéseken, tanfolyamokon való részvételt a vállalkozások kivétel nélkül finanszírozzák. Ezekben az estekben nem kötnek tanuló szerződést a munkaadóval. Azonban előfordult olyan munkaszerződés, amelyben beépítésre kerülnek bizonyos szankciók abban az estben, ha a kiképzett munkatárs elhagyná az adott céget. Nagyon tudatosnak tűntek a megkérdezettek cégek a szükséges továbbképzéseket illetően. Így a megalapozott, szükséges képzéseket illetően nem igényelnek pénzügyi hozzájárulást.

Az oktatásba, képzésbe történő beruházások döntő többsége racionális döntések eredménye, vagyis indokolt az oktatási, képzési tevékenységben való részvétel.

A válaszadók nem érezték, hogy egy kormány kötelezettsége és felelőssége lenne a munkavállalók képzési szükségleteinek megvalósítása, bár többen jónak tartanák az ilyen irányú támogatást. Sokkal inkább problémásnak vélték a felsőfokú informatikus képzés helyzetét, de más középfokon is szerezhető technikusi képzettségek munka-erőpiaci hiányát. S megjegyezték, hogy a végzetteken belül is kevés a jól képzett fiatal szakember

Tekintettel arra, hogy a tanulások, oktatási, képzési folyamatok az elvégzendő munkavégzéshez szükségesek, nélkülözhetetlenek, ezért az új ismeretek a munkafolyamatokban, valóságban kerülnek mérésre. Abban az esetben, ha valamilyen licenc megszerzése a cél, ott a licencet adó szervezet (gyakran külföldi, vagy multinacionális) végez vizsgáztatást a képzés, tanfolyam végén.

Értelemszerűen a tanulási, képzési folyamatot követően az új ismeretek birtokosa a munkavállaló. Azonban, ha ez egyszeri tudásfejlesztés a gyakorlatban nagyon ritkán vagy egyáltalán nem kerül hasznosításra, a korábban megszerzett tudás eltűnik.

A szektor sajátossága, hogy a képzések jelentős része a közvetlenül felmerülő munkához kapcsolódik, másfelől ezek döntően rövid időfutamú tanfolyamok, képzések, melyeket a cégek fizetnek. Néhány esetben előfordul, hogy új diplomához segítik a munkavállalót, ebben az esetben jellemzően tanuló szerződést készítenek a felek.

### *Képzések megvalósulása*

A vizsgált intézmények jellemzően nem veszik igénybe a tipikusnak nevezhető iskolarendszerű felnőttképzést. A szükséges tudás természete, jellege nem, vagy csak nehezen illeszthető össze a jelentős idővel előre megfogalmazott, strukturált és több hónapig, esetleg évig tartó képzést. A cégek által használt, alkalmazott technológiát gyártó vállalkozások előadásain, prezentációin, szakmai napjain, az esetlegesen általuk tartott tanfolyamokon szintén vesznek részt az informatikai cégek. A megrendelők és a minőségbiztosítási tevékenységet végzők képeznek egy másik olyan kört, akiktől az aktuális ismeretek beszerzése megtörténik. A vizsgált cégek tanulási, oktatási, képzési

tevékenysége elsősorban szakmai képzésekre irányul, ugyanakkor alkalmanként szervezetfejlesztő, csapatépítő, kommunikációs tréninget is alkalmaznak, ahogyan a coaching alkalmazására is volt példa.

Köszönhetően a dinamikus tanuló környezetnek, a belső oktatások, képzések dinamikusak. Ahol tudnak belső oktatás, képzést, megvalósítani ezt alkalmazzák, mert ez tartják a legjobbnak. Abban az estben viszont, ha saját körben nem képesek biztosítani a szakmai ismeretet, a külső piacról biztosítják azt. Ehhez részben hasonlóan, amennyiben teljesen új ismeretre van szükség, igyekeznek belső tanulási folyamatok elindításával megszerezni a szükséges információt, azonban ha ez sikertelen, úgy a külső környezetből igyekeznek az ismereteket biztosítani.

## Összegzés – kutatási eredmények

Az elvégzett empirikus vizsgálat eredményeit figyelembe véve az alábbi megállapításokat tehetjük.

1. A vizsgált, informatika szektorban tevékenykedő szervezetek támaszkodnak az iskolarendszerű oktatási, képzési intézményekre a fiatal pályakezdők belépése során. Ezt követően viszont minimálisra tehető a munkavállalóknak az iskolarendszerű oktatásba történő újólagos belépés.

2. A meglévő munkaerő szakmai fejlesztése jellemzően nem támaszkodik a hagyományos értelemben vett iskolarendszeren kívüli felnőttképzésre.

3. A (részben) új tudás generálása leginkább a következő külső környezeti hatásoktól és tényezőktől függ: fejlesztésekhez, beruházásokhoz kapcsolódó megrendelések; beszállítói, alvállalkozói pozíciónak való megfelelés; partnerekkel közös projektekben megjelenő fejlesztési cél; piaci ügyfelek megrendelései; konkurencia által megjelenített szakmai ismeretek.

4. A szükséges információk és ismeretek leggyakoribb beszerzése forrásai: a cégek által használt technológia gyártói; a megrendelések teljesítése közben megszerzett ismeretek; partnerek; megjelenő ismeretek, a minősítésekhez kapcsolódó tanfolyamok, szakmai kiállítások, szakszövetségek.

5. Új tudás generálása a munkafolyamatokhoz kapcsolódik, vagyis a beágyazott tanulás valós a vizsgált szektorban

6. A hálózati tanulás távol áll az elméleti szakirodalom által felvázolttól. Vizsgált esetünkben minimális hálózati tanulást tudtunk azonosítani.

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