

International Learning City-Region Talks
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Learning Cities Learning from Each Other

What workplace learning can do for learning city?

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Pécs

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Research Network 2: Workplace Learning

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Please click [here](#) to view the profiles of the research network members.

Workplace Learning

This research network directs itself to the task of decoding working places as lifelong learning spaces across Asia and Europe: in brief, the CODE initiative. Workplaces exist not simply in companies and public services, but equally across a wide range of organisational and social contexts, including in the Third sector (non-profit-making NGOs, voluntary work, etc.) and in diverse forms of self-employment, including under irregular and precarious conditions. They offer very different kinds of learning opportunities – some are learning-friendly, others are less so; some provide structured work-related education and training for employees, whereas in others, learning is integrated into the flow of working processes.

Therefore, the ‘learning continuum’ between formal, non-formal and informal learning is a key framework for understanding how opportunities for professional and personal development at work are distributed, structured, experienced and used. Through exchange of information, workshop discussions and joint studies, the network is building up a shared body of knowledge that is driven forward by comparing and contrasting how workplace learning is provided, practised and understood in Asian and European countries.

Current activities 2024 <https://asemlllhub.org/research-networks/research-network-2-workplace-learning/>

New project

- Teams are designing inquiries to address our collectively agreed research question:
- **‘How can the inclusive use of digital technologies and innovation empower workers and enrich workplace learning?’**
- Concrete proposals so far produced by teams of Australia, Austria, Brunei, Canada, China, Cuba, Finland, Hungary, France, Latvia, Lithuania, South Korea, Singapore, Thailand, UK.

Future steps

- Consolidate and add to membership
- Webinar on the research question
- First drafts for new Anthology on Enriching WPL through Digital Technologies and Innovation, by 2025, publication 2026.
- Anthology will be #5 in RN2 Series published open access by Uni Innsbruck Press.

UNESCO Learning city (movement)

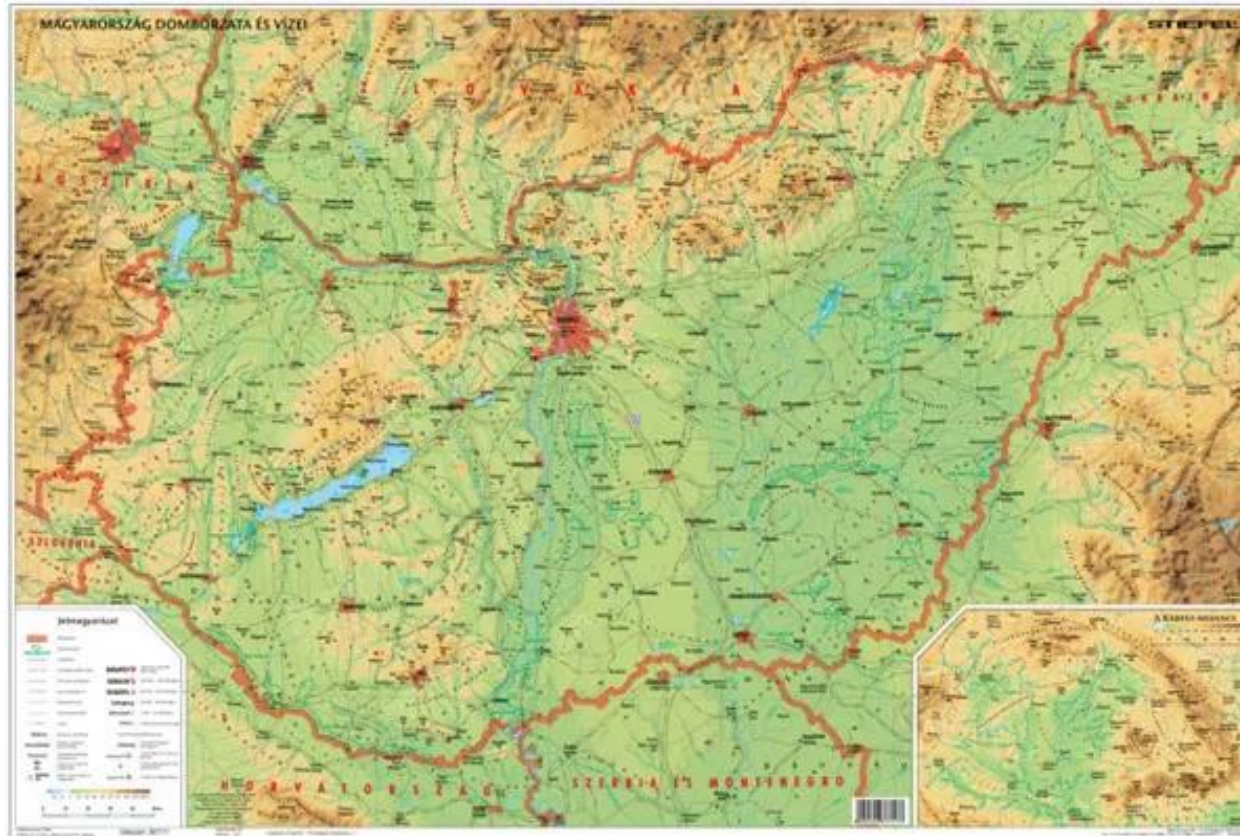
- In the new modern era cities act as the engines of the modern knowledge-driven economy, but learning is the fuel for that...

UNESCO Learning cities

- effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
- revitalizes learning in families and communities;
- **facilitates learning for and in the workplace;**
- extends the use of modern learning technologies;
- enhances quality and excellence in learning; and
- fosters a culture of learning throughout life

(<https://www.uil.unesco.org/en/learning-cities>)

Debrecen as a learning city



Debrecen as a learning city

- Debrecen (200.000 inh.) is the most important and prosperous (cc. 3.000 € FDI, between 2015-2022) city in Eastern Hungary
- School-city: 35 secondary schools (17 vocational schools)
- University of Debrecen with 14 faculties (cc. 30.000 students, cc. 8.000 international students) the largest university in the countryside

Debrecen as a learning city

- We focus on three different players from the learning/workplace learning point of view:
 1. Companies (especially from the industrial parks and special focus also given to IT sector and innovative companies)
 2. Higher education (especially interested in dual system and adult education and adult training)
 3. Vocational education and training on the secondary level

RQ

- How the cooperations among companies, higher education and vocational education shape the learning activities of the city of Debrecen?
- For this, we apply >
 - Workplace learning theories
 - Network learning theories

Research steps

- Surveys with students (participating in the dual system) from secondary and higher education levels (To what extent dual system strengthen professional identity of students?)
- To investigate knowledge exchange during the practical training in the dual system at workplaces
- To explore the benefit of cooperation of both parties

Research steps

- Interviews with company managers
- Interviews with involved teachers, scholars from higher education and vocational education

Next phase of the research:

- To involve and analyze other stakeholders: chambers, intermediers, consulting companies etc.

Thank you for your attention!