

**Continuity and disruption in
the competency models for
teachers and trainers
in adult education**

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I – The main socio-cultural factors that orientate the competences evolution of the vocational training actors

I.1 New organization and content of work

I.2 New organization and content of training

I.3 New model of competences

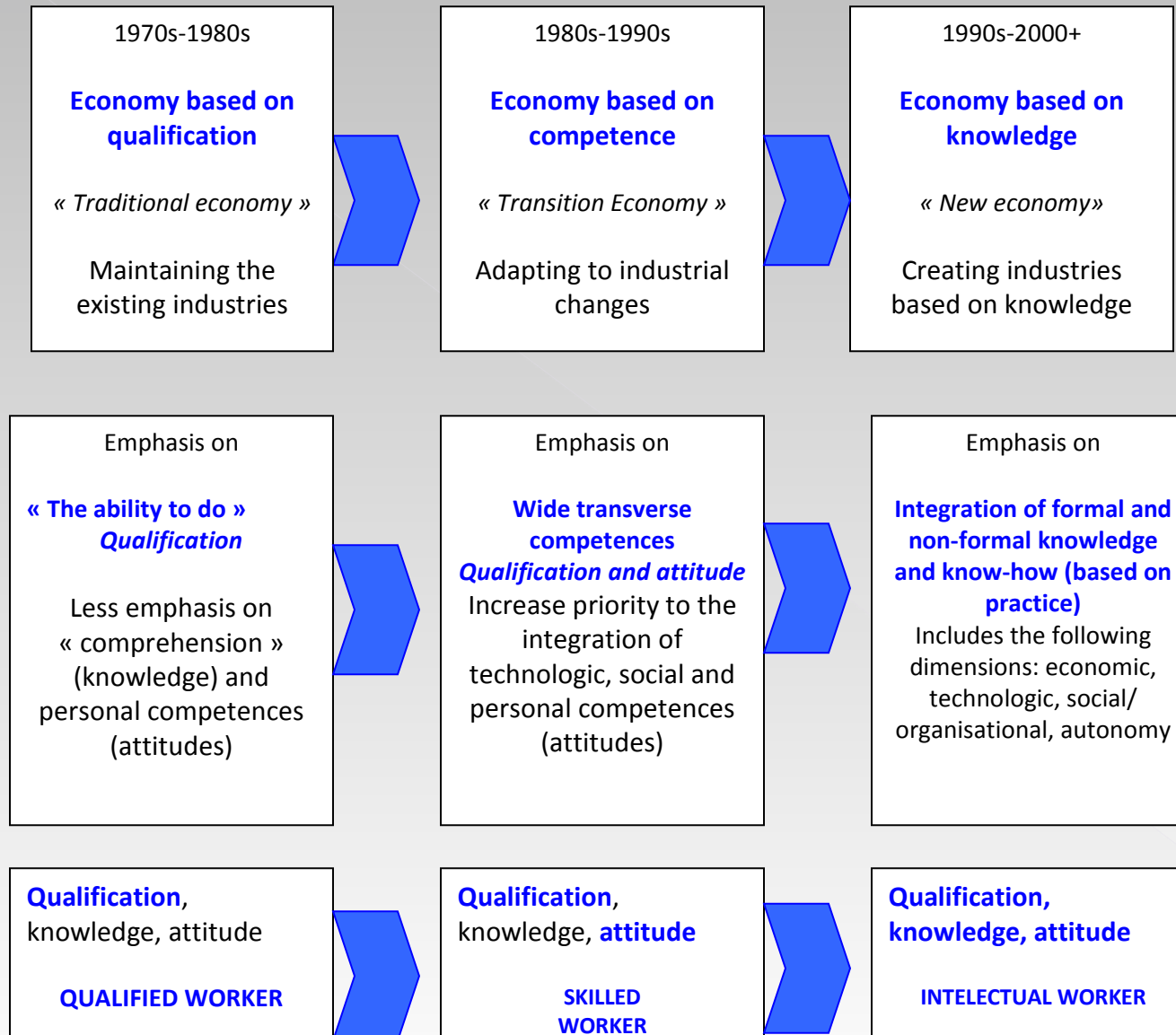
II – Continuity and disruption of the competences systems of the vocational training actors

II.1 Restructuring of the training vocational professions

II.2 Arrival of new competences

I - The main socio-cultural factors that orientate the competences evolution of the vocational training actors

I.1 New organization and content of work



I.2 New organization and content of training

The development of learning organizations and in particular the new relationships between work and training processes change the contents of the trainer's work, in parallel to the changes of the roles of the manager.

A. Learning organizations

"The purpose of this type of organization, designed as a permanent learning system is to increase the flexibility, the reactivity and the adaptability of the organization and of the men" [Brugia and Blignières (2000)].

Three consequences:

- a) *The development of guidance functions interfacing with the logic of work and training; the emergence of new mixed professional profiles (teacher/trainer, trainer/casual trainer) and the integration of a "training function" in professional skills;*
- b) *Accept the value of non formal learning acquired at work and practices linked to it and establish links between this type of learning and more formal methods;*
- a) *Education and training centers are obliged to break gradually with segmentation of tasks and to develop learning organizations*

I.2 New organization and content of training

B. From a teaching pedagogy to a constructivist pedagogy

<i>Teaching pedagogy</i>	<i>Constructivist pedagogy</i>
<i>Learning is passive</i>	<i>Learning is an active process, self-directed and based on the mastering of situations.</i>
<i>The Teacher teaches and explains, and the pupil imitates and integrates knowledge</i>	<i>The learner plays an active role in the process. The teachers become counsellors and help the learner to organize the learning process.</i>
<i>The content of the teaching process is a closed system of knowledge</i>	<i>The learning contents are related to individual and social contexts</i>

I.2 New organization and content of training

C. Skills, non-formal learning and tacit knowledge

The identification and capitalization of skills affect the functions and duties of teachers and trainers: skills assessment, vocational guidance, validation and recognition of acquired skills, valorization of transversal elements of professionalism, focus on the cognitive dimension of learning.

Types of experiential learning		
<i>Informal learning: has no formal organization nor formal context. Its result becomes apparent without being searched</i>		<i>Deliberate learning: aims to reach specific learning outcomes</i>
<i>Learning from experience: involves a reflexive process</i>	<i>Implicit learning: happens unconsciously</i>	

I.2 New organization and content of training

D. Information technology and communication (ICT) -

- The technologies connect more and more the work situations and the training situations.*
- Time, place and action units progressively disappear, as the use of technology increases (databases, resource centers, exchange networks).*
- The New Technologies in Training will deeply change the roles of the teachers and trainers in the adult training. Those who taught facts and knowledge, will now function more as a facilitator of the learning process*

I.2 New organization and content of training

D. Information technology and communication (ICT) <suite>

Two major changes are noted:

- the core part of the job requires more expertise in course planning and design and in training engineering. The trainer has to choose:

"(a) a pedagogical model that structures knowledge and contents, with reference to theoretical models

(b) a typology of training situations;

(c) processes and procedures for assessment, the best evaluation being the measurement of the effect on users.

(d) finally, he is responsible for the quality of the relationship between him and the trainees and between learners themselves."

- New specific skills to the use of new technologies must be acquired and developed

"(a) have a very good technological knowledge and a good practice of used multimedia to inform and advise learners on the technological resources;

(b) control the communication on the screen: adaptation of training content, hypertext links, compliance with ergonomic standards of reading on screen, definition and design of a screenplay, technical mastery of sound and image for trainers/designers of multimedia tools

(CD-ROM or online training);

(c) provide methodological support for the trainees so that they are able to select adequate resources, organize and prioritize them."

I.2 New organization and content of training

E. L'apport des situations de travail

<i>Fundamental Learning models and links with the job</i>	<i>Description</i>	
1) <i>Learning in working, in the real process of production</i>	<i>The workplace is the place of the learning process: the main objective of the training is to adapt skills to the activities in the company.</i>	
2) <i>Learning through systematic instruction at the workplace</i>	<i>It is the systematic learning during initial training, or for access to employment, or after a change of position/occupation</i>	
3) <i>Learning through integration, informally or deliberately</i>	<i>It combines the experiential learning and the formal training.</i>	
4) <i>Learning by exploration and practical training</i>	<i>Professional practices acquired in internship integrated in the training.</i>	
5) <i>Learning in work-situation or processes of simulated productions</i>	<i>Training situation similar to the professional reality</i>	

I.3 New model of competence

TO BE ABLE TO ACT WITH COMPETENCE

- PERSONAL RESSOURCES**
- Physical and physiological resources
 - Knowledge
 - Technical know-how
 - Methodological know-how
 - Relational know-how
 - Cognitive abilities
 - Knowledge and know-how acquired through experience
 - Emotional resources

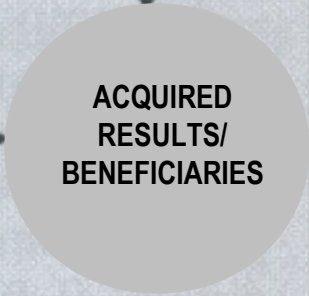
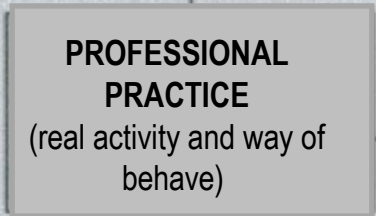
- SUPPORT RESSOURCES**
- Support tools (protocol, analysis-grid, automated support, etc.)
 - Databases (case-studies, capitalization sheet, etc.)
 - Cooperation networks: experts, other professions, colleagues, ...
 - External monitoring (professional conferences and exhibitions, etc.)

PROFESSIONAL SITUATION	
KEY-ACTIVITY STIPULATED	REALISATION CRITERIA <input type="checkbox"/> in... <input type="checkbox"/> In... <input type="checkbox"/> In...



RELEVANCE

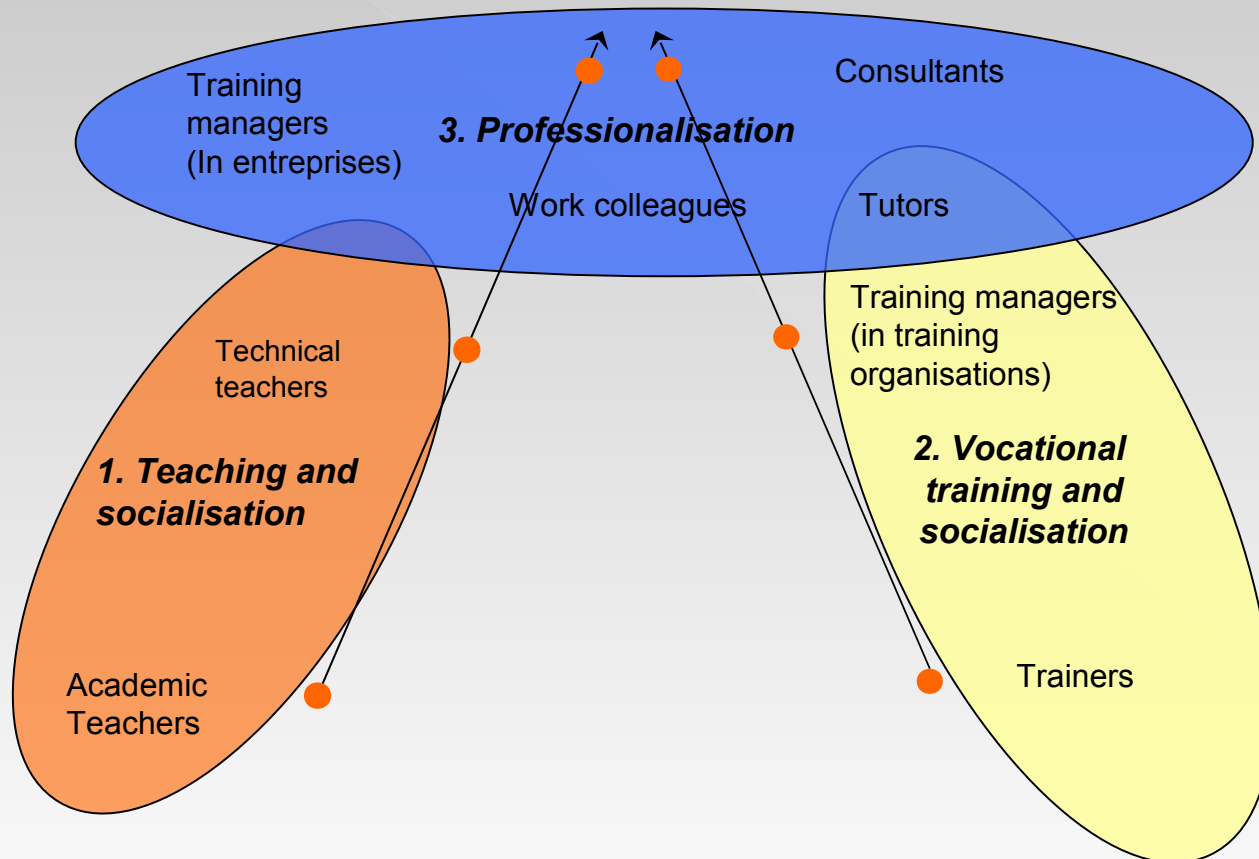
PERFORMANCE



GUIDANCE

II – Continuity and disruption of the competences systems of the vocational training actors

II.1 Restructuring of the training vocational professions



II.1.1L expansion and diversification of roles

II.1 Restructuring of the training vocational professions

Role expansion

VET teachers and trainers experienced 'role expansion' through additions to their existing workloads. Practitioners are now required to work in different contexts, and to have a stronger 'outward focus'. They work in such places as institutes, schools and a great variety of workplaces. They need to build industry links, and develop relationships with a range of specialist service providers.

A substantial emphasis on vocational outcomes has resulted in teachers and trainers developing skills in career advising and work placements.

Role expansion has also meant that more time and energy are spent on management functions now devolved to teachers and trainers.

Role diversification

The ability to deliver a fixed amount of content is no longer the critical factor. Rather, training is now concerned with developing a self paced, self-reliant, independent learner.

Developments in the use of online technology have required teachers and trainers to adjust to the demands of increased training and assessment online, with demands for 24-hour access a perceived reality for most teachers.

Teachers are not only expected to be more open to different teaching methodologies, they are also expected to apply them across a range of geographical locales and are expected to spend greater time working in industry, in particular, monitoring the progress of learners in workplaces. Teachers and trainers are often working with industry personnel who are not necessarily committed to the training agenda and who are having difficulty with the demands placed on them for workplace assessments. Teachers and trainers are also increasingly expected to take on roles of educational designers, or to work collaboratively with specialists to create materials for online delivery and for use in workplaces.

II.1 Restructuring of the training vocational professions

II.1.2 Balance and tensions in roles

Role balance

Teachers and trainers perceive that there has been a shift in emphasis from processes of learning to an increased emphasis on assessment. There is more pressure on staff when determining whether a student has achieved competency or not.

An accompanying shift has been a decreasing emphasis on teachers and trainers as creators of curriculum, and an increasing focus on them as receivers and interpreters of the wishes of industry within received training frameworks which take the form of training packages. It could be claimed that interpretation of these training frameworks requires teachers and trainers to have expertise in learning theory and curriculum development and also possess content knowledge.

Role tension

Role tension may therefore occur as a consequence of these changing or differing expectations of teachers' or trainers' work roles.

The nature of the student population and the relationships between students and teachers and trainers has also changed, creating considerable tension for practitioners. Students, now positioned as consumers and clients, are seen to be more assertive, holding higher expectations and wanting 'value for money'.

Student numbers have also increased, as have student demands on teachers' time—for assistance in understanding, for example, competency based assessment.

Increased pressure to deal with issues relating to budgets, performance and competitors leaves little time and energy to invest in networking and informal learning with colleagues. Changes to industrial relations, including the introduction of enterprise bargaining, have led to perceptions of an erosion of working conditions, with concomitant falls in morale and job satisfaction.

II.1 Restructuring of the training vocational professions

II.1.3 The identity transformation

- "The trainers for adults rarely refer to disciplinary knowledge but rather claim a number of transversal knowledge related to the transmission of knowledge and to its application in productive activities; in that way, learning tools and methods are valorized, as well as the upstream and downstream of the training.

- The expansion of training before and after the pedagogical process has quickly transformed the borders between the fields of employment, education, engineering, social guidance. They have become permeable. (...) »

- Employment, skills and competences have become a main preoccupation in the system of representations and in the practises: the transmission is moving towards social knowledge and behavioural qualities: initiative, relationship, communication, presentation, rules and schedules. Emphasis is placed on the "necessary submission to constraints" whether they are productive, economic or social.

II.1 Restructuring of the training vocational professions

II.1.3 The identity transformation (*suite*)

These transformations generate new fields of activities:

- *“an integrative function, to change attitudes of trainees, towards autonomy, responsibility ... but also normalization;*
- *a psychological function to help people, for the maturation of projects, career development;*
- *a social function to strengthen the internal coherence of organizations or the maintenance of social bonds. “*

Common developments are taking shape today:

- *Evolution towards the transfer of the function of transmitting knowledge to the media training*
- *building-design and monitoring of process training, guidance and support of topics, covering all functions of training. “*
- *Strengthening of the design and piloting phases of the training and guidance processes and of support of the trainees, covering all the functions of the training”*

II.2 Arrival of new competences

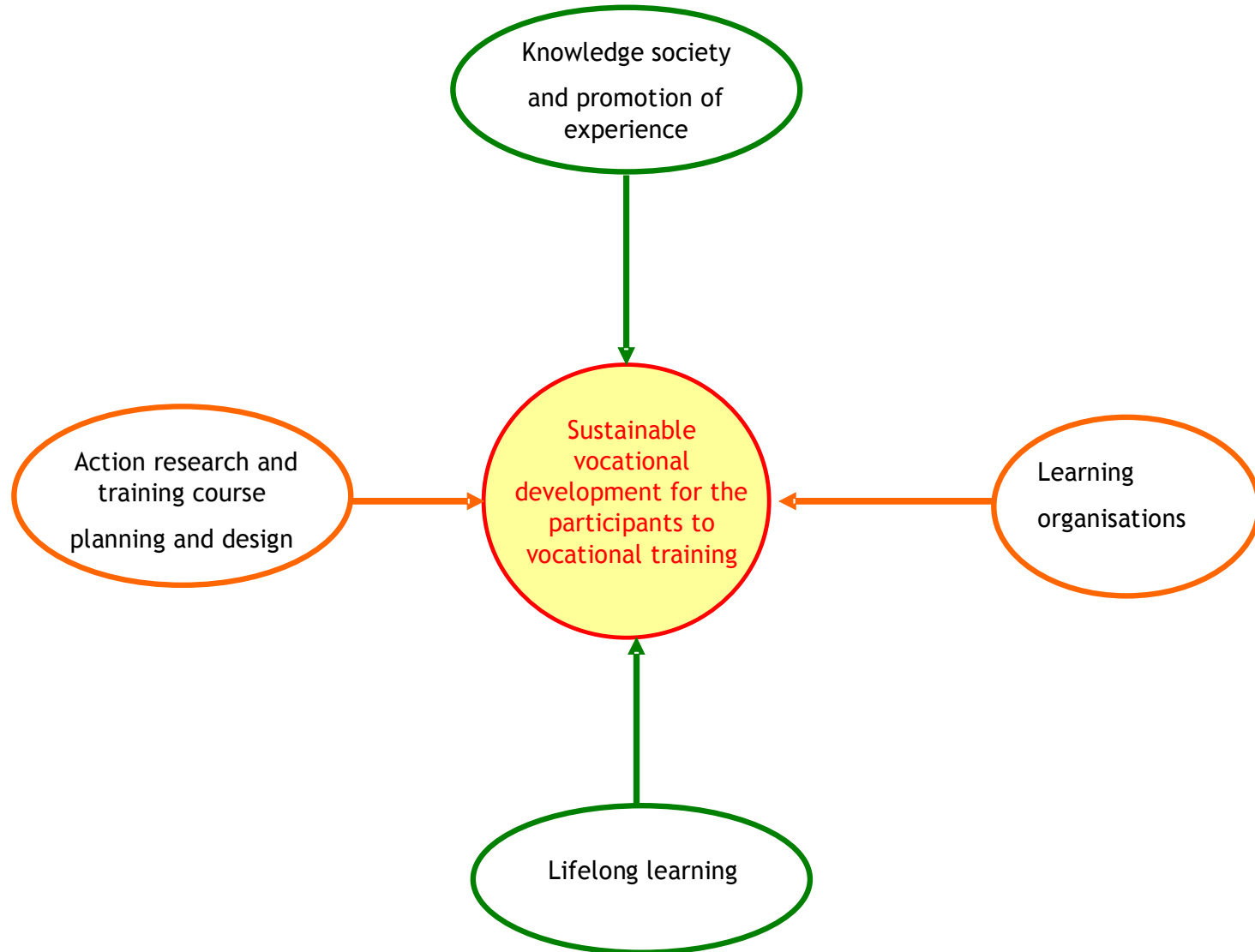
II.2.1 Training and Human Resources Management

-Learning organization, New technologies, knowledge management, cooperative work and new ways of identification and evaluation of competences, are now new common contents for managers and trainers.

-Recent works about the competences of the managers could be useful to rethink the competences of the trainers, this way it would be easier for these two groups, to work together in the future.

II.2 Arrival of new competences

II.2.2 The new areas of competence



II.2 Arrival of new competences

II.2.2 Les nouveaux domaines de compétence suite

Competences areas	Methodological knowledge and competences	Main themes
To master the functioning of the Knowledge Society and the promotion of experience	Knowledge	<ul style="list-style-type: none">➤ Knowledge society➤ European politics➤ National and sectorial employment systems➤ European and national vocational training systems➤ Training politics and plans
	Methodology	<ul style="list-style-type: none">➤ Action research methodology➤ Assessment of skills and competences➤ Employment and competences management planning➤ Qualitative and quantitative surveys
To master the functioning of the learning organisations and the knowledge management methods	Knowledge	<ul style="list-style-type: none">➤ Vocational training systems and bodies➤ Learning organisations➤ Competences management, Knowledge management/ groupware➤ Quality system in enterprises and training centres
	Methodology	<ul style="list-style-type: none">➤ Organisational change methodology➤ Construction and consolidation of partnerships and networks➤ Quality management methodology➤ Knowledge management methodology

II.2 Arrival of new competences

II.2.2 Les nouveaux domaines de compétence suite

Competences areas	Methodological knowledge and competences	Main themes
To master the main issues of the Training course planning and design	Knowledge	<ul style="list-style-type: none">➤ Vocational didactic➤ Production and diversification of vocational competences➤ Vocational counselling➤ Modularisation, individualisation, guidance
	Methodology	<ul style="list-style-type: none">➤ Construction of professionalisation paths➤ Diagnostics, evaluation, counselling➤ Self-training➤ Tutoring
To master the main processes promoting Lifelong learning	Knowledge	<ul style="list-style-type: none">➤ To enhance the actors' implication in the lifelong learning process➤ Experience and learning acquired by working situations (learning by doing/ learning by using)➤ To favour entrepreneurial behaviours➤ To increase mobility and employability➤ To develop the ICT practices
	Methodology	<ul style="list-style-type: none">➤ VKE, validation of knowledge acquired through experience➤ Transmission of inter generations knowledge➤ Project management➤ E-learning➤ Group activities management

II.2 Arrival of new competences

II.2.3 Towards a professionalization engineering

