

Teachers and Trainers in Adult Education and Lifelong Learning Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

CONFERENCE-PAPERS

ASEM-HUB for Lifelong Learning

Network 3: Professionalisation of Lifelong Learning with a special emphasis
on teacher training of the ASEM-HUB for Lifelong Learning

Network-Coordinators: Ekkehard Nussl von Rein, Regina Egetenmeyer

Teachers and Trainers in Adult Education and Lifelong Learning Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Contents

- | | |
|--|--|
| Leonardo Rey S. Cariño | Professionalization of ACE Teachers and Trainers in the Philippines:
The TM+ (Trainer's and Assessor's Methodology Course) Module |
| Jan Böhm | Competence Pass for Adult Educators – a new Approach |
| Alexander Schnarr | Pedagogical Professionalism of Teachers in Vocational Education in the P.R. China |
| Annika Goeze and others | Case-based Learning with Digital Videos: Does it Promote the Professional Development of Teachers and Trainers in Adult Education? |
| Sabine Wiemann, Guy Tilkin, Holger Bienzle | Acting in networks – a key professional competence of adult educators |
| Cheng Min | The Effective Competences of teachers in Lifelong Learning |
| Margrethe Marstrøm Svensrud | Workshop B: Pathways towards Professionalization in Lifelong Learning
Qualifications for personnel working in lifelong learning: What ways can be identified to qualify teachers and trainers in adult education in Asian and European countries?

Qualifications for teachers who teach basic skills to adults in Norway |
| Leonardo Rey S. Cariño, Rigel John H. Rabago | <i>TRAINOR QUALIFICATIONS FRAMEWORK</i>
The Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies: Towards Total Quality |
| Atanacio Panahon II | ADULT EDUCATION IN LIFELONG LEARNING AND THE NEED TO PROFESSIONALIZE THE RANKS OF STAKEHOLDERS: THE ASIAN PERSPECTIVE |

Prakash Uthaya	Workshop II: Teachers and Trainers between Responsibility and Accountability Topic : Teacher/Trainer's Responsibility and Accountability : Setting the Right Mindset
Prakash Uthaya	Workshop VI: Challenges Towards the Professionalism of Teachers and Trainers in Adult Education Professionalism in Adult and Lifelong Learning (Multicultural Environment)
Leonardo Rey S. Cariño	CULTURAL WORK and LIFELONG LEARNING ANDRAGOGY: Professionalizing Development Work in Delivery of Informal, Non-formal, and Alternative Cultural Education (INFACE) Initiatives the Philippine Countryside.
Yang Ling	Professionalisation in Chinese Adult Education
Svetlana Surikova and others	Topical Needs of the Development of University Professors' Competencies, Especially Teacher Trainers' Competencies, in Latvia
Irina Maslo	New-professionalism's responsibility of learning in socio-cultural educational contexts
Khalid Mehmood	Workshop: <i>Effects of teacher's trainings & Pakistani Needs of Future</i>
AGASTIN, B., Co author Bernice Jacinth, A.	CHARACTERS OF LIFE LONG LEARNERS AND NON LIFE LONG LEARNERS AMONG TEACHERS IN HIGHER EDUCATION SECTOR IN INDIA
Bjarne Wahlgren, Lea Lund Larsen	Effects of Teacher Training in Adult Learning: Insight from a Danish Research Project in Progress
Raymond Setiawan	The Effectiveness of Teacher Training in Indonesia: A practice by Sampoerna Foundation Teacher Institute (SFTI)

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Leonardo Rey S. Cariño

Professionalization of ACE Teachers and Trainers in the Philippines: The TM+ (Trainer's and Assessor's Methodology Course) Module

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0901.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Professionalization of ACE Teachers and Trainers in the Philippines: The TM+ (Trainer’s and Assessor’s Methodology Course) Module

Leonardo Rey S. Cariño

Leonardo Rey S. Cariño is a certified Philippine TVET trainer and teacher since 2006. He is currently the coordinator for the “Magsaysay Sa Barangay” community extension programs of the Ramon Magsaysay Memorial Colleges Research Extension External Affairs and Development Office (REEDO) in General Santos City, Philippines.

Contents

1. Introduction	3
2. Training the Trainer: The Delivery of the TM+ Module	3
2.1 The TVET Trainers and teachers	3
2.2 Training the Trainer: Elements TM+ Module	3
2.3 Use of the Training Regulations	4
2.4 Assessment of the TM+ Competency	4
3. Conclusion	5
References	5

1. Introduction

When the Technical Education and Skills Development Authority (TESDA) was created, it devolved into an Authority by replacing and absorbing functions of the National Manpower and Youth Council (NMYC), the Bureau of Technical and Vocational Education (BTVE). The personnel and function of the technical-vocational education in the regional offices of the Department of Education Culture and Sports (DECS) was also incorporated into this merger. As a consequence, the enactment of Republic Act 7796 or the TESDA Act of 1994, a new niche in the teaching profession was created: Teachers/trainers for lifelong learning.

TESDA Trainers are expected to impart attitudes, knowledge, skills and behavior patterns required for specific jobs, tasks, occupations or group of related occupations. These trainers shall deliver skills development and technical education process to post-secondary and lower tertiary level learners. Opportunities to acquire and upgrade, or both, the ability, knowledge and behavior pattern required as qualifications for a job or range of jobs in a given occupation area and the delivery education process recognized as non-degree programs aimed at preparing technicians, paraprofessionals and other categories of middle level workers by providing them with a broad range of general education, theoretical, scientific, and technological studies and related job skills training,” are the agenda of Lifelong Learning education in the Philippines in the formal education front.

To date, there are about 16,903 TVET trainers from public and private TVET Institution though out the country; the National TVET Trainers and Assessors Qualification Program envisions to ensure the qualification and certification of these TVET Trainers.

2. Training the Trainer: The Delivery of the TM+ Module

2.1 The TVET Trainers and teachers

TESDA education is delivered in a “Dual System Training” which refers to a delivery system of quality technical and vocational education which requires training to be carried out alternately in two venues: In-school and in the production plant. It is in these provisions of the RA 7796 that a new kind of teacher is in demand: a person who excels in both the trade and in the methods of teaching.

The TESDA board has been in consultation with industry leaders to ensure the delivery of quality technical education. The integration of TM1 and AM1 into TM+ ensures a better delivery of the corresponding National Competency (NC) 1 courses. When before, TVET Trainers can already teach in NC 1 before becoming fully competent in the TESDA assessment methods; now it is only after earning competency in both training and assessment methodologies that they can start as certified TVET Trainer, creating better chances for the trainees to pass assessment of their NCs.

2.2 Training the Trainer: Elements TM+ Module

Teachers and trainers in Technical/Vocational Education and Training (TVET) system need to standardize the teaching methodology vis-à-vis the standards expected in the workplace. Guided by training regulations developed by the leaders in the identified priority sectors and pass the required TM+ course, the TVET trainers are sure to deliver the TVET quality assurance mechanisms.

The TM+ contains two course- TM 1 (Trainer’s training Methodology Course) and AM 1 (Assessor’s Methodology Course). Until this year, the two courses are taken separately with

the accomplishment of the National Competency (NC) 1 of the chosen trade area they are teaching in between. Note that also to qualify as trainer one has to earn competency in a sector/occupation or trade area. The two basic methodology courses are now collapsed into TM+ taken before or after the NC.

TM 1 has four units of competencies, each having several Learning Objectives (LO). The first Unit of competency, “Plan Training Sessions” orients the learners with the methods of identifying the learner’s training requirements, Training session planning techniques and contents building of a training session, as well as the preparation of instructional materials and organizing the learning and teaching resources.

The second Unit of Competency (UC), “Deliver CBT Session” is the meat of the delivery of TVET. In this Training session the principles of Competency-Based Training are discussed. This UC aims to accomplish five LOs- from the preparation to the facilities to conducting pre-assessment, followed by the actual facilitation of the transfer of skills to the conduct of the institutional assessment. This UC also instills the discipline of double checking by including the review of the Plan at the end of this module.

The Third UC prepares the LLL teacher in another task which is the understanding of the skills of assessing the acquired skills of the learners, by planning and conducting Institutional assessment.

The fourth and crucial element of technical/vocational education is the learner’s behavior inside the workplace-“Maintaining facilities and equipment”. Here, the learners learn two LOs – Implement Housekeeping activities, and maintain facilities and tools. International Standards of Operation (ISO) like the 5S approach in organizing and maintaining the shop, waste management and segregation, etc. are given attention.

AM 1 contains two units of competencies: Plan Competency Assessment and Conduct Competency Assessment. Here the teacher-trainees learn the TVET competency assessment/measurement methodology.

Like all the Training Sessions in TVET, topics in TM+ are delivered in several training methods: oral presentation, simulation, group work, demonstration, laboratory work, assignments, group discussion, computer based learning, on-the-job learning, lecture discussion, illustrated discussion and role playing.

2.3 Use of the Training Regulations

Very often in the conduct of the training, the Trainees for TM+ consult Training Regulations (TR) of their corresponding NCs. These Training Regulations (TRs) are developed in consultation with industry leaders and promulgated by the TESDA Board. The training regulations consist of the competency standards, training standards and assessment and certification arrangements. These spell out the parameters of ensuring quality in the delivery of a TVET program. The training regulations also serve as the basis for the development of curriculum and instructional materials and competency assessment packages for competency based technical and skills development.

2.4 Assessment of the TM+ Competency

NC style assessment is given after the delivery of these two methodology courses for teachers and assessors are given to determine if certification is due and deserved by the Teacher-trainee. Indeed the learning styles and behavior of adult learners are matched with the role and responsibility of a trainer. The Conduct of TM+ is a simulation of the whole TVET

skills development and technical education delivery. After training and assessment under TM+, the Trainers earn the level/qualification title TQ1.

3. Conclusion

Poverty continues to plague a large segment of Philippine society. Poverty incidence in the country or the proportion of families with per capita income below poverty threshold increased from 28.1% in 1997 to 28.4 in 2004-an increase of 0.3 percentage points This means that a growing number of people do not have capacity to provide for their basic needs more so to acquire education that will empower them to get a decent job and lead a better quality of life. The issue on access to education and training opportunities comes to fore. (Philippine TVET Outlook 2005-2010 p. 17).

Starting 2006, the national TVET Trainers-Assessors Development Program have been implementing the PTTQF with the delivery of trainings and awarding of qualifications in Training Methodology from the TESDA Technology Institutes in eight priority sectors. This initiative resulted with the recognition/ accreditation of lead trainers to conduct training in the regions until the backbone for the implementation of training, assessment and certification programs nationwide is established.

The establishment of lead trainers in the regions allowed a wider/decentralized mode of delivery. Training the trainer in TM1 and TM2 in the regions are conducted by the regional offices only TM 3 and TM 4 are conducted at the National Institute of Technical/Vocational Education and Training (NITVET) in Manila. This early only 2 sectors have the technology level of NC IV; hence the need for a wider distribution of TM III and IV is not yet immediate. But as some sectors begin to upgrade their technological competencies the NITVET should anticipate the development of Lead Trainers in higher TMs in the Regional Offices to maintain the quality of Tech/Voc Education in the Philippines.

References

- Bilbao, Purita P. *The Teaching Profession*. Manila: Lorimar Publishing Co., Inc. 2006.
- Camarao, Fedeserio C. *Technology Education in the Philippines*, Manila: National Bookstore, 2002.
- Lucas, Maria Rita D. and Brenda B. *Corpus. Facilitating Learning: A Metacognitive Process*. Manila: Lorimar Publishing Co., Inc. 2007. TESDA and CHed Project Publications
- The Philippine TVET Outlook 2005-2010, Technical Education and Skills Development Authority in Conjunction with the Commission on Higher Education, 2005
Republic acts, laws and executive order
- Executive Order 358. "To Institutionalize Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE). September 15,2004.
- Republic Act No. 7796, "An Act Creating the Technical Education and Skills Development Authority", August 25, 1994. <http://www.deped.gov.ph/aboutdeped/history.asap>

Interviews

- Alegado, Glen, *Technical Consultant and School Administrator*, Ramon Magsaysay Memorial Colleges, Koronadal City, Philippines, May 26, 2009
- Del Rosario, Artemio, *Regional Training Officer*, TESDA Region XII, Tesda Office, General Santos Drive, Koronadal, South Cotabato, Philippines, May 27, 2009
- Anabelle C. Taroy,

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Jan Böhm

Competence Pass for Adult Educators – a new Approach

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0902.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Introduction.....	3
2. What is the objective of the competence pass for adult educators and which aims are pursued?.....	4
3. Who benefits from a competence pass?	5
4. Method and development.....	5
5. Example	9
6. Summary	12
References:.....	13

1. Introduction

We come across competences in multiple ways: naturally, we speak of competences and competent actions. Competences are not restrained to a certain age or certain professions. On this note, one could assume that competences possess an egalitarian aspect. It is expected that children acquire competences already in pre-school or primary school age. Recently, I came across the headline "Competent Infant". Likewise, it is expected that tasks and challenges in the work place are "competently" accomplished.

While the existence of competences is regarded as certain, their description is very arguable. Multiple attempts of descriptions underline this. Competences are neither present per se nor are they an inalterable entity. Competences are not only distributed inter-individually differently; competent acting, i.e. the performance of the competence, can also vary at different times for the same task.

Competences must be acquired; however, it remains largely obscure when exactly which competence has been acquired. Therefore, in our project, we pursue the method to measure competences where they become apparent, namely during the performance of a certain task, independently from how and where they have been acquired.

Adult educators face high demands. They need to possess a high degree of expert knowledge, be trained in didactics and methods, be able to answer questions of participants, interested people or other instances satisfyingly and competently and much more.

The high demands of the occupation and the very heterogeneous access to the vocational field of adult education only hint at the various difficulties the scientific work has to deal with.

The idea for the development of an instrument for the identification of adult educators' competences is closely connected to the need of practitioners to make their competences in the vocational field of adult education apparent and thus transparent. This is mainly caused by the fact that not all practitioners in the field possess a formal academic education but still hold the necessary competences. Making these non-formally acquired competences apparent is the main goal of the project.

The need to make non-formally acquired competences apparent underlines a general trend towards making "additional qualifications, competences, knowledge, skills and proficiencies" apparent that "have not (exclusively) been acquired in the scope of a formal (initial) training" (Sellin 2001 p 295).

Burkhart Sellin names the following factors for this:

- the quickened renewal of knowledge,
- the connected technological and specialist renewal of requirement profiles,
- changes in the work organization and work distribution including work place hierarchies.

“As a result, new and additional ways of competence identification, validation and accreditation become necessary, which are already developing, if initially seemingly uncontrolled” (Sellin 2001 p 295).

The necessity of a valid and practical identification of adult educators’ competences is also displayed in various national and international efforts to develop competence evaluation methods. This conference is a good example.

A study of the German Federal Ministry of Education and Research has counted more than 50 competence passes on the German market although the standard of these varies strongly in terms of content as well as method (comp. BMBF 2004). Furthermore, previous efforts have not been explicitly directed towards the identification of adult educators’ competences. To fill this gap, a research team of the Technical University of Dresden is currently working on an instrument that renders valid but also practical identification of non-formally acquired competences possible.

2. What is the objective of the competence pass for adult educators and which aims are pursued?

- development of adequate instruments/ methods to comprise competences of the people employed in adult education
- documentation and systematization of competences of adult educators to render a comparison of required and existing competences possible and to enable institutes of adult education to reliably comprise their employees’ competences
- compilation of a manual regarding the utilization of the competence pass

3. Who benefits from a competence pass?

- **people employed in adult education:** The competence pass gives adult educators the opportunity to identify their professional competences. It becomes obvious in which diverse work situations adult educators are employed and how diverse the requirements for this occupation are. The preoccupation with one's own work furthers self-reflecting processes and thus strengthens the professional self-esteem. Personal development needs can also be identified with the detected levels of specific adult educational competences. This enables the adult educator to choose and attend adequate further or continuing trainings and thus to increase the level of the respective competence.
- **institutes of adult education:** With the help of the competence pass, institutes of adult education can control and further personnel decisions such as hiring or the selective assignment of professionals. Also, internal trainings can be directed more purposefully. The pass can furthermore be used as manual for personnel talks.
- **Certifiers and public authorities:** Here, the compass can function as the basis for their evaluation, e.g. for personnel certification. The pass can also enhance existing quality management systems.
- **people interested in continuing education:** People interested in continuing education profit from the increased quality of training effected by the use of the competence pass.

4. Method and development

First step:

We defined an understanding of the term competence which is decidedly targeted at the requirements of adult educational acting. For this, common competence understandings have been critically evaluated and reviewed for their usefulness for the competence pass.

Our definition of Competence:

- Competence becomes evident in dispositions of acting.
- Competence becomes apparent in the **actions** of a person in **typical work situations**.
- A competence can be existent in **different degrees**.
- Competences can be **obtained in different ways**.

In the course of our work, five adult educational competences have emerged:

Professional and societal competence refers to the professional control of content and topics of a training program including substantiated scientific background knowledge as well as to a broad general knowledge on the part of the adult educator, especially to an understanding of current societal, political and educationally relevant topics.

Pedagogical-didactical competence/ media competence refers to the didactics and methods of teaching. It comprises the ability to professionally plan, hold and evaluate lessons/ seminars and to ensure training success and supervision. Media competence describes the ability to work professionally with available technical means. This is supposed to ensure an ideal preparation and presentation of learning topics.

Personal/ social/ reflexive competence describes abilities like empathy, perseverance, concentration, motivation, social-communicative and other personal dispositions that are of great importance in the scope of adult education. Reflexive competence refers to the self-reflexion of the adult educator as well as to the ability to recognize and evaluate general contexts and other function contexts in organization and institutions.

Organization and management competence comprises commercial and strategic thinking and acting in regard to businesses and organizations. This includes comprehensive abilities in financial planning, business and personnel development, project planning, execution and evaluation, controlling, training planning, cooperation forms and other possibilities of strategic cooperation.

Counselling competence/ mentoring competence refers to the areas of career and education counselling and the assistance for clients, furthermore to the counselling of persons in adult education and to guidance for actual and potential clients as well as organizations such as public authorities, societies, chambers and ministries.

Second step:

- Following a research phase in institutes of adult education, a typology of relevant adult educational competences was created, based on typical work situations of adult educators.

Systematization of work situations:

- Due to preliminary works in the scope of a habilitation empirical results regarding typical work situations of adult educators could be used.
- To engross and specify these results we executed our own research, which included the examination of ten adult educators in different terms of employment and with different key activities.

The following eleven work situations have been determined:

- I. Preparation of Lessons
- II. Holding Lessons
- III. Follow-up of Lessons
- IV. Educational Counseling
- V. Testing and Developing of Teaching Materials
- VI. Concept Development
- VII. Project Management
- VIII. Personnel Development
- IX. Networking
- X. Educational Controlling
- XI. Public Relations

Currently, we are in the testing phase of the pass. It is possible that the number of work situations need to be changed.

Third step:

- To identify the level of each competence, competence indicators have been compiled.

To determine the level of a competence, indicators have been developed that refer to the completion of adult educational tasks in different work situations. These serve the determination of the competence level with the use of certain standards. We act on the assumption that a competence does not follow the all-or-none principle but can be developed in varying degrees. This fact establishes the opportunity to strengthen and thus to increase a marginally developed competence through targeted measures.

Fourth step:

- The feasibility and acceptance of the pass is tested and evaluated in selected Saxon institutes of adult education.

The feasibility and acceptance of the pass are currently tested and evaluated in selected Saxon institutes of adult education:

- an adult education center (*Volkshochschule*)
- an institution of confessional adult education
- an institution of rural adult education as well as
- an institution of vocational further education.

By choosing different institutions of adult education we hope to achieve a broad coverage of all work situations.

5. Example

The work situation of “Educational Counseling” is supposed to illustrate the approach:

Work Situation “Educational Counseling” including its ascribed competences and indicators

Description: Pedagogical counseling of persons and institutions regarding their desire of and need for further education; the stress is on information and counseling, special addressing of target groups and institutions.

This work situation requires two competences: Counselling and mentoring competence as well as personal/ social/ reflexive competence. The presented indicators are not complete due to reasons of clarity.

Generally, the adult educator only evaluates these indicators that apply to him/her. Other indicators are omitted and do not influence the final evaluation. A free line enables the adult educator to add an individually important indicator.

We use an evaluation in four categories:

- 1 fully applies
- 2 partly applies
- 3 somewhat applies
- 4 does not apply

The following two images show examples for indicators for the counselling and mentoring competence as well as for the personal/ social/ reflective competence.

Competences	Competence Indicators	1	2	3	4
counselling competence/ mentoring competence	I. I know the object of counseling, i.e. the educational offerings of my institution or my region, the entrance requirements of the courses, the financial promotion for participants etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	II. I am especially trained for educational counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	III. I am familiar with educational theoretical counseling approaches (e.g. according to Rogers, phase model, informative/ situative/ biography-oriented counseling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IV. I regard educational counseling as an offering for orientation and as support for decision-making, but not as giving instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. I can balance the needs of everyone involved in the counseling process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VI. I distinguish counseling from advice and information as well as from therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VII. I discuss the matters of the counseling with the person seeking advice in advance and set clear aims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

personal/ social/ reflective competence	I. I establish a trustful relationship with the person seeking advice by demonstrating empathy and acceptance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	II. I can empathize with the person seeking advice but I can also differentiate myself to be able to judge situations objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	III. I use my communication skills, e.g. my ability to listen or to observe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IV. I analyze and reflect the counseling conversations and my behavior as a counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. I demonstrate intercultural and social sensitivity in dealing with different target groups, e.g. with migrants, the elderly or people from a non-academic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	VI.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Level	$\Sigma =$			

The project ends in October 2009. Until then, the next steps are to finalize the competence pass and to compose a manual for its use. Currently, we are planning a follow-up project that includes the implementation of the pass.

6. Summary

Identification and acceptance of competences are an opportunity to increase professionalism in the field of adult education. Additionally, adult educational competences become more transparent for different users. Aim of the project “Competence Pass for Adult Educators” is the development of an instrument that serves objective competence identification and documentation in adult education and the creation of competence profiles. Furthermore, it serves the compilation of adult educators’ competences to enable a comparison of required and present competences and thus to allow educational institutes to safely identify their employees’ competences. The identification of adult educational competences is the prerequisite for their recognition and certification.

Translation: Sandra Mattick

References:

Arnold, R.: Kompetenz. In: Arnold, R./ Nolda, S./ Nuissl, E. (Hrsg.)(2001): Wörterbuch Erwachsenenpädagogik. Bad Heilbrunn/ Obb.

BMBF (2004): Weiterbildungspass mit Zertifizierung informellen Lernens. Machbarkeitsstudie im Rahmen des BLK-Verbundprojektes. Bonn.

Dehnbostel, P./ Gillen, J.: Kompetenzentwicklung, reflexive Handlungsfähigkeit und reflexives Handeln in der Arbeit. In: Gillen, J. (Hrsg.)(2007): Kompetenzentwicklung in vernetzten Lernstrukturen. Konzepte arbeitsorientierter Weiterbildung. Bielefeld, p. 27-42.

Dohmen, G. (2001): Das informelle Lernen. Bonn.

Erpenbeck, J./ Heyse, V. et al. (Hrsg.) (2004): Kompetenzen erkennen, bilanzieren, entwickeln. Münster.

Gillen, J. (2006): Kompetenzanalysen als berufliche Entwicklungschance. Bielefeld.

Gnahn, D. (2007): Kompetenzen – Erwerb, Erfassung, Instrumente. Bielefeld.

Kaufhold, M. (2006): Kompetenz und Kompetenzerfassung. Wiesbaden.

Sellin, B. (2001). Internationalisierung der Berufsbildung. Neue Ansätze zur Zertifizierung und Akkreditierung von beruflichen Qualifikationen in EU. In: LebensLangesLernen, pp. 295-307).

Vespermann, P. (2005). Die Bedeutung zertifikatsgestützter Systematisierungsstrategien in der beruflichen Weiterbildung für die Kompetenzentwicklung. Universität Hamburg, http://www.bwpat.de/ausgabe8/vespermann_bwpat8.pdf.

Vonken, M. (2005): Handlung und Kompetenz: theoretische Perspektiven für die Erwachsenen- und Berufspädagogik. Wiesbaden.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Alexander Schnarr

Pedagogical Professionalism of Teachers in Vocational Education in the P.R. China

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0903.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Introduction	3
2. Understanding of “Pedagogical Professionalism“ for the study	3
3. Theoretical Presumption: „Professional Antinomies of Teacher Action“	5
4. Object and Area of Research: Professional Pedagogical Action in Mid-Level Vocational Education in the P.R. China.....	6
5. Research Questions	7
6. Research Design	8
7. Expected Outcomes and Aims of the Project	9
Resources and Further Reading.....	10

1. Introduction

Within the debate about criteria for professionalizing teaching and learning a fundamental question which needs to be raised is “what is professionalism?” or what does “acting professionally” mean in lifelong learning teaching and training contexts? Answers to these questions both from a European as well as an Asian perspective would allow for drawing conclusions on criteria that need to be applied in arrangements to professionalize teachers and trainers in lifelong learning contexts.

This contribution presents a research project on pedagogical professionalism as well as professional pedagogical action of teachers in vocational education in the P.R. China. The research is conducted as a Ph.D.-project at the Department of Vocational Education and Human Resources Management at the Otto-von-Guericke-University of Magdeburg. The department is engaged in different international co-operations in the area of vocational education with universities in the P.R. China, S.R. Vietnam, Mozambique and others and, moreover, participates in further education measures for international vocational education specialists (beside the countries mentioned above also, amongst others, from Indonesia).

In the first part of this contribution, an understanding of the term “pedagogical professionalism” will be elaborated by giving an overview of the discourse on the different concepts of “profession” and “acting professionally” in the German context and by relating these concepts to the teaching profession. Then, the model of “professional antinomies of teacher action” by Werner Helsper will be introduced. It serves as a theoretical framework and a starting point for the research study. Following this, the subject of the study (vocational education in the P.R. China) as well as the target group (teachers and trainers in mid-level vocational education in the P.R. China) will be described in more detail; the research questions will be explicated, as well. After explaining the research design, the contribution will conclude with an outlook on expected results and anticipated findings.

2. Understanding of “Pedagogical Professionalism“ for the study

The discourse on the term “profession“ has been led quite intensively in the German speaking research in recent years always recurring to the question whether or not the teaching profession should be regarded as a “profession” in scientific terms in the first place. In addition, the need for and the form of own professional criteria for the teaching profession were subject to discussions (see for example Terhart 1992; Osterloh 2002; Tenorth 2006; Oevermann 2008). This discourse will be summarized briefly at this stage to give a basic understanding of the concept of “pedagogical professionalism” underlying the research project.

In the German scientific discourse on the concept of professionalism as a whole, the term or concept is usually characterized by central aspects like high autonomy in decision-making, a focus on social core values, working with individual cases, a privileged income and an academic education (see for example Oevermann, 2008, p. 56).

Looking at the term from a knowledge-sociological perspective, professionals would be described as “solution managers” (“Lösungsverwalter”). This term was developed by

Pfadenhauer/Brosziewski to describe actors who can interpret problems they are faced with in such a way that the range of solutions these actors already possess can be applied to that specific problem (see Pfadenhauer/Brosziewski 2008, p. 83). Schütze describes a profession as a form of occupation which owns a social mandate to be able to carry out special tasks of problem solving and to manage certain social values assigned to the profession like health, adding to social and private welfare, technical manageability and problem-solving ability. Furthermore, professionals in his terms are granted the right by society to apply inconvenience, pain, and/or even limited damage to their clients in order to protect and defend their clients' interests (see Schütze 1996, p. 191). Furthermore, Helsper is differentiating between experts – possessing a certain set of rules and profound factual knowledge to solve certain problems – and professionals, who can also draw upon skills and factual knowledge but, because of dealing with individual cases (individual human beings), are always faced with a certain kind of ambiguity in their daily work environment (see Helsper 1996, p. 529).

Summarizing these explications, “action autonomy”, “social mandate”, “problem-solving ability” as well as “single-case-specifics” can be seen as key elements of the term “**profession**”.

According to Helsper, „**acting professionally**“ is characterized by the fact that professionals are, because of the nature of their occupation, always involved in constitutive action dilemmas as core elements of their daily work. These action dilemmas can never be completely solved, but only handled reflexively (see *ibid.*, p. 528). Schütze regards the open contention of these unsolvable core problems of the respective area of work as paradoxes by the professional as a possibility to intentionally and effectively control potential mistakes at work (see Schütze, 1996, p. 188). These paradoxes, according to Schütze, are expressed as opposing and reciprocally misleading calls for action which have antinomial characteristics for the professional. These core problems can never be completely solved, but only handled cautiously (*ibid.*, p. 252).

Tenorth now establishes a relationship to **pedagogical work** – teaching and training – by explicating that in learning and teaching contexts, too, ambiguity, uncertainty and a lack of transparency mark central aspects of the daily work. These ambiguities take the shape of contradictory calls for action, for which crisis would have to be assumed as normal (see Tenorth, 2006, p. 583). Thus, putting the above mentioned characteristics of professionalism into a learning and teaching context, we are able to talk about a concept of “pedagogical professionalism” with certain characteristics of “acting professionally in pedagogical contexts.” This concept and discussion is seen by Helsper as an unconcluded topic area, which, furthermore, seems to be characterized by a great number of different approaches and terms, for example “classical”, structural-theoretical, interactionist, knowledge-sociological, or system-theoretical terms of “profession” (see Helsper et. al. 2008, p. 10). According to Helsper, though, all these approaches aim at a re-orientation of, for example, the relationship between profession and organisation in the face of the paradoxes of the teaching profession already mentioned, the ambiguities as well as the weakly developed ability to standardize pedagogical action (see *ibid.*, p. 14.)

Wenzel, too, sees aspects like “weak ability to standardize”, contradictory calls for action and a high level of ambiguity in teacher behavior and the act of teaching. However, at the same time this also holds for a high level of professional action autonomy, because working on the case “student” can only be done case-individually (see Wenzel in *ibid.*, p. 10).

Pfadenhauer/Brosziewski are talking about known ambivalences of pedagogical action in this context (pedagogical professionalism) between autonomy and heteronomy, between personal appropriateness and justice of selection, between single case and rule and between consistency of values and plurality (see Pfadenhauer/Brosziewski 2008, pp. 79). Professional action of pedagogical personnel in their terms can be seen in the firm establishment, definition and handling of these ambivalences.

Summarizing this paragraph it can be stated that pedagogical action is characterized to a high degree by uncertainties, ambivalences and contradictory calls for action. People acting pedagogically professional possess strategies to handle the (hidden) antinomies and paradoxes of teaching action cautiously and reflexively.

3. Theoretical Presumption: „Professional Antinomies of Teacher Action“

For the research project, the theoretical model of “professional antinomies of teacher action” (see Helsper 2004, p. 81) will be used as a basic orientation and for structuring the object and area of research. Because of this, the model shall be explained in brief at this point.

Helsper takes up the discussion about pedagogical professionalism and about the characteristics of pedagogically professional action and relates the core elements of those to the modernization discourse (see for example Giddens 2006; Bauman 2007; Sennett 2007, also van der Loo/von der Reijen 1992). Thus, he develops a model, in which the (as he calls them) constitutive action dilemmas (action antinomies) are embedded into a horizon of modernization antinomies. Regarding teacher professionalism as an antinomous action structure, four different levels are to be distinguished: first, there are the constitutive, non-solvable antinomies of teacher action, which characterize the work of teachers and which present themselves as reciprocally misleading calls for action. Examples for this level are the ambiguity antinomy, the symmetry antinomy, the trust antinomy, etc. (see Helsper 2004, p. 67). The second level, according to Helsper, is made up of contradictions of teacher action which result from different forms of societal organization of the education system. These contradictions may be transformable and solvable; nevertheless, they constitute the action frame in which those overlapping structural problems are formed which are significant on the first level (see *ibid.*, p. 68). Organizational routines and abstract rules, compulsory education and disciplinary action, selection- and authorization system as well as universal and specific distance are classified here. To be distinguished from this level is the precise design of action dilemmas and ambivalences which are formed specifically in the direct action area (3rd level). Finally, on the 4th level as a framework, there are the so called “modernization antinomies” (*ibid.*, p. 68), which have an impact on the teacher action based on modernization and rationalization stimuli which can be experienced in society. These are the rationalization antinomy, the differentiation and pluralization antinomy, the individualization antinomy as well as the civilization antinomy. The leading thesis here is that modernization processes further exponentiate the constitutive antinomies of teacher action on all levels of the model.

The model of “professional antinomies of teacher action” by Werner Helsper briefly outlined here seems to be appropriate to sharpen the view on the question of pedagogical

professionalism in vocational education in the P.R. China and to serve, to some extent, as a theoretical presumption or a line of vision on the object and area of research outlined in the next section.

The education system and with it the vocational education system of China are underlying strong reform movements and change processes at the moment. It can be assumed that these change processes, akin to the model developed by Helsper, extend a significant influence on teacher action in vocational education in the P.R. China.

4. Object and Area of Research: Professional Pedagogical Action in Mid-Level Vocational Education in the P.R. China

The vocational education system in the P.R. China differentiates three levels. On the lowest level ("Junior Vocational Education") are the so called "Vocational Middle Schools". "Junior vocational education is part of the 9-year compulsory education and lasts for about 3 to 4 years. It is aimed at training future workers, peasants and employees in other sectors with basic professional knowledge and certain professional skills" (Schnarr/Sun/Gleißner 2008, p. 24). Vocational education on the middle level is called "Senior Vocational Education". "Senior vocational education begins after the 9-year compulsory education" (ibid., p. 25). In the area of mid-level vocational education, different school types can be identified. However, this differentiation – across the whole country – varies between provinces. For this reason, a further differentiation is abstained from at this point. The highest level of vocational education in the P.R. China is labeled "Tertiary vocational education". It is comparable to the level of universities of applied sciences ("Fachhochschulen") in Germany.

"Tertiary vocational education mainly accepts graduates from regular high schools and secondary vocational schools. The schooling lasts 2 to 3 years. [...] The entrance requirements for tertiary vocational education are the successful graduation from senior vocational education or general middle schools (senior level). In addition, the graduates from senior level still have to take part in the National College Entrance Examination to enter the tertiary vocational education schools. The entrance requirements of the tertiary vocational education are reasonably lower than those of Bachelor education" (ibid., p. 26).

In recent years, there have been strong efforts on the side of the political leaders of the P.R. China to strengthen and reform the country's education and vocational education sector. These reform efforts are in line with the aims of the 11th Five-year-plan (2006-2010) to form a "harmonious society". „China is currently drafting the 11th Five-Year-Plan, with its basic tenets of building a harmonious society based on scientific development, and this includes the development and reform of education until 2020, as well as alterations to the Compulsory Education Law.“ (Yang 2007, p. 263). The 11th Five-year-plan was published on October 20th, 2005 (see Embassy of the P.R. China in Germany, 2009). Prime Minister Wen Jiabao argued for accelerated reforms of the whole area of education and specifically named vocational education as one of the areas that should receive more attention: "The Premier demanded that education system reform be sped up, that compulsory education be popularised and consolidated, that more attention be given to vocational education, and that the quality of higher education be improved"(ibid., p. 269). A main reason for this is likely to have been a

significant lack of qualified personnel, especially in the urban areas and the coastal regions. "Serious shortages of skilled workers have appeared in recent years in the prosperous coastal regions and large cities, illustrating the backwardness of vocational education. According to the Beijing Municipal Bureau of Labour and Social Security, Beijing businesses need a skilled employee percentage of 40%, but this currently stands at only 30%; in other words, a further 100,000 skilled workers are needed" (ibid., p. 271).

In efforts to strengthen the vocational education system, the middle level of vocational education plays an important role. After the number of students in this area had been declining before the year 2004, a gain in student numbers has been noticed from 2004 onwards.

"36.69 million students were registered in senior middle school in 2004. Of these, 22.2 million were studying in regular senior middle schools, 1.9 times the figure in 2000. The remaining 14.09 million students were studying in mid-level vocational schools, marking the first reversal in the continuous decline in recruitment to such schools" (Yang 2007, p. 264).

According to Yang, one of the reasons for this lies in successful measures and adjustments in the scope of the 10th Five-year-plan.

Another justification to put the focus of the research project introduced here on teachers in the area of mid-level vocational education can be seen in the fact that this level marks a school-based form of vocational education and training which, in its basic structures and in comparison to lower level and higher level vocational education in China, is suited best to be compared to vocational education at vocational schools in Germany (thinking of age structure of students, educational goals, etc.). For the research study it is assumed that the professional teacher action in the sense of the model Helsper introduced can be researched most authentically and accessibly in this level of vocational education in the P.R. China. The research questions underlying the research project will be outlined in the next section.

5. Research Questions

Taking into account the change processes in the P.R. China in general and in the education and vocational education system specifically as outlined above and considering the underlying model of teacher action, the following research questions can be posed for the research project:

- 1.) Which antinomies of teacher action can be found in the teacher action of vocational education teachers in mid-level vocational education in the P.R. China?
- 2.) To what extent are politically induced reform processes with the aim of forming a Harmonious Society represented in the action of Chinese vocational education teachers?
- 3.) To what extent is the model of „Professional antinomies of teacher action“ (Helsper) suitable to explain professional pedagogical action in the Chinese context and therefore adaptable to the Chinese context?

6. Research Design

To answer the research questions outlined above, a qualitative research design is chosen. Looking at the leading research question about paradoxes of professional teacher action in Chinese vocational education, it seems to make sense to combine different basic designs of qualitative research to be able to illustrate the approach taken in the research project. Flick et al. differentiate basic designs of qualitative research along a time- and a content dimension.

For the time dimension, they contrast retrospective studies, snap shots and longitudinal studies, whereas case studies and comparative studies form an axis in regard to the dimension of the content (see Flick/Kardorff/Steinke 2008, pp. 253). Keeping in mind the theoretical model of „Professional antinomies of teacher action“ by Werner Helsper underlying the thoughts on research methodology as well as the aim of the research project, it seems feasible to try to answer the research questions using a comparative approach.

Cropley further differentiates the basic design of the case study and identifies “intrinsic”, “instrumental” as well as “collective” research studies. Instrumental research studies are, according to Cropley, conducted with the intention to develop insight into a phenomenon or to differentiate and renew a popular theory (see Cropley 2008, p. 94). Furthermore, he explains (in accordance with Kromrey) the benefit of case studies in general as (a) a useful means to develop empirically justifiable theoretical concepts, theories, hypotheses, (b) a means to justify theories or hypotheses or (c) useful in illustrating quantitative research results (see *ibid.*, p. 97). Especially in regard to (b), which shows links to the aim of the research project, it seems to make sense to also work with case studies for the project.

To answer the research questions introduced in the previous section and keeping in mind the aim of the research project, an instrumental-comparative case study will be conducted. This research design is characterized by the fact that a multitude of single cases is analyzed regarding the question of “professional antinomies of teacher action” in the scope of change processes in the Chinese vocational education system (comparative study). During the research process the question of a possible transfer and further differentiation of the above mentioned model in the Chinese context will be explicated (“instrumental” case study).

As a research method, a linguistic approach (interview) is chosen. It seems to be appropriate for the object and area of the research (pedagogical professionalism and teachers in mid-level vocational education in the P.R. China) to use a manual-based interview with narrative passages. By basing the interview on lead questions, a structural comparability of the interviews in the sense of a comparative case study is ensured. Furthermore, narrative passages allow for case- and situation narrations in the scope of which latently existing paradoxes and antinomies in the teacher action might be exposed. For the development of the lead questions and the manual, the so called “SPSS-principle for interview manual creation” proposed by Helfferich was used (see Helfferich 2005, pp. 161).

7. Expected Outcomes and Aims of the Project

The research project outlined and described here follows the idea of further differentiating the model of „Professional antinomies of teacher action“ proposed by Helsper and embedding it into an international context on the basis of an empirical study. The project therefore contributes to the further theory development in the area of profession research.

In profession research, studies on professional action and the paradoxes connected with it are well known in the area of social work and social welfare (see Schütze 1992, 1996); research in this field has also been conducted in the area of adult education and general pedagogy (see Helsper 1996, 2004a, 2004b; Helsper/Busse/Humrich/Kramer 2008) for many years.

Furthermore, as stated above, an intense discourse on the term “profession” in conjunction with teaching work can be traced in the German speaking scientific community (see for example Terhart 1992; Osterloh 2002; Tenorth 2006; Oevermann 2008;). In vocational education science as a scientific discipline and in vocational education as a practical center of reference studies on (vocational-) pedagogical professionalism of teachers and trainers in this regard are not known. An anticipated added value of the research project lies in the application of the model conceptions introduced in the beginning of the paper to a vocational education and vocational education science context. Furthermore, the discussion tendencies and presumptions underlying the research project relate to studies and research in the German speaking scientific community. A further theory development in an international perspective serves as another added value for the project, especially by focusing on vocational education in the P.R. China. The reform- and change processes observable in China at the moment are well documented; however, studies about the “inner perspective” of the actors directly involved in and affected by reforms in vocational education – namely the teachers (here: in mid-level vocational education) in the P.R. China are still lacking.

Getting back to the question of „what is professional pedagogical action?“ raised in the beginning of this paper, empirically justified outcomes and results in regard to pedagogical action of Chinese teachers in vocational education and training can be expected from the research project. These could contribute to and enrich the discussion on criteria to professionalize learning and teaching in lifelong learning contexts based on empirical data. Thus, making use of this discussion and the application of these criteria, measures for the professionalization of vocational education experts in the P.R. China could be further developed and expanded.

Resources and Further Reading

Bauman, Zygmunt; Jakubzik, Frank (2007): *Leben in der flüchtigen Moderne*. Orig.-Ausg., 1. Aufl. Frankfurt am Main: Suhrkamp.

Botschaft der Volksrepublik China in der Bundesrepublik Deutschland (2009): 11. Fünfjahresplan des ZK der KP Chinas veröffentlicht. Verfügbar unter: <http://www.china-botschaft.de/det/jj/t217574.htm>, 01.06.02009, 13:42 Uhr.

Cropley, Arthur J. (2008): *Qualitative Forschungsmethoden. Eine praxisnahe Einführung*. 3. Aufl., Nachdruck der überarb. 2. Aufl. Eschborn bei Frankfurt am Main: Klotz.

Flick, Uwe; Kardorff, Ernst von; Steinke, Ines (2008): *Qualitative Forschung. Ein Handbuch*. Orig.-Ausg., 6., durchges. und aktualisierte Aufl. Reinbek bei Hamburg: Rowohlt-Taschenbuch-Verl. (Rororo Rowohlts Enzyklopädie, 55628).

Giddens, Anthony (2006): *Konsequenzen der Moderne*. [Nachdr.]. Frankfurt am Main: Suhrkamp.

Helfferrich, Cornelia (2005): *Die Qualität qualitativer Daten. Manual für die Durchführung qualitativer Interviews*. 2. Aufl. Wiesbaden: VS Verl. für Sozialwiss.

Helsper, W. (1996): *Antinomien des Lehrerhandelns in modernisierten pädagogischen Kulturen: Paradoxe Verwendungsweisen von Autonomie und Selbstverantwortlichkeit*. In: Combe, A./Helsper, W.: *Pädagogische Professionalität: Untersuchungen zum Typus pädagogischen Handelns*. Frankfurt am Main: Suhrkamp, 1996.

Helsper, Werner (2004): *Antinomien, Widersprüche, Paradoxien. Lehrerarbeit - ein unmögliches Geschäft*. In: Koch-Priewe, Barbara; Kolbe, Fritz-Ulrich; Wildt, Johannes (Hg.): *Grundlagenforschung und mikrodidaktische Reformansätze zur Lehrerbildung*. Bad Heilbrunn/Obb.: Klinkhardt, S. 49–98.

Helsper, W./Busse, S./Hummrich, M./Kramer, R. (2008): *Einleitung*. In: Helsper, W./Busse, S./Hummrich, M./Kramer, R. (Hrsg.): *Pädagogische Professionalität in Organisationen: Neue Verhältnisbestimmungen am Beispiel der Schule*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2008.

Oevermann, U. (2008): *Profession contra Organisation? Strukturtheoretische Perspektiven zum Verhältnis von Organisation und Profession in der Schule*. In: Helsper, W./Busse, S./Hummrich, M./Kramer, R. (Hrsg.): *Pädagogische Professionalität in Organisationen: Neue Verhältnisbestimmungen am Beispiel der Schule*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2008.

Osterloh, J. (2002): *Was heißt "pädagogische Professionalität"? Überlegungen zum Grundverständnis pädagogischer Berufe*. In: *Pädagogische Rundschau*, Jg. 56, H. 5, S. 391-401.

Pfadenhauer, Michaela; Brosziewski, Achim (2008): *Professionelle in Organisationen – Lehrkräfte in der Schule: Eine wissenssoziologische Perspektive*. In: Helsper, W./Busse, S./Hummrich, M./Kramer, R. (Hrsg.): *Pädagogische Professionalität in Organisationen: Neue Verhältnisbestimmungen am Beispiel der Schule*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2008.

Schütze, F. (1996): Organisationszwänge und hoheitsstaatliche Rahmenbedingungen im Sozialwesen: Ihre Auswirkungen auf die Paradoxien des professionellen Handelns. In: Combe, A./Helsper, W.: Pädagogische Professionalität: Untersuchungen zum Typus pädagogischen Handelns. Frankfurt am Main: Suhrkamp, 1996.

Schnarr, A./Sun, Y./Gleißner, K.: Vocational Education and Training and the Labour Market – a Comparative Analysis of China and Germany. Bonn: InWent gGmbH/UNESCO-UNEVOC, 2008.

Sennett, Richard (2007): Der flexible Mensch. Die Kultur des neuen Kapitalismus. 3. Aufl. Berlin: Berliner Taschenbuch-Verl.

Tenorth, H. (2006): Professionalität im Lehrerberuf: Ratlosigkeit der Theorie, gelingende Praxis. In: Zeitschrift für Erziehungswissenschaft, Jg. 10, H. 4, S. 580-597.

Terhart, E. (1992): Lehrerberuf und Professionalität. In: Dewe, B./Ferchhoff, W./Radtke, F. (Hrsg.): Erziehen als Profession: Zur Logik professionellen Handelns in pädagogischen Feldern. Opladen: Leske+Burich, 1992.

van der Loo, Hans; Reijen, Willem van (1997): Modernisierung. Projekt und Paradox. Dt. Erstausg., 2., aktualisierte Aufl. München: Dt. Taschenbuch-Verlag (dtv, 4573).

Yang, Dongping (2007): Pursuing Harmonious and Equal Education. In: Ru, Xin; Lu, Xueyi; Li, Peilin (Hg.): The China Society Yearbook (2006). China's Social Development; Analysis and Forecast. Leiden, Boston: Brill Academic Publishing, S. 263–300

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Annika Goeze and others

Case-based Learning with Digital Videos: Does it Promote the Professional Development of Teachers and Trainers in Adult Education?

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0904.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Annika Goeze¹, Josef Schrader¹, Stefanie Hartz², Jan Zottmann³ & Frank Fischer³

¹Eberhard-Karls-University Tübingen, Institute of Educational Science,
Münzgasse 11, 72070 Tübingen, Germany, annika.goeze@uni-tuebingen.de

²TU Braunschweig, Institute of Educational Science


³LMU München, Department of Education and Educational Psychology

Teacher education or training respectively is a well established research area, but still we lack of empirically sound knowledge about its effectiveness and preconditions, especially regarding the enhancement of adult educators' expertise as teachers. Our research project "Promoting Teacher Expertise: The Relation of Individual Prerequisites and Instructional Processes in Computer-supported Case-based Learning Environments" within the German Research Foundation Group "Orchestrating Computer-supported Processes of Learning and Instruction" addresses this teacher expertise: Knowing that the professional competency of teachers is closely related to the competency to perceive and analyze pedagogical situations (Nittel, 1997), we focus on the promotion of teacher expertise in terms of a "competency to diagnose pedagogical situations". We consider this competency a cognitive *conditio sine qua non* for a systematically targeted enhancement of teachers' professional performance later on. In (adult education) science, professionalism can be characterized by one's ability to make adequate use of a broad, scientifically sound and thus in many ways abstracted knowledge in concrete situations, or vice versa: to recognize in such situations which elements from the pool of knowledge might be relevant (Tietgens, 1988, p. 37) and to adopt multiple perspectives on single issues (Nittel, 2000). Potential to foster these capabilities is ascribed to case-based learning (Lundeberg et al. 1999).

Referring to these discourses, the utilization of pedagogical conceptual knowledge and the adoption of different teacher and learner perspectives are regarded as central dimensions of the "competency to diagnose pedagogical situations" – together with the capacity to discern and depict pedagogical situations in written form.

The research questions is: How does the supply of these multiple perspectives, conceptual knowledge, and their combination via hyperlinks in a case-based learning environment influence the acquisition of the competency to diagnose pedagogical situations in learners with different levels of experience (i.e. in-service vs. pre-service trainers)? To answer the question, a 2*2*2 quasi-experimental field study was conducted with inexperienced pre-service English teachers (n=84) and experienced in-service English teachers (n=84) working in the field of adult education.

		supply of multiple perspectives		
		learning prerequisites	not given	given
supply of conceptual knowledge	not given	low level of experience	n=21	n=21
		high level of experience	n=21	n=21
	given	high level of experience	n=21	n=21
		low level of experience	n=21	n=21



The proposed presentation pursues a twofold goal: (1) Regarding methodology, we show how quasi-experimental pre-post intervention studies – conducted in the field instead of the lab – can help to generate externally *and* internally valid knowledge on the effectiveness of teacher training programs, providing one answer to the question of workshop C ‘Which methods can be used to measure the effects of teacher training?’ (2) Concerning the effects of teacher training – another question of workshop C –, we present results of our research showing how teacher expertise can be promoted by using video-case-based learning as a means for the professional development of the teaching personnel in the adult education sector.

References:

Lundeberg, M. A., Levin, B. B., & Harrington, H. L. (Eds.). (1999). *Who learns what from cases and how? The research base for teaching and learning with cases*. Mahwah, NJ: Lawrence Erlbaum.

Nittel, D. (1997). Die Interpretationswerkstatt. Über die Einsatzmöglichkeiten qualitativer Verfahren der Sozialforschung in der Fortbildung von Erwachsenenbildner/innen. In: *Der Pädagogische Blick* (5) pp. 141-150.

Nittel, D. (Ed.) (2000). *Von der Mission zur Profession? Stand und Perspektiven der Verberuflichung in der Erwachsenenbildung*. Bielefeld: Bertelsmann

Tietgens, H. (1988). Professionalität für die Erwachsenenbildung. In: W. Gieseke (Ed.), *Professionalität und Professionalisierung* (pp. 28-75). Bad Heilbrunn/Obb.: Klinkhardt.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Sabine Wiemann, Guy Tilkin, Holger Bienzle
**Acting in networks – a key professional
competence of adult educators**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0905.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Networks of adult education professionals and institutions at regional, national and international level play an increasingly prominent role in the field of lifelong learning.

In this context networking can be understood as the process of building up ties between people and/or organisations for multiple reasons: access to information, ideas or funds, political mobilisation, benchmarking, support or mutual assistance in professional crisis situations. Moreover, networks face high expectations they cannot always meet: they are supposed to solve structural deficits. In a more realistic perspective networks should focus on three core functions (Bienzle, H. et alia (2007), *The Art of Networking. European Networks in Education*. Vienna):

Networks are about networking

First and foremost, networks should bring together practitioners, experts and policy-makers in a specific field and create an organisational framework for intensive contacts and exchange.

Networks are about learning

A network should provide ample implicit and explicit learning opportunities for all the actors involved. Personal and organisational learning should have a prominent place on the network agenda.

Networks are about shaping practices and policies

Although the creation and maintenance of suitable provision for networking, sharing experiences and learning for actors inside and outside the network would already be a considerable achievement, networks should go one step further. A network should make some sort of measurable impact in the educational field concerned.

As a consequence of the increasingly networked character of educational work, networking, i.e. the ability to act effectively in networks and to coordinate complex and multiple network processes can be regarded as a key competence of practitioners at all levels of hierarchy in educational institutions.

This key competence is not altogether new, but requires a fresh perspective on a range of socio-personal, management and – with a view of the huge potential of Web 2.0 for network sand networking – technology application skills, which need to be enhanced, reflected and applied in the context of networks.

ComNet: An Example of Networking Competence Development in the Field of Adult Education.

There is hardly any field of educational action where the notion of network(ing) has not been postulated as a guiding principle and a key competence of practitioners at all levels of the hierarchy. Networks and networking are generally considered to have high potential for solving structural problems in education.

ComNet and the preceding project *Euoweaving* were conceived against the background that networks play an increasingly important role in European lifelong learning policies. In contrast to this growing importance it appears that the results of some of the funded networks are below expectations in terms of contribution to the educational field concerned. One of the reasons for this seems that many network co-ordinators and partners do not have a sufficiently clear picture of the concept of a network as a specific cooperation structure and of adequate activities and management processes.

In the publication “The Art of Networking” a particular type of educational network is dealt with: European networks in the framework of the EU funding programmes for education and training. It is addressed to professionals in education – teachers, trainers, programme developers, managers, researchers and evaluators – who are already involved in networks or may wish to be so in the future.



While the publication has its main focus on education and its corresponding funding mechanisms in the European Commission’s Lifelong Learning Programme we consider much of its content to be relevant also for other strands of the programme – networks in vocational training, higher education and in other fields such as cultural or regional development.

“The Art of Networking” was very well received but the team felt it was necessary to go one step further: to elaborate networking in terms of competences and turn this material into international course material. The Grundtvig application for the ComNet project was approved with the following aims:

1. to enhance adult education practitioners networking knowledge and competences in general, for acting effectively in professional education networks at local, regional, national and European level
2. to increase the number and quality of Grundtvig networks in the Lifelong Learning Programme by focusing on the specific knowledge, skills and tools necessary to planning and implementing networks.

Thus, the project makes a contribution to increasing the quality of adult education in Europe by developing a European training course aiming at

- contributing to the professionalisation of adult education practitioners through the acquisition of networking skills which are becoming more and more important for all groups of educational staff: trainers, programme developers and managers
- promoting cooperation between adult education institutions in Europe;
- laying the foundation for more and better applications for Grundtvig networks;
- increasing understanding of the network concept in the funding programme and introducing management strategies and practical tools for successful network implementation.

- increasing the quality and impact of networks funded by the European Commission.

The training course develops competences in the following fields:

- Network theory
- Social networking skills
- Networks in EU funding programmes
- Setting-up a network
- Network management
- ICT tools for networks
- Learning in a network
- Network evaluation
- Policy & advocacy
- Making the network sustainable

Methodology

The training course has three integral parts: The five day face-to face seminar is embedded within two phases which are facilitated by an internet-based platform for collaboration and learning, and by other synchronous and asynchronous online communication tools.



A major course focus is on practice orientation, i.e. participants are encouraged to share in the course real cases, challenges or plans related to their own networking practice. Thus, The Art of Networking ensures that the training content is relevant for participants' professional practice and create an added value through the opportunity for joint problem-solving. During the face-to-face seminar short theoretical inputs are combined with action-oriented methods to promote peer-to-peer learning. Many of the networking and networking competences dealt with are put into practice during the training, and participants are invited to develop concrete plans on how to integrate the new knowledge into their professional practice. The pilot course was successfully realised with 24 participants in November 2008. During the pilot the course organisers put much emphasis on feedback and course evaluation activities to find out whether participants' needs were met and to ensure that the training can be optimised accordingly.

In September the ComNet course material will be published and courses will be run on a regular basis. The first one will take place in September 2009.

The course material is prepared in a modular way, i.e. training modules can be composed in various ways according to the training needs and characteristics of the target group(s), and the time available for training. You can find an exemplary module hereafter.

Example of (page 1 of) one of the training modules:

Module 5: How to make the network sustainable

Introduction

Whatever is done or produced, make sure that the world knows about it, that products and outcomes are used in a broad context and that they last as long as needed.

In this module we are dwelling in the realm of not always clearly defined concepts such as: dissemination, sustainability, 'valorisation', exploitation and mainstreaming. These concepts have to do with visibility, communication, contacts, relationships, impact, policy making, integration, and as such are the core business of networking.

It is clear that the impact of EU funded educational programmes and project results needs to be improved. Exploitation of project results in the sense of dissemination, adding European added value and the mainstreaming of these results is one of the key tasks of networks. The network's own exploitation must guarantee the quality and continuation of this valuable task.

All funded networks will have to include a exploitation and dissemination plan in their application. It will have to be part of the work plan, with the allocation of tasks to partners and sub-contractors. Therefore network partners should have a common view on the relevant concepts and know what their tasks are in this respect.

Competences to be enhanced

- > Awareness of the need to and added value of dissemination and exploitation at micro and macro level and awareness of the role of networks in all this
 - > Knowledge of the right concepts used in this respect
 - > Ability to conceive a long term view on the network and its outcomes beyond the initial funding period
 - > Knowledge of the relevant techniques and strategies leading to sustainability
 - > Ability to plan the dissemination and exploitation in terms of timing, tasks and priorities
 - > Ability to adapt activities and outcomes for the benefit of exploitation and dissemination
-

Overview of learning activities

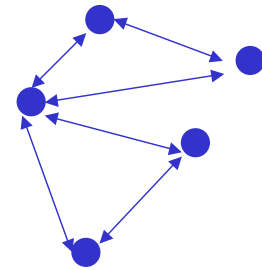
- > Activity 1: Learning about concepts
 - > Activity 2: Elements of sustainability for a network
 - > Activity 3: Planning the dissemination & exploitation of your network
 - > Activity 4: Learning about rationale behind dissemination and exploitation
-

In the final publication each module will be introduced analogically and followed by a detailed description of each of the listed activities. Respective learning objects for each activity will be delivered in a digital version together with the publication.

Networking is a key competence of practitioners in education, and networks are considered to have high potential for solving structural problems.

A network should attempt to make a visible impact on the educational field concerned, beyond its direct participants. A network's impact can concern either the development of educational policies, or the practices in learning and teaching, or - in rare cases – both.

However, networks should be realistic about the level of impact possible. They need to focus on a few core aims: Less can be more!



Further information are available on the website: www.networks-in-education.eu

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Cheng Min

The Effective Competences of teachers in Lifelong Learning

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0906.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Introduction	3
2. Life-long education teachers must have the ability to develop and integrate curriculum resources	3
2.1 Identifying the effectiveness of curriculum resources is the basis of the ability to develop curriculum resources	3
2.2 Curriculum resources integration is the key for the capacity to develop curriculum resource	4
2.3 The use of curriculum resources is the core of the ability to develop curriculum resources.....	5
3. Life-long education teachers must have the ability to teach students learn how to study	6
3.1 It is necessary to be good at stimulating and maintaining student interest in learning	7
3.2 Teachers are required to make good use of things that students are more familiar with to interpret profound principles	7
3.3 It is necessary to teach students to choose appropriate learning strategies in accordance with the course study.....	8
3.4 Enhancing students' capacity for independent participation.....	8
4. Lifelong education teachers are required to have the ability to organize students for cooperative learning	9
4.1 The design capacity for cooperative learning.....	9
4.2 The guidance capacity for cooperative learning.....	10
4.3 The monitoring capacity of cooperative learning.....	10
5. Life-long education teachers should have the awareness and ability for self-improvement and to set an example for students	11
5.1 Continuously broadening their knowledge scope	11
5.2 It is necessary to learn and acquire the necessary knowledge and methods for scientific research	11
5.3 It is necessary to have good psychological quality	12
References	13

1. Introduction

In the process of building a learning society, the cause of China's life-long education faces the dual challenges from the inside and outside of the system. From outside the system, with the social, economic and cultural development, there is the requirements for continuously increasing the public's general knowledge and technological and cultural standards, and developing the creative potential of every individual; from inside the system, there is the demand for reforming the traditional model of adult education that imitates pre-career education, so that it can truly become the profession that is organized and implemented by means of developing human resources and improving the citizens' personality. This change is a new challenge to the ability of life-long education teachers.

In addition to full-time teachers in schools, life-long education teachers also can be experts in a research field, government officials, successful entrepreneurs, social activists, writers, literary and art workers, senior technicians, and so on. As life-long education teachers, they can offer effectively guide to the students within their own expertise. In addition to the prerequisite for the teaching profession, such as language ability, material processing capabilities and the ability to organize the classroom education, these teachers should have the abilities for continuous development and change with the changes of the times, different educational ideas, orientations and requirements. This article believes that life-long education teachers also need to have at least the following capacities.

2. Life-long education teachers must have the ability to develop and integrate curriculum resources

Educational activities can not be separated from curriculum resources, and without curriculum resources, there will be no teaching activities. In the classroom of life-long education, the teaching often develops around a topic. The effective development and rational use of curriculum resources is the core of the life-long education teaching activities.

2.1 Identifying the effectiveness of curriculum resources is the basis of the ability to develop curriculum resources

Lifelong education students are from all corners of the society. Their purpose of study is closer to the social life, and they have more practical demands. Therefore, the life-long education teaching resources can not be limited to textbooks that people are

familiar with, but should also include a large number of software and hardware resources that are non-written but are integral elements and implementation conditions of the of courses. These resources can come from teachers, students, related industries, network, families, society and other aspects inside and outside the school. They are static and dynamic, dominant and recessive. These curriculum resources with different manifestations and existence states have different significance and roles in the curriculum activities and they have specific features for student development and roles. As one of the principal curricular activities, teachers must carefully analyze the significance of a variety of curriculum resources and determine the value of the corresponding curriculum resources with the clear objectives of student career development, academic learning objectives and curricular activity targets

2.2 Curriculum resources integration is the key for the capacity to develop curriculum resource

Curriculum resources integration refers to the teachers' organic link of curriculum resources and student development, and the organic unity of curriculum resources and the implementation of curriculum goal, so that curriculum resources can present vitality and liveliness. Curriculum resources do not have educational value in itself. It is only through integration that it can demonstrate educational value and the value of student development.

Lifelong education focuses on the contact with the learner's experience and the life situations. It not only takes care of the needs of learners, but also emphasizes the development of adult life experience, and focuses on cultivating problem-solving ability. As a result, its teaching content focuses on the correspondence with the subject of all stages of the student development, so that they can effectively play their role in society and adapt to their social life. In the past educational practice, on the one hand, in the curriculum activities, many teachers feel deeply the lack of curriculum resources and the monotony of curriculum activities, and on the other hand, the teachers' unawareness and inability for curriculum resources integration lead to the idleness and waste of a large number of curriculum resources, thus restricting the overall development of students. In view of this, when exploring the potential curriculum resources, teachers should note the following aspects: First, they should explore the possible natural, social, human resources around the students, teachers, classes and schools and expand the scope of curriculum resources. This is the most convenient curriculum resources with the least expensive development and the most prominent effect. Second, they should emphasize the use of and the coordination with other curriculum resources and demonstrate the integrated view of the great curriculum resources. Third, it is necessary to input the lives of teachers and students, particularly their experience, wisdom, understanding, feelings, problems, confusion,

feelings, attitudes and values into the curriculum as important curriculum resources and curriculum content, so that the life, growth and development of teachers and students can be combined organically, and attach great importance to the participation of teachers and students. Fourth, it is necessary for the teachers to integrate information technology with the curriculum and bring into full play the advantages of information technology, so as to provide a variety of educational environment and beneficial learning tools to, for students' learning and development, and optimize the presentation of the teaching content, the students' learning styles, the teachers' teaching methods and the ways of teacher-student interaction.

2.3 The use of curriculum resources is the core of the ability to develop curriculum resources

The use of curriculum resources refers to the teachers' integration and use of the effective curriculum resources formed in the identification and combination of curriculum resources around the student development goals and the goal of curricular activities, so that they can enter the process of curriculum activities, cause the students physical and psychological changes and achieve the full realization of the educational goal. This is the great concentration and performance of the teachers' teaching art.

In the use of curriculum resources, teachers should establish a structured, full-featured, and versatile curriculum resources system, so that a large number of curriculum resources can form sequential and related groups of curriculum resources with curriculum goals as the axis. At the same time, it is important to achieve the combination of the curriculum resources development with the changes in teaching methods, the organic integration of curriculum resource development with the student development, and the combination of the curriculum resources with the development of the teachers' professional development. Through the combination of the curriculum resources development with the changes in teaching methods, the teaching process can become the process in which teachers and students cooperate to build the course curriculum, and in which teachers and students jointly develop, enrich and integrate curriculum resources. Through the organic integration of curriculum resource development with the student development, the student development can benefit from a large number of rich and open curriculum resources, the students' life experience, feelings, interests, hobbies, knowledge, ability, etc. can form the organic components of curriculum resources, and the students can creatively use all resources available for their own learning, practice and exploring activities. Through the combination of the curriculum resources with the development of the teachers' professional development, the curriculum resource development can promote the teachers' professional abilities and form their good curriculum development quality, so that they can become the guides and developers for the students' use of curriculum resources.

3. Life-long education teachers must have the ability to teach students learn how to study

Life-long education emphasizes the interaction between teachers and students and the co-development of teaching and learning. It is not indoctrination education or the accumulation of education, but is education dialogue and education exchange. Teachers are responsible for providing a good environment and adequate resources, and sharing their experiences with the learners to construct knowledge. Life-long education not only has the feature of "student center", but also is a "teacher-student interaction" process. Teachers have less and less responsibilities for imparting knowledge, but more and more responsibilities for providing thinking incentives, and they have gradually become the advisors and participants for discussing questions. They help to find the argument rather than coming up with ready-made truth, and they must spend more time and energy more effective and creative activities. They influence, motivate, understand and encourage students to learn and to think.

As early as the seventies of the last century, UNESCO has proposed the concept of "learn to survive", reminding us that to live well, we must learn to study and study lifelong. Life-long education has to make everyone "master the tools to understand the world" or "acquire the means of understanding", make "everyone learn to understand the world around him, and at least to enable him to live a dignified life, to develop his professional capabilities and exchanges".

According to this interpretation, teaching students to learn how to study should have the meaning of the following three aspects: First, students should learn and master two types of knowledge, that is, declarative knowledge and procedural knowledge, rather than merely declarative knowledge. In accordance with the interpretation of information processing theory, declarative knowledge mainly deals with stating what, why and how things are, and it is the knowledge about things and the relationship between things. Procedural knowledge is the knowledge on what to do, and is the specific algorithm used for the specific scenario and a series of act steps. These two types of knowledge are necessary for the survival and the lives of human beings. The lack of either one would lead to a serious shortage of human development. To master these two types of knowledge is the basis of student learning. Second, students should understand the source of knowledge and its application direction. This is the basic requirement for "mastering the tools to understand the world" or "acquiring the means of understanding". Only when students understand the source of knowledge and its application direction can they make flexible application of the knowledge acquired, enable their own knowledge to become meaningful, and eventually understand knowledge and self-construct knowledge. Third, students should learn and master the recognition strategies. The recognition strategy is the knowledge

about how to learn and think, and the general method and skills about how to use declarative knowledge and procedural knowledge for learning, memorizing and problem-solving. It is the technique and methods about how to use a variety of cognitive processes and different combination forms to carry out learning activities. Fourth, students should take the initiative to learn. Learning how to study is a subject study, which makes students free from the restraint of objective targets and activities on students, so that students can obtain learning initiatives in their own personalized learning, show interest in learning and acquire the self-esteem of learning and development.

3.1 It is necessary to be good at stimulating and maintaining student interest in learning

The key for students to learn how to study is the interest in learning, with which, students will be concerned about the study and continue to study. It is the responsibility of teachers to use effective methods to stimulate and maintain student interest in learning. Teachers should start from the students' existing basis, and fully explore the value of curriculum to the student development, according to the actual lives of students and their actual abilities, so that students can understand the meaning of learning and stimulate their interest in learning from their self-activity, self-development, and the needs of life and the practical application of knowledge. With students having interest in learning, teachers should allow students to experience the joy of learning so that their interest in learning can be maintained and continued.

3.2 Teachers are required to make good use of things that students are more familiar with to interpret profound principles

The *Scholars* written in China two thousand years ago gives a detailed description of the issue of how teachers should teach students to learn to study. In its view, the key of teachers teaching students learn to study is "good metaphor (yu)". "Teaching is metaphor". The meaning of yu is "analogy and interpretation". Therefore, when teachers teach students how to learn, they should be "able to give an example from the current situation", realizing the circumstantial transformation of Knowledge, and transform the external logic knowledge into the circumstantial knowledge the students can associate with. As a result, students can "to know the second from the first", "know the whole from the part", and "know the future when informed of the past". Teachers should emphasize the students' self-construction of knowledge and experience, in accordance with their existing experience, students, so that students can learn in actual circumstances and make application in actual circumstances. The

requirement of students learning in actual circumstances and self-construction for the teachers is that teachers should deal with the course content with simple reasons and concise language. Teachers have to consider both the curriculum content and the learning scenarios facing the students. They have to consider both the teaching itself and the method for reflecting and presenting the students' recognition in the teaching. In this way, teachers will be able to "give one example" to "represent the category", and the students can give their "feed-back" and "achieve association".

3.3 It is necessary to teach students to choose appropriate learning strategies in accordance with the course study

Learning strategies refer to the series of procedures, methods and rules that students use in their learning process for the purpose of completing their learning task. In teaching students to choose suitable learning strategies, the measures teachers should take are: First, to provide different levels of strategies suitable for learning a variety of courses, in accordance with the students' existing basis and the characteristics of their social roles. Among these strategies, there are not only general principle strategies, but also very specific operational strategies for practice. Second, attention should be paid to the generation of learning strategies, requiring students conduct psychological self-processing of the learning strategies used, so that the existing learning strategies can transform into the students' own learning styles. Third, it is necessary to improve students' personal efficacy in using learning strategies, so that they can feel the effectiveness of the learning strategies and enhance their awareness of the use of learning strategies. Fourth, it is necessary to combine interpretation, examples, practice and feedback and teach students to use the specific methods for learning strategies.

3.4 Enhancing students' capacity for independent participation

Life-long education emphasizes the students' participation, and in such teaching processes as curriculum design, needs assessment, goal setting, programming, activities and learning assessment, it requires the participation of learners and their cooperation with teachers in establishing the important content of teaching programs as far as possible.

Through this participation, learners not only can acquire learning motivation and interest, but also to realize that learning is their own responsibility, form the attitude of lifelong learning and enhance their capacity for "self-orientation". To this end, teachers should first allow students to know their learning characteristics and learning styles, understanding the characteristics of their own intellectual activity, and choose the cognitive strategies to enhance the efficiency of their learning. Second, it is

important to teach students how to set up their own learning goals, so that they can concentrate their effort on achieving these goals, and at the same time, guide their own learning activities with the goals. Third, it is necessary to teach the students to put their learning process under the control of their own awareness. The learning process is a dynamic process. Teachers should allow students to conduct regular self-examination of their own learning behavior through self-observation and reflective thinking, summarizing achievements, finding out the gaps, analyzing the causes, and constantly improving and enhancing the level of their own learning.

4. Lifelong education teachers are required to have the ability to organize students for cooperative learning

In the modern society, the cooperation between people is often the key to success and is the basis of a happy life. As a result, an essential ability of lifelong education teachers is to improve the ability of students for cooperative learning through life-long education. It will be a new challenge to the curriculum organizational capacity of teachers and instructional design capacity. The basic processes of cooperative learning are summarized by Chinese scholars as follows: cooperative design → goal presentation → collective teaching → group cooperative activities → test → feedback and remediation.

4.1 The design capacity for cooperative learning

The design of cooperative learning is different from the teaching preparation teachers were used to. It is the teacher's "directing" of the whole teaching activities, including group division principles, activity rules, monitoring guidance, summary and in-depth study. A well-structured program of activities is the prerequisite for the effectiveness of cooperative learning.

In the cooperative learning program, teachers should grasp three keys: First, it is necessary to grasp the standard of group division and the scale of groups. Under normal circumstances, the group division should be heterogeneous between groups and homogeneous inside a group, so that different groups remain at a same level. It is the best that the sex, academic ability, learning progress and other qualities vary from each other within a group, in order to provide equal learning opportunities for each member. Group size should be appropriate for 5-7 people. Second, it is necessary to develop the rules of activities that all students can understand and accept, including incentives. It is necessary to control student activities with rules, so that they can be carried out in accordance with the teachers' intention. The development of incentive

mechanisms can enhance the sense of responsibility of team members and team competitiveness. Third, it is important to clarify the activities of teachers. Every step of the cooperative learning requires teachers' careful guidance. Otherwise, it will become a mere formality. The guidance of teachers includes the content interpretation before the activities, which also requires teachers' great attention during the design. During the design, teachers should conduct careful consideration about what they talk about first and the next and what materials should be provided to students in their activities. Fourth, it is important to choose and develop questions. Cooperative learning takes questions as a link. The teachers' choice and development of questions in the cooperative learning decides whether the cooperative learning can be effectively conducted. In theory, any question in the curriculum can be the subject of the cooperative learning. However, theoretical issues, questions that students do not have practical experience to support and the questions with strong closure require the teachers' specific interpretation and simplification, require the teachers to carry out the necessary development so that problems can be linked with the students' knowledge structure.

4.2 The guidance capacity for cooperative learning

In cooperative learning, the classroom activities of teachers and students can have great changes. Learning in cooperation and cooperation in learning are the basic activities of students' learning. If the teacher does not have the ability to give students the guidance for cooperation capacity, collaborative learning will become a mere form of "cooperation without activities" or "activities without cooperation". In the guidance for cooperative Learning, students should be allowed to learn to express themselves and have the courage to express their views. They should learn how to listen in order to grasp the core of the views of others. They should learn how to reflect and discover the characteristics and shortcomings of the views of themselves and others. They should learn how to sum up and grasp the course content and enrich and develop themselves through activities.

4.3 The monitoring capacity of cooperative learning

In cooperative learning, student activities are relatively free and dispersed, which is certainly in conflict with the established learning content and learning time. Therefore, teachers must conduct effective monitoring of the entire learning process, so that students' learning can have the "loose appearance without being loose in spirit", realizing the organic unity of the content, time and activities, so that everyone can have participation, enjoyment and development. It is especially important that timely guidance should be given to students who have encountered problems and have

drifted away from the learning process. Positive remedial measures should be taken to help them obtain the necessary development, so that they can effectively participate in the learning process. The results of such study can guide their future work and life.

5. Life-long education teachers should have the awareness and ability for self-improvement and to set an example for students

Teachers are role models of students and educational activity is the noble life activity that faces life and needs the care and concern for life. In the classroom of life-long education, teachers should influence students with their own personal charm, guide students with their profound knowledge, and teach them to love learning and love of life. To accomplish this goal of teaching, teachers must have the following capacities:

5.1 Continuously broadening their knowledge scope

Although life-long education teachers are usually experts in their own fields of research, teaching is often related to all aspects of the nature, society, work and life. This requires teachers to broaden their knowledge as much as possible. Of course, no matter how broad it is, one cannot have a profound understanding of every aspect of the students' research. Therefore, the ability to identify problems that is based on the appropriate knowledge and the spirit to learn modestly are very important to teachers.

5.2 It is necessary to learn and acquire the necessary knowledge and methods for scientific research

The purposes for the life-long education students to enter the classroom are often to acquire a particular aspect of knowledge or to solve a problem. What they are asking for is to transform knowledge into their own intrinsic things, or to obtain the methods for solving problems. Therefore, teachers must guide students in research-based learning. In the ways of conducting research, scientific research can be divided into such methods as sampling, observation, survey, questionnaire, experiments, comparison, prediction and statistics. In the ways of thinking, it can be divided into classification, induction, deduction, analysis, synthesis, abstraction and generalization. In addition, it involves the knowledge related to research format and procedures, such as the establishment of research title, argument, outcome discussion and report

writing. Teachers are not only required to master such knowledge, but are to teach the knowledge to students in the organization of research practice, so that students can also understand and be familiar with the basic scientific research methods and skills and acquire self-learning method.

5.3 It is necessary to have good psychological quality

The good and steady psychological quality of teachers is conducive to the smooth development of teaching activities. It can also have a positive psychological impact on the students and will more easily achieve the desired teaching objectives.

The first is the role of teachers' adaptability. As mentioned before, life-long education teachers may come from all walks of life. Their successful teaching relies on whether they can adapt to the role conversion and convert their multiple roles in education ideas, work method, interpersonal relationships and living environment, in order to be competent in their social career role of "teaching and training people".

The second is the mental perception. The mental perception is people's psychological ability to perceive themselves or others. Teachers should be good at quickly and accurately understanding the students' initial feelings and conduct motivation under their external behavior, and provide timely help and encouragement. It is not difficult to find in the reality of education that teachers with strong perception all have such a psychological quality as "empathy". The so-called "empathy" is to fully comprehend the other people's thoughts, feeling and behavior. Rogers, an American psychologist understands it as the ability to experience the other people's spiritual world as experiencing their own spiritual world. As for the teacher's "empathy", certain Chinese psychologists have described it as "the intention to enter the students' mental world, experience profoundly the feelings of students, have an objective understanding of students, a tolerance to students, in order to build a new type of teacher-student relationship of 'respecting the teachers, loving the students, and maintain the equality between teachers and students'".

The third is the emotional control power. The power of control is the concentrated expression of the human will, but it is also permeated with cognitive intelligence and emotional intelligence. The power of emotional control enables people to have emotional stability, firm target and bold and effective action. The teachers' power of emotional control can enable them to participate in education and teaching activities in a positive emotional state. The teachers' emotional control power is a very important educational tool, which on the one hand, can bring spiritual comfort to the students, and on the other hand, can cause irreparable harm to students.

The fourth is psychological forbearance. Psychological forbearance refers to the

individual's ability to resist existing facts or accidental attacks. Teachers live under the circumstances with many setbacks and situational stimuli and they have to coordinate with the relationship between schools, community, family and students. Teachers with strong forbearance have ready psychological preparation to bear the setbacks on the educational environment, student situation, social justice and self-development. Even in frustration, they will take the right way to deal with setbacks, quickly free themselves from the negative psychological effects caused by frustration, learn to become strong and courageous from the frustration and affect the students with their own good psychological adjusting ability.

The fifth is education expression. Education expression is the ability of an individual for self-display, self-development and self-enhancement. The strong education expression of teachers not only means that they dare to show themselves, but also means that they are good at self-development in the professional work. That is to say, education expression not only embodies the individual's master of education and teaching skills, which demonstrates the teachers' good performance of wit, but also embodies the maturity of the individual's self-consciousness, which demonstrates the teachers' self-esteem, self-confidence, self-reliance and independence. The wit of teachers is a necessary quality of teachers for their educational work.

To sum up, life-long education teachers carry the mission to improve the quality of people's life, meet people's cultural needs and career advancement. They must continuously sum up experience in practice, in order to enhance their teaching ability.

References

1. Wu Mingen & Luo Yishan. The cultural consciousness of teachers for their professional development. China Education Daily, December 27, 2008.
2. Learning to be: The world of education today and tomorrow. UNESCO Education Series. Educational Science Press, August 2000.
3. Middle- and long-term planning framework of Shanghai life-long education reform and development (2008-2020) .

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

**Margrethe Marstrøm Svensrud
Workshop B: Pathways towards
Professionalization in Lifelong Learning
Qualifications for personnel working in lifelong
learning: What ways can be identified to qualify
teachers and trainers in adult education in
Asian and European countries?**

**Qualifications for teachers who teach basic
skills to adults in Norway**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/ase0907.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

International surveys¹ concerning basic skills in the adult population shows that there are a large number of adults in Norway whose basic skills need to be addressed. Depending on how the statistics are interpreted, at least 400 000 adults are at risk (out of a population of 4 million). In general, the number of people with low basic skills increases with age and every fifth person between 16 and 20 is at risk. In addition, immigrants, especially from non-western countries, show a low score. Among people with low scores, the following factors occur more frequently: low levels of education, unemployment, social benefits as main income.

The education that has been offered for adults with low basic skills so far is a full (condensed) primary school course. For some this will fulfil their needs, but for many this will be neither useful nor necessary. What many adults need, is a possibility to attend flexible education geared specifically towards basic skills. The Norwegian Ministry of Education and Research commissioned Vox to develop a Framework for Basic Skills for Adults, i.e. descriptions of levels of competence for literacy, numeracy, ICT skills and oral communication. In addition there were produced a methodological guide and various teaching resources.

For teachers who teach basic skills to adults Vox has developed a training model. The purpose of the training is to improve the quality of the teaching and support the teachers in their new role. The training also aims to improve the teachers' competence in the disclosing of a participants need for adapted training. It gives an introduction in how to use the framework for basic skills as a basis for developing courses and planning sessions. The teachers need to learn how they may work together with subject teachers and other professionals as a team, for example at the working place.

The teachers are offered a series of one-day courses free of charge. This arrangement is in its second year now and seems very successful. The teachers find it useful to get input and ideas to use in their own teaching, and share experiences with other teachers working with the same target group.

In addition, there is also a further education programme for teachers who teach basic skills to adults. The curriculum is developed in close co-operation with pedagogical experts from teacher training institutions. The course gives 30 ECTS points. It is a part-time study over one year with a combination of classroom activities, web-based training and teaching practice. The first classes start in September 09 at the University of Stavanger and Vestfold University College. The programme consists of different modules. The student combines a theoretical module of how adults learn and a didactical module where they have to choose between how you teach adults in digital competence, numeracy or reading and writing.

Vox has the responsibility for the development and the implementation of the curriculum of the introductory courses for refugees and immigrants. When discussing quality in these courses, the focus is on both the teachers' competence and their teaching methods. In 2008, extra funding was provided to improve the teachers' competence. There are developed a course plan covering five central topics which is offered to the teachers. Their competence in evaluating their students is one topic that is being covered in the teacher training. The teachers have to know the competence levels in the curriculum in order to register the participants to the correct tests.

Going forward the different paths of teacher training for teachers who teach basic skills to adults and teachers who are teaching immigrants should be seen in closer relationship to each other.

¹ International Adult Literacy Survey (IALS) and Adult Literacy and Life Skill Survey (ALL)

Teacher training for immigrant teachers who are training immigrants in written and oral communication in Norwegian could for instance be a forth choice for didactical studies in the further education programme mentioned above.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Leonardo Rey S. Cariño, Rigel John H. Rabago

TRAINOR QUALIFICATIONS FRAMEWORK

**The Philippine Technical-Vocational Education
and Training (TVET) Validation of Adult
Educator's Competencies: Towards Total
Quality**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0909.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Abstract	3
2. Introduction	4
3. An Overview of the Philippine Education System	5
4. Lifelong Learning in the Philippines	5
5. Philippine TVET Qualification Framework (PTQF).....	7
5.1. The Philippine TVET Trainers Qualification Framework (PTTQF).....	8
5.2. TVET Trainers Development Competencies.....	9
5.2.1. TQ 1. <i>Trainer I</i>	9
5.2.2. TQ2. <i>Trainer II</i>	10
5.2.3. TQ3. <i>Senior Trainer</i>	10
5.2.4. TQ4. <i>Mentor/Master Trainer</i>	11
6. Quality Assurance Mechanisms.....	12
6.1. Use of the Training Regulations.....	12
6.2. Conduct of Compliance Audit.....	12
6.3. Assessment and Certification.....	13
7. Establishing a National Network of ACE Teachers/Trainers	13
REFERENCES	14

Leonardo Rey S. Cariño completed his Basic competency Assessor's Course and Trainer's Training Methodology Course from the Technical Education and Skills Development Authority (TESDA). He is involved in Lifelong Learning teaching TVET courses and is involved in Informal, Non-Formal and Alternative Cultural Education (INFACE Mindanao). He is an Executive Committee member of the National Committee on Cultural Education of The National Commission for Culture and the Arts. He is currently a faculty member and the community extension coordinator of the Ramon Magsaysay Memorial Colleges in General Santos City, Philippines.

Rigel John H. Rabago completed his degree in Psychology from the Centro Escolar University (Cum Laude) and his Master's in Business Administration from the University of The Philippines. He conducted Product Specification Training Coach for Yahoo Small Business Philippines for Call center Agents, one of the largest continuing adult education clients of the Philippines. He is currently teaching at the Business College of the Ramon Magsaysay Memorial Colleges in General Santos City.

1. Abstract

Poverty continues to plague a large segment of Philippine society. Poverty incidence in the country or the proportion of families with per capita income below poverty threshold increased from 28.1% in 1997 to 28.4 in 2004-an increase of 0.3 percentage points (Philippine TVET Outlook 2005-2010). This means that a growing number of people do not have capacity to provide for their basic needs more so to acquire education that will empower them to get a decent job and lead a better quality of life. The issue on access to education and training opportunities comes to fore.

The training and development of the Filipino workforce for skilled employment is provided mostly by Technical-Vocational Education and Training (TVET) institutions. There are 4,510 TVET providers in the Philippines today, 62% of which are private and 38% are public. Among the TVET providers mentioned, a total of 3,294 public and private schools and training centers are registered under TESDA's Unified TVET Program Registration and Accreditation System (UTPRAS). UTPRAS is a mechanism installed by TESDA to ensure that programs offered to the public are quality assured and comply with the minimum standards set forth by the government. On the other hand, 922 companies are participating in the apprenticeship and Learnership programs and likewise have their programs registered under the UTPRAS.

To date, the current pool of TVET trainers is estimated at 22,000. Qualifying the TVET trainers through the National TVET Trainer Qualifications Framework (NTTQF) is one of the major challenges in TVET. This falls under the programs of the National TVET Trainers Development Institute (NTTDI). This institute develops and implements an integrated program for continuing development of trainers, teachers and instructors.

Like other countries, many adult educators in the Philippines do not hold qualifications for their activities they carry out as part of their work. Their competencies are acquired at work, by informal exchange of ideas exchange of experiences, by reading etc. and not in formal learning settings that lead to qualification. The TVET trainer is central to the delivery of various TVET programs in the Philippines.

2. Introduction

The training and development of the Filipino workforce for skilled employment is provided mostly by Technical-Vocational Education and Training (TVET) institutions. There are 4,510 TVET providers in the Philippines today, 62% of which are private and 38% are public. Among the TVET providers mentioned, a total of 3,294 public and private schools and training centers are registered under TESDA's (Technical Education and Skills Education Authority) Unified TVET Program Registration and Accreditation System (UTPRAS). UTPRAS is a mechanism installed by TESDA to ensure that programs offered to the public are quality assured and comply with the minimum standards set forth by the government. On the other hand, 922 companies are participating in the apprenticeship and Learnership programs and likewise have their programs registered under the UTPRAS.

The TVET trainer is central to the delivery of various TVET programs in the Philippines. It is in this regard that the quality of technical education and skills training becomes crucial. Since the creation of both TESDA and the Commission on Higher Education (CHED) in 1994, the provisions of teachers and trainers that matches technological as well as the methodological challenges of the of the courses (or in TESDA's case sector or occupation training) being offered. Teacher training for Pre-service Teachers in elementary and high school is offered in college, and graduate and post graduate studies equip higher education instructors, the need for trainer's training methodology that matches TVET has become crucial and challenging. In the beginning, any adult educators in the Philippines do not hold qualifications for their activities they carry out as part of their work. Their competencies are acquired at work, by informal exchange of ideas exchange of experiences, by reading etc. and not in formal learning settings that lead to qualification.

When the Medium Term Philippine Development Plan (MTPDP), the government's roadmap to alleviate poverty for the greater number of Filipinos, was created, the National Technical Education and Skill Development Plan (NTESDP) was formulated though multi-sectoral participation. The NTESDP provides the framework that guides and unifies all TVET initiatives into a common trust that generates job and livelihood that shall alleviate the Filipino workers from poverty and propel economic growth for the Philippines. The plan focused on their key result areas: Improved Access and Equity in TVET, Improved Assessment and Certification and Enhanced Employability of TVET Graduates.

This paper takes a look into the TVET Trainer's Development Paradigm and the competencies needed to be mastered in the four qualification levels of the TVET trainers in The Philippine TVET Trainer's Qualification Framework as a consequence of formalizing the Adult Continuing Education in the Philippines.

3. An Overview of the Philippine Education System

Before becoming the truly sovereign state in 1946 when the American granted the Philippines independence, educational institutions in the Philippines have been organized. Under Spain, institutions of higher learning were founded by the religious order (The oldest university in Asia, the University of Sto. Tomas (UST) was founded by Dominicans). More institutions of Learning (Public elementary and high school, school of arts and trade, agricultural school, commerce and marine institutes were created by the Americans. Albeit, foreign in structure, education in the Philippines have been formalized since the colonial times.

In 1947, by virtue of Executive Order No. 94 the Department of Education was created. It was in this period when regulation of both public and private schools belonged to the Bureau of Public and Private schools. In 1972, it became the Department of Education and Culture, and in 1978 it became the Ministry of Education and Culture, The Education act of 1982 (Parliamentary Bill No. 524/Batas Pambansa Blg. 232) created the Ministry of Education, Culture and Sports which Later Became The Department of Education, Culture and Sports (DECS) The Structure remained unchanged until 1984 when The Commission for Higher Education (CHED) and The Technical Education and Skills Development (TESDA) were established to supervise the tertiary degree program and the Non-degree Technical-vocational programs respectively.

The trifocal education system refocused DECS' mandate to basic education, which covers elementary, secondary and non-formal education, including culture and sports. TESDA now administers the post secondary middle level manpower training and development While CHED is Responsible for higher education.

(source: <http://www.deped.gov.ph/aboutdeped/history.asap>)

4. Lifelong Learning in the Philippines

In his book "Technology Education in the Philippines", Fedeserio Camarao stressed that "education is vied as a dynamic process of increasing one's onowledge and skills and of developing desirable attitudes and values essential for useful, productive, wholesome and responsible membership in society." Education consists of two components, General and specialized education.

General Education include basic competencies such as reading, writing and being able to do tasks such as communicating, measuring and many more knowledge and skills for effective and creative living. Specialized education is an educational program for meeting the interests and specific or special needs of people.

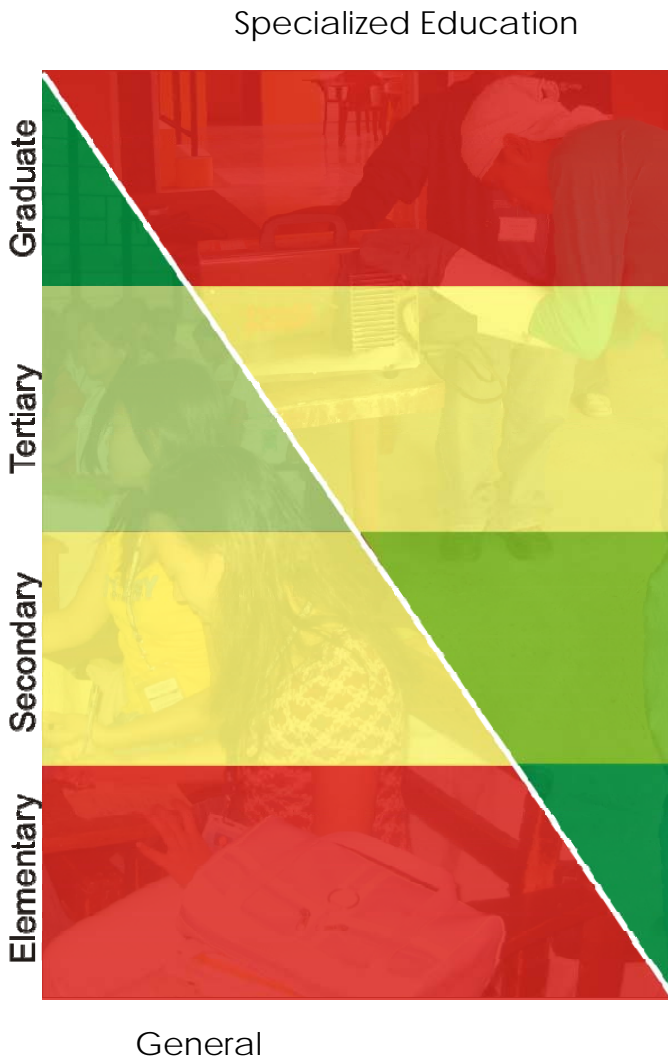


Figure 1 General and Specialized Education Mix
 "Technology Education in the Philippines", Fedeserio

In figure 1 we see that as an individual grows older, the need for specialized education increases as general education decreases. The Model here is interpreted as the illustration of the proportions of learning contents. But the same model could also be used to illustrate the proportion of the number of people educated in both general, Traditional schooling and Competency based Training. It has been observed that in the Philippines, out of ten students who enter first grade, only one will be able to graduate college. Where do the other nine go? They go to the easiest trade skill they can learn.

In the pre-colonial Philippines, education was informal, unstructured and devoid of methods-children were provided with vocational training and less in academics by their parents and in the houses of tribal tutors (Bilbao p. 144). Incidentally, this system survived and has become the methods of acquisition of skills by many adults in the Philippines. Most children especially in the rural areas take on the trade of their parents.

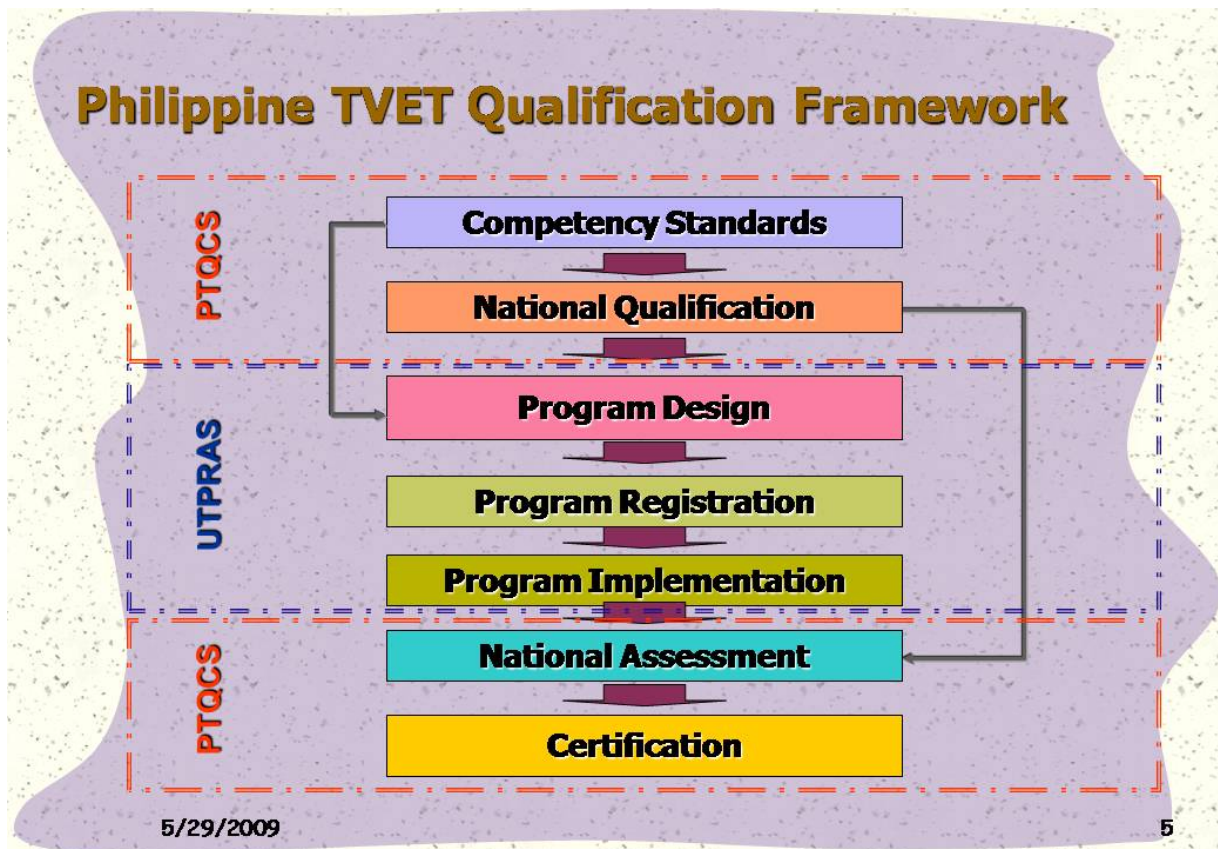
Until the devolution of TESDA into an authority, The acquisition of the necessary Knowledge, skills and attitudes belonged to the non formal-informal stream and was never standardized into a national certification (NC) hence, one may have the technological skills level of an NC IV but could not be certified, resulting to under employment on one hand or stay unemployed.

Tech-Voc education in the Philippines as designed by TESDA, uses the dual mode of delivery: in-school and in the production plant. In this regard, trainers/teachers in Lifelong learning in the Philippine Technical Vocational Education and Training (TVET) should be skillful in both range of jobs in a given occupation and a person who is competent in the delivery Technical/vocational training and system that have the following principles:

1. Training is based on curriculum developed from competency standard
2. Learning is competency-based or modular in structure
3. Training delivery is individualized and self paced
4. Training s based on work that must be performed
5. Training materials are directly related to the competency standards/curriculum
6. Assessment is based on collection of evidences of work performance based on required industry/organizational standards
7. Training is based both on and off the job
8. System allows for recognition of prior learning (RPL)
9. System allows learners to enter/exit at different times/levels and receive an award for competencies attained at any point
10. Approved training program are nationally accredited

5. Philippine TVET Qualification Framework (PTQF)

When TESDA Began standardizing the competencies, TESDA convened the combined expertise of the four stake holder agencies in technical Vocational education: The Authority (TESDA sector), The Department of Labor and Employment (Representing the government), The Academe and the Industry (sectoral), Thus coming up with the National Competencies. The delivery of technical education as people need to retool and/or measure the competency of their prior learning (for those who have been practicing a range of jobs in an occupation), or learning/acquiring new skills (for first time learner) now falls in the mechanisms of the Philippine TVET Qualification Framework (PTQF).



The PTQF nationally promulgated is a quality assured structure used as a platform for giving recognition to the attainment of knowledge, skills, attitudes and values along the middle skills occupation. This serves to rationalize all TVET or middle level skills occupation to a nationally recognized qualification.

Qualification in this framework is a recognition of achievement of a group of units of competency that 1. Meet the industry requirement for useful work, and 2. the PTQF descriptor for National Certificate (NC) I, II, III and IV. Along with this, the Philippine TVET Trainers Qualification Framework PTTQF should also run to complement this rationalization.

5.1. The Philippine TVET Trainers Qualification Framework (PTTQF)

Section 23 of the republic act 7796 provides that the Authority, the Technical Education and Skills Development Authority (TESDA) shall design and administer training programs and schemes that will develop the capabilities of public and private institutions quality cost effective. These shall include teacher/ trainer's training.

On a TESDA board Meeting, in February 5, 2004 Resolution no. 2004 03 known as "Adoption of Philippine TVET Trainer's Qualification Frame work (PTTQF)" was approved and adopted as

purported to guide the development and recognition of qualifications of the trainers in the Technical-Vocational Education and Training (TVET) Sector.

As a consequence, The National TVET Trainers-Assessors Development Program was implemented in a four-phased mechanics of implementation that involved a series of activities designed to fully qualify TVET Trainers and allow for the acquisition of the Trainers qualification and accreditation as competency assessors.

Trainer qualification in the PTTQF is leveled from I to IV (from Trainer 1 to Mentor/Master Trainer). This qualification level is a combination of competencies in technology and methodology/professional streams. The technology levels follow the PTQF (Philippine TVET Qualification Framework), a system of Assessment and certification for workers. Furthermore, a Trainer should have a National Certificate (NC) higher than the qualification level of the trade he/she is teaching. A TVET Trainer should be certified in at Least NC 2

5.2. TVET Trainers Development Competencies

In 2002, the Philippine Government and the Asia Development Bank embarked on what is now known as the Technical Education and Skills Development Project (TESDP). This is a project done in consultation with experts from Australia developing course ware, Training standards and learning materials for both technical education and trainer's education.

By 2006, The adaptation of The Philippine TVET Trainers' Qualification Framework (PTTQF) was adopted stating "TVET Trainers who are already teaching tech-voc programs are given up to December 2007 to comply with at least TQ1 of the PTTQF.

There are four qualifications in TVET trainer's training: TQ1 (Trainer1), TQ II (Trainer2), TQ III (senior Trainer) and TQ IV (Mentor/Master Trainer). The competencies required in the qualification levels in TVET are a combination of Technological and methodological competencies. The minimum technological competency required upon entry to PTTQF is National Certificate (NC) II.

5.2.1. TQ 1. *Trainer I*

The training module for TQ 1 qualification is TM+. This training is a combination of a trainers' (TM) and assessor's (AM) methodologies with 6 units of (Core) competency (4 for TM and 2 for AM). The UCs for TM are (1) Plan Training Session, (2) Deliver Competency Based Training (CBT), (3) Conduct Competency Assessment, and (4) Maintain Training Facilities. Each candidate for TQ1 will be assessed and are required to acquire competency in AM which include (1) Plan Assessment and (2) Conduct Assessment. A TQ I Trainer is qualified to teach in NC I and II.

5.2.2. TQ2. Trainer II

The second qualification level is TQ II. Those teaching in NC II must at least have the Trainer II qualification. A TQ II trainer must have been practicing the four units of competency in TM+ and in addition to these he or she must have the following common competencies as (1) Perform Work Safely, (2) Use Audio Visual and Multimedia Equipment, (3) Use Personal Computer in Educational Technology, (4) Conduct Career Counseling Session, and (5) Conduct Feedbacking Session. Basic competency such as (1) Communicate with Individuals and Groups, (2) Work in Team Environments, and (3) Apply Work Ethics and Values. Note that TQ II trainers teach NC II students.

QUALIFICATION LEVEL/TITLE	COMPETENCIES	
	TECHNOLOGY	METHODOLOGY
TQ IV MENTOR/MASTER TRAINER	Highest Level	TM IV
TQ III SENIOR TRAINER	NC IV Minimum	TM III
TQ II TRAINER II	NC III Minimum	TM II
TQ I Trainer I	NC II Minimum	TM I (Entry)

5/28/2009 Presented by ED Elmer K. Talavera, General Directorate Conference, February 25, 2004 Prepared by Alfonso P. Francisco and Joseph Allen L. Simon

5.2.3. TQ3. Senior Trainer

TMIII has seven units of competencies: (1) Prepare Training Programs, (2) Develop Training Curriculum, (3) Develop Instructional Materials, (4) Apply ICT in Training Delivery. (5) Design Assessment Tools, (6) Plan Competency Assessment, and (7) Organize training resources. It has four common Competencies: (1) Maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize work. Lead Learning Work Place communication, Lead Work Teams, and Solve Training Related Problems as basic competencies. TQ III trainers are qualified to teach NC II and must have NC III Technological Qualification

5.2.4. TQ4. Mentor/Master Trainer

The highest Trainer qualification is TQ IV. A mentor/Master Trainer must have mastered the technological and methodological competencies of TM I, II, and III along with these new core Competencies (1) Design Training Programs, (2) Prepare Project Proposals, (3) Prepare instructional Training Plans, (4) manage Technology-based Instructional Materials Development, (5) Supervise Maintenance of Training Facilities, (6) Develop Assessment System, (7) Assess Trainer Performance, (8) Communicate with Subordinates and Superiors, (9) Design Marketing and Promotion Program, (10) Supervise Instructional Delivery.

TVET Trainers Development Paradigm			
TM I	TM II	TM III	TM IV
<ol style="list-style-type: none"> Plan Training Session Deliver Competency Based Technical Vocational Education and Training Conduct Competency Assessment Maintain Training Facilities 	<ol style="list-style-type: none"> Plan Training Session Deliver Competency Based Technical Vocational Education and Training Conduct Competency Assessment Maintain Training Facilities 	<ol style="list-style-type: none"> Prepare Training Programs Develop Training Curriculum Develop Instructional Materials Apply ICT in Training Delivery Design Assessment Tools Plan Competency Assessment Organize Training Resources 	<ol style="list-style-type: none"> Design Training Programs Prepare Project Proposals Prepare Instructional Training Plans Managed Technology-Based Instructional Materials Development Supervise Maintenance of Training Facilities Develop Assessment System Assess Trainer Performance Communicate with subordinates and Superiors Design Marketing and Promotion Program Supervise Instructional Delivery Provide Professional Development
	<ol style="list-style-type: none"> Perform Work Safely Use Audio Visual & Multi-Media Equipment Use Personal Computer in Educational Technology Conduct Career Counseling Session Conduct Feedbacking Session 	<ol style="list-style-type: none"> Maintain Professional Competence Undertake TVET Research Practice Quality Management Plan and Organize Work 	<ol style="list-style-type: none"> Maintain Professional Competence Undertake TVET Research Practice Quality Management Plan and Organize Work
	<ol style="list-style-type: none"> Communicate with Individuals and Groups Work in Team Environment Apply Work Ethics and Values 	<ol style="list-style-type: none"> Lead Learning Workplace Communication Lead Work Teams Solve Training-Related Problems 	<ol style="list-style-type: none"> Utilize Specialist Communication Skills Develop Teams Solve Training-Related Problems

The Common Competencies are: (1) maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize Work. The Basic Competencies are (1) Utilize Specialist Communication Skills, (2) Develop Teams, and (3) Solve Training Related Problems. TQ IV Trainers are the only experts allowed to teach in PTTQF.

Note that finishing the four Trainer's Training Methodology opens another opportunity for trainer's in lifelong learning- not only that they become competent and have opportunities teaching technological skills at all NC Levels, the opportunity to teach in TM opens.

Teachers and trainers in TVET should be practitioners of a sector/skill. Each skill of these sectors are measured, assessed and certified into competency standards established by four bodies who designed the national Competencies: The TESDA Sector, The Department of Labor and Employment (Representing the Government), The Academe and the Professional league of the corresponding Skill/sector.

Note that finishing the four Trainer's Training Methodology opens another opportunity for trainer's in lifelong learning- not only that they become competent and have opportunities teaching technological skills at all NC Levels, the opportunity to teach in TM opens.

Teachers and trainers in TVET should be practitioners of a sector/skill. Each skill of these sectors are measured, assessed and certified into competency standards established by four bodies who designed the national Competencies: The TESDA Sector, The Department of Labor and Employment (Representing the Government), The Academe and the Professional league of the corresponding Skill/sector.

The National Certificate is also leveled according to the competency standards/qualifications: NC I, II, III and IV. The components of a qualification comprise the following units of competency in an industry: Tool units of Competency, common units of competency, core units of competency and elective units of competency.

6. Quality Assurance Mechanisms

Aside from qualifying the TVET Trainers through the Philippine TVET Trainer's Qualification Network (PTTQF) to ensure standards are met and quality is maintained, there are other quality assurance mechanisms employed. The Use of the Training regulations, Compliance Audit in TVET Program Registration and Assessment and Certification are conducted

6.1. Use of the Training Regulations

The training regulations consist of the competency standards, training standards and assessment and certification arrangements. It also spells out the parameters of ensuring quality in the delivery of a TVET program. The training regulations serve as the basis for the development of curriculum and instructional materials and competency assessment packages for competency based technical and skills development. Training regulation development spells out how crucial the partnership of TESDA and the industry groups. This partnership ensures that TR development process is conducted and competency standards are responsive to industry requirements.

6.2. Conduct of Compliance Audit

The registration of TVET programs under the Unified TVET Program Registration and accreditation system is mandatory to ensure quality and adherence to set standards of TVET provision. Ideally programs should be registered under WTR (With Training Regulation) status in accordance with the promulgated TRs. All Programs under NTR (No Training Regulation) status shall be reregistered under WTR status to ensure that they comply with the standards

contained in the appropriate TRs. The conduct of the compliance audit is regularly being done to ensure that TVET Programs offered by institutions remain compliant to the standards set in the registration system.

6.3. Assessment and Certification

Assessment and certification measure the competencies of learners in TESD. Accreditation of more assessors, rolling out of assessment packages, qualification of TVET trainers as assessors, recognition/accreditation of National Assessment Boards across various sectors are the demands for assessment services in TESD.

7. Establishing a National Network of ACE Teachers/Trainers

To ensure the delivery of Job ready graduates, interventions aimed at enhancing the competencies of TVET trainers in both public and private TVET institutions have been designed. The TESDA Circular number 05, series of 2006 which state that TVET trainers who are already teaching tech-voc programs are given up to December 2007 to comply with at least TQ1 of the PTTQF has been circulated. Training programs are conducted to enable them to be certified in the trade area they are teaching as well as upgrade their teaching skills.

Qualifying the TVET trainers through the Philippine TVET Trainer Qualification Framework is one of the major challenges in TVET. A number of TESDA Memorandum, Orders and Advisories were issued to necessitate the certification and qualification of all of the 16,903 TVET trainers from public and private TVET institutions throughout the country. Beginning in 2006 a total of 4,000 trainers underwent the National TVET Trainers and assessors qualification program transforming these trainers from “No Training Regulation (NTR)” to “With Training Regulation (WTR)” status. To date, the current pool of TVET trainers, who are central in the delivery of TVET in the country, reached 16,903. Of the total, 1,300 (7.69%) are TESDA trainers who are currently manning TESDA’s network of 121 technology institutes. The remaining 15,603 (92.31%) are employed in other public and private institutions.

In the premise that only 18% of the estimated TVET trainers have been trained as of December 2007, The National TVET Trainers Academy (NTTA) and the Competency Assessment and Certification Office fast tracked the Implementation of NTTAQP. As of December 2008 the Total of 8,112 (31%) has been Certified as TQ1/AQ1. By the 1sr quarter of 2009, The NTTAQP report showed that the figure has already reached 11,663 (68.99%). Hopefully by the end of this year, all of the 16,903 TVET instructor shall be certified TQ1/AQ1.

REFERENCES

Bilbao, Purita P. *The Teaching Profession*. Manila: Lorimar Publishing Co., Inc. 2006.

Camarao, Fedeserio C. *Technology Education in the Philippines*, Manila: National Bookstore, 2002.

Lucas, Maria Rita D and Brenda B. Corpus. *Facilitating Learning: A Metacognitive Process*. Manila: Lorimar Publishing Co., Inc. 2007. TESDA and CHED Project Publications

The Philippine TVET Outlook 2005-2010, Technical Education and Skills Development Authority in Conjunction with the Commission on Higher Education, 2005

Republic acts, laws and executive order

Executive Order 358. “*To Institutionalize Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)*”. September 15, 2004.

Republic Act No. 7796, “*An Act Creating the Technical Education and Skills Development Authority*”, August 25, 1994.

<http://www.deped.gov.ph/aboutdeped/history.asap>

Interviews:

Alegado, Glen, *Technical Consultant and School Administrator*, Ramon Magsaysay Memorial Colleges, Koronadal City, Philippines, May 26, 2009

Del Rosario, Artemio, *Regional Training Officer*, TESDA Region XII, Tesda Office, General Santos Drive, Koronadal, South Cotabato, Philippines, May 27, 2009

Francisco, Alfonso P. *Senior TESD Specialist*, National TVET Trainer’s Academy, Sta. Elena Drive, Marikina City, June 2, 2009.

Taroy, Anabelle C, *Regional Officer*, TESDA Region XII, Tesda Office, General Santos Drive, Koronadal, South Cotabato, Philippines, May 27, 2009.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Atanacio Panahon II

ADULT EDUCATION IN LIFELONG LEARNING AND THE NEED TO PROFESSIONALIZE THE RANKS OF STAKEHOLDERS: THE ASIAN PERSPECTIVE

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0910.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Asia: A Great Diverse Culture In Great Need of Adult Education.....	4
2. Need to Address Basic Issues Affecting Adult Education in East Asia.....	4
3. Europe and Asia: Areas of Divergent Emphasis	6
4. Professionalising Asian Adult Education: A Formidable Challenge	7
5. Developing Strategic Approach to Professionalise Adult Education Practitioners.....	7
6. Adult Education in a Learning Society in Asia	10
REFERENCES	11

It is an honor and privilege for me to address this conference of distinguished academics and observers from Asia and Europe, who all share a common interest on a topic of high impact and relevance to both continents. Within the context of lifelong learning, the extension of education and training opportunities to “second-chance” adult learners as well as those seeking to enhance their post-school knowledge and skills is deemed crucial in attaining the noble goal of Education for All and achieving respectability, if not competitiveness, in the global community. Being both a practitioner and a teaching professional in a leading university in the Philippines, I take this profound principle to heart and its effective implementation as a matter of advocacy and opportunity.

1. Asia: A Great Diverse Culture In Great Need of Adult Education

Nowhere is adult education in its broad context deemed more critical than in Asia, where high population growth with significant level of adult illiteracy still exists. The great continent is home to a wide diversity of cultures, languages, and socio-political beliefs. It is the continent where five of the most populous countries (i.e. Bangladesh, China, India, Indonesia and Pakistan) in the world are located. These countries alone account for almost half of the planet's population and contribute to three-quarters of non-literate adults in the world (Ahmed, 2009). Without access to proper education, a greater number of people in this part of Asia stand to be socially and economically excluded in the long run.

In east Asia, the area where I come from, globalization, labor migration, economic structural shifts (from farming to industry to services) and generally higher pace of economic activity are some of the issues that justify and call for a more responsive adult education policy. Such policy should, among others, stipulate the upgrade of skills and competencies of teachers and trainers in adult education in the light of the aforesaid developments. The growing competitiveness of the east Asian economies should not be stalled by any weakness of the educational system to match the knowledge and skills demanded by new industries in the global economy.

2. Need to Address Basic Issues Affecting Adult Education in East Asia

One of the most contentious issues in adult education pertains to how the term "adult education" is understood by different societies, in Asia, Europe and elsewhere. In the Philippines, for instance, adult education is historically linked to popular education, suggesting a notion that teaching non-literate adults at grassroots level, who are unable to enter the formal education system, is the empirical representation of the term. In fact, prior to the 1986 People's Power Revolution, the years of struggle against a dictatorial regime witnessed the proliferation of the leftist intellectuals effectively handling the teaching (indoctrination) of peasant farmers in the countryside (De la Torre, 2007). For a while then, the Philippine version of adult education had taken a character that is progressive and liberal in the mold of Paulo Freire's education philosophy.

Up to the present, an accurate definition or classification of adult education for policy and academic research is generally considered tentative, if not elusive, for most countries in Asia. To my understanding, this fundamental debate on what constitutes adult education prevails in the academic circles of Europe as well. This phenomenon essentially stems from the fact that areas where adult education is obtaining are patently diverse and pervasive: schools, local communities, corporate sector, government agencies, churches, or even tribal areas. There is a high level of diversity with respect to policies, goals, strategies, program methodologies largely tailored according to the target learners. To this extent, all attempts placing adult education under one common denominator remain quite a big challenge (Przybylska, 2008).

The terms “adult education”, “adult literacy”, “continuing education” and “adult learning”, among others, have been used interchangeably in actual discourse and various literature. I do not intend to belabor on the conceptual distinction between and among these terms. Suffice it to say, however, that the term “continuing education” has come out as the preferred category to describe the education of adults in most countries, including the Philippines (Edralin, 1999). In the Asian context, adult education is more clearly understood for what it is not. It is a learning activity that does not fall under the structured curriculum-based primary, secondary and tertiary education leading to an academic degree. In a lifelong learning continuum, adult education, in its varied form and context and depending on the context and object of application, may then be considered as a support, substitute, supplement or complement to formal education. Teaching the Mangyans, the indigenous tribal people of Mindoro (Philippines) about communication skills under coconut trees and training Makati-based young professionals on Six Sigma quality improvement method in the swank lecture halls of our Makati campus are perfunctorily considered as adult education activities, although their respective pedagogy, learning premise, teacher qualifications/credentials, content and quality are decidedly made different so as to achieve the “right fit” according to learning objectives and target learners.

The network of agencies, institutions and individuals involved in adult education with their own policies, programmes and methodologies impacts significantly on the character and trajectory of lifelong learning in general and adult learning in particular in any given society. In certain instances, these institutions and agencies can work at cross purposes due to possible “turf” protection and/or as a result of political dictates. In the Philippines, the continuing education requirements of licensed professionals are under supervision and control of the Commission on Higher Education (CHED) and Professional Regulation Commission (PRC), while the extension of learning opportunities for non-literate children and adults to achieve basic and functional literacy is the primary concern of the Bureau of Alternative Learning Systems (BALS). On the other hand, all activities related to technical and vocational education and training (TVET) remain the responsibility of an agency called Technical Education and Skills Development Authority (TESDA).

Another issue that needs to be settled is the differing contexts and priorities that characterize adult education across Asia. In low literacy countries, the focus is with respect to addressing basic literacy, despite the Jomtien 1990 declaration of a broadened vision that includes cultural expressions, human rights and responsibilities and equipping for active citizenship and links adult education as a key component of lifelong learning. On the other hand, countries that have attained advanced basic education such as the Philippines, Indonesia, Malaysia and Thailand have already begun to diversify the scope and range of adult education in their respective territories.

3. Europe and Asia: Areas of Divergent Emphasis

While Europe has taken adult education in the context of lifelong learning as a major policy thrust to ensure its knowledge-based competitiveness in the 21st century, the Asian region is just now grappling with the significance of the concept – albeit taken in different degree of intensity in terms of policy and program implementation. Being largely catch-up economies in contrast to the more developed European counterparts, most of these countries have yet to take a strong policy shift towards the realization of lifelong learning society where people display competencies in knowledge, skills and attitudes benchmarked to global standards.

The European adult education has largely assumed the nature of continuing education that supplements or enhances early education, while in Asia, the undertaking continues to focus itself by and large on eradicating, if not, mitigating basic adult illiteracy. Strategies and programs in Europe are geared towards equipping the adult population to meet the requirements of a competitive global knowledge economy. On the other hand, a large part of Asia continues to pursue adult education activities along the line of basic literacy and numeracy skills.

Just the same, there is a need to upgrade adult education programmes in Asia in the context of lifelong learning. Basic literacy which has been the traditional mark of Asian adult education should be integrated with knowledge, skills and attitudes that would make adult learners more productive and competitive members of society. Such fundamental reform calls for a policy shift at national and regional levels and realignment of institutions working in the field of adult education. The degree of sophistication in policy shift does not have to emulate the European formula, but Asia will gain a lot from benchmarking some elements of reform and looking at best practices documented by European research.

A great hurdle against upgrading adult education in terms of content, methodologies and objectives lies in the fact that in East Asia alone, some 124 million adults still lack basic literacy and numeracy skills, of which 71 percent are women (Ahmed, 2009). It is a stark figure that the region has to contend with made more worrisome by implied bias against the female population in the delivery of education services. The immediate need of overcoming this problem to meet the goals of Education For All (EFA) by 2015 coupled with funding constraints can drag down any good intention to broaden the scope, content and goals of adult education and bring them close to or at par with adult education system already prevailing in developed countries.

The good news, however, is that East Asia as a whole has already notched great strides in improving literacy rate: from 82 percent in 1985-1994 to 92 percent in 1995-2004. China, having contributed largely to this improvement with increased primary education enrolment, focused adult literacy campaigns, and installation of more learning facilities throughout the country, ironically serves as home to more than 85 million illiterates (Ahmed, 2009).

4. Professionalising Asian Adult Education: A Formidable Challenge

The professionalisation of teachers and trainers in the field of adult education is of utmost concern in the Asian lifelong learning landscape. Even in the absence of adult education program upgrade, UNESCO observes that professionalisation of key adult education personnel remains neglected (Ahmed, 2009). In another study on the professional development of teachers and trainers in Asia-Pacific region, lack of support is quite apparent in the adult and pre-school sub-sectors of education, where limited professional development opportunity is given to teachers, trainers, facilitators and specialists (International Reading Association, 2008). This issue stems from an array of factors which in some areas are mutually reinforcing. For instance, the lack of coherent government policy makes adult education “secondary” only to formal education. In turn, what the sector attracts are personnel who devote their full time in adult education profession but do not have the competence, much less the necessary qualifications, to handle the requisite tasks or activities. Those competent and qualified move to other professions or to some upscale private learning centers lured by the prospects of higher prestige and better compensation. To exacerbate this situation, the bar of qualifications is made lower so as to bring in teaching personnel to accommodate more adult learners. The irony is not lost in this instance, as the skills in teaching adults in any case should be considered similar to, if not even higher than, those demanded in primary or secondary education.

Adult education in a broader context that includes continuing professional education (CPE) should not suffer from shortage or lack of standards, criteria, and expertise which in certain instances allow adult learners to backslide into irrelevance or illiteracy. Government policy should never be ambiguous in defining adult education as a crucial element in overall education system of the nation. The case of Thailand should be worth mentioning: The country has initiated several policy measures designed to integrate formal, non-formal and informal education in a lifelong learning continuum. As a concrete expression of this strategic move, the budget support to reform non-formal and informal education as a way to promote lifelong learning has been made comparable to that in the formal education system (Ahmed, 2009).

Indeed, adult education within the overall framework of lifelong learning will have to seek its own respectable position in the educational system of developing countries in Asia. There is no doubt that adult education and its variant, continuing education, serve a critical gap in the lifelong learning continuum. A fundamental element of this thrust towards respectability involves the professionalisation of all stakeholders in this sector.

5. Developing Strategic Approach to Professionalise Adult Education Practitioners

What then should be the context of professionalisation of actors in adult education given the diverse cultures, languages, economic structures, political systems and adult learning programmes themselves prevailing in the East Asian region? How will policy reform be formulated in promoting such efforts at professionalisation,

considering the conflicting forces of globalization going against the call towards individualization and localization? Can implementation of such reform be carried out in the midst of financial constraints and budget priorities?

Similar to that of their European counterparts, the profile of actors in Asian adult education needs to be upgraded. Even as there is no east Asian country yet offering a degree course in adult education or lifelong learning, training modules on the teaching of adult learners delivered both online and under classroom setting may be introduced and continuously upgraded under the auspices of education ministries and leading higher education institutes. Completion of these modules should be acknowledged in a form of certificate issued by the appropriate training agency or institute. The quality of such modules while contextualized to reflect local setting shall be benchmarked to quality standards established in more advanced societies, such as Europe.

Admittedly, no homogeneous professionalisation plan can be made effective across Asia precisely on account of intra-regional diversity. Even within a given country, professionalising the staff working in urban centers for adult learning should be viewed differently from where basic and functional literacy at grassroots level is the primordial consideration. For one, the divergence on demand for teaching sophistication and level of expertise is quite apparent. Any such plan should be reflective of the unique character and requirements of a country's adult education programme and consistent with the latter's role of being a supplement or support to formal education system. What should perhaps be a common element across region covering different types of adult learners would be the inculcation of value system grounded on universal virtues such as honesty, justice, equity, benevolence and the like. Teachers and trainers should first and foremost profess adherence to those values and undergo a workshop on the implied benefits of such values to active citizenship so as to make them better integrators in the learners' gradual transformation into ethical, competent and able citizens of a nation.

The fact of increased globalization at virtually all fronts continues to put pressures, both positive and negative, on a country's education system. Since a policy of economic and political autarky is deemed passé among all countries, meeting the challenges of globalization becomes an immediate concern of adult education programme. While an advocacy to empowering minorities and non-literate adults through learning implies greater emphasis on the individuals and the localization of teaching approach, the same should not negate the importance of benchmarking efforts at adult learning towards a set of national, regional or even international standards. Hence, teachers, trainers and facilitators in adult learning should be adequately equipped in the sharing of knowledge and skills where learners can easily come to grip with threats and opportunities beyond their own parochial setting. At the minimum, adult education practitioners in countries experiencing high labor migration such as Indonesia and the Philippines should have a good understanding of cross-cultural dynamics so as to make outgoing workers adjust easily in host countries and reintegrate themselves seamlessly back in their own country upon return.

Admittedly, TVET programmes in developing countries have enhanced the skills of workers from out-of school youth (OSY) and adult sectors, yet much has still to be done in terms of developing managerial and entrepreneurial skills for those wishing

to further their desired capability. It can be argued that developing economies need a strong and increasing pool of entrepreneurs who can be relied upon to create job opportunities to those joining the labor markets. The case for the Philippines is very evident: returning overseas workers with substantial savings have been confronted now and then with issues on what relevant businesses they can start back home. Equipping these workers through adult learning programs can indeed help them make informed decision and launch a chosen business with the right set of skills and know-how. This then serves as another area where the rank of actors in adult education may enhance their competence and capability. Of particular relevance to Asian adult learners is a learning module that is designed to overcome the apparent timidity and non-assertive tendency among Asians. Leadership and entrepreneurship will only prosper in an environment where assertive, articulate and self-confident individuals are developed.

An issue that draws singular attention in the discussion on how to professionalise adult learning pertains to the role of higher education institutes (HEIs). Direct participation of colleges and universities in adult education outside the degree-granting tertiary education program has been rather limited across Asia. There are several reasons to this weak involvement in adult education - some structural, others historical in nature. Yet, a study has shown that HEIs, particularly those in the private sector, can serve as a strong exponent of adult education (Arokiasamy & Fook, 2008). For one, its formal setting can lend prestige to efforts at enhancing the image of adult learners. Likewise, there is a great reservoir of expertise and knowledge that HEIs can make available to backstop any adult learning undertaking. Participation of HEIs in adult education may range from acting as research entities on pedagogical approaches and content design for adult learning, to actively training adult education practitioners, to serving as direct facilities for "second-chance" learners.

Professionalisation of adult learning requires continued innovation in pedagogical approach and delivery system. One area where the Philippines has achieved significant progress is in the area of providing mobile alternative learning systems (ALS). In this system, facilities and service providers of adult learning are brought to where they are needed. Non-government organizations (NGOs), whose personnel are deemed more competent than those from the public sector, are hired by the government to undertake the delivery of adult learning in modules. These mobile learning centers specialize in life skills programs based on a curriculum that contains five learning strands: communication skills; problem solving and critical thinking; sustainable use of resources; development of sense and a sense of community; and expanding one's world vision. The mobile learning delivery system has come to complement the gradual rise of online or distance education system catering. The former caters to the marginalized members of society while the latter is geared towards clientele seeking further education beyond secondary level without leaving their workplace or place of abode.

That most daunting issue on hand for adult education policymakers, administrators and practitioners in developing countries refers to financing. When adult education is not appreciated as playing a crucial role in molding people to active citizenship, public funding support would be difficult to obtain. Admittedly, one of the drivers to professionalize adult education is the provision of adequate funding, whether it comes from public or private sources. A chronic lack of such funding spells an almost

zero leeway by which one can introduce reform, and therefore professionalisation at increasing level of sophistication.

Where public fund is deemed limited, the government should stimulate greater participation of the private sector. Tax breaks to corporations sponsoring specific in-house or external education and training of its employees should be encouraged. Duly-accredited private learning centers that offer skills upgrade program for professionals and technicians and those contracted by the government to reach out to OSY and non-literate adults should likewise receive government fiscal incentives.

In any case, quantity should not substitute for quality. Poor quality of adult learning inputs results in inferior outputs (graduates) – something that is anathema to attempts at professionalisation. Quality control in the Philippine adult learning system is well established and subjects itself to continued improvement. At present, BALS which handles basic and functional literacy programmes for OSY and adults has established an Accreditation and Equivalency (A&E) evaluation system, allowing its graduates to possibly get admitted to tertiary education and to appropriate job posting. On the other hand, CHED has a quality control mechanism called Expanded Tertiary Education and Equivalency Accreditation Program (ETEEAP) for adult learners who enter a special programme that a tertiary education institute offers. This allows such schools to grant a degree to applicants based upon documented proof of knowledge, skills, values and attitudes acquired through both learning and work experience.

6. Adult Education in a Learning Society in Asia

Adult education in the long run has to be taken in the context of developing a learning society, consistent with the general notion that human resource development is key to Asian prosperity and sustainable development. The practitioners in adult education enterprise will have to keep themselves abreast with the demands of such a learning society where acquisition of appropriate knowledge and skills serves as the primary driver in asserting its global competitiveness.

The collaboration efforts with European counterparts in terms of joint research efforts, idea exchange and best practices cannot be overemphasized. The ASEM Hub on Lifelong Learning is therefore serving the critical needs of Asia for its education reform, human resource development and economic progress.

My congratulations to all the participants of this worthy conference and I look forward to a mutually-rewarding exchange of ideas on the professionalisation of adult education in lifelong learning with those who are here present.

REFERENCES

Ahmed, Manzoor (2009). *The State and Development of Adult Learning and Education in Asia and the Pacific*, UNESCO Institute for Lifelong Learning, Hamburg.

Ariokasamy, Lawrence and Fook, Ong Seng (2008). "The Role of Private Higher Educational Institutions in Promoting Formal Lifelong Education in Malaysia", *The Journal of International Social Research*. Turkey

De la Torre, Edicio (2007). *Organization and Financing of Adult Education in the Philippines*, Education for Life Foundation, Manila.

Edralin, Divina (1999). *Continuing Professional/Technical Education in the Philippines*, De La Salle University, Manila.

International Reading Association (2008). *Status of Teacher Education in Asia Pacific*, UNESCO, Bangkok.

Przybylska, Ewa (2008). "Pathways to Becoming an Adult Education Professional in Europe", *Qualifying Adult Learning Professionals in Europe*, W. Bertelsmann Verlag, Bielefeld.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Prakash Uthaya

Workshop II: Teachers and Trainers between Responsibility and Accountability

**Topic : Teacher/Trainer's Responsibility and
Accountability : Setting the Right Mindset**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0911.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Workshop II: Teachers and Trainers between Responsibility and Accountability

Topic : Teacher/Trainer's Responsibility and Accountability :

Setting the Right Mindset

Prakash Uthaya

"Teaching is not just a job. It is a human service, and it must be thought of as a mission by Dr. Ralph Tyler"

The paper focuses on creating awareness among teacher/trainers to understand their roles and responsibility aligned with a positive and right mindset. Positive mindset puts us on the right path that escorts us to success. Generally having the right mindset towards lifelong learning is like a half battle won. First and foremost it's the teacher/trainer's willingness to bear the responsibilities in line with ethical standards. Job appreciation and value for the profession highly determines the continuous professional development of trainers and trainees in lifelong learning. Open-minded, understandings, considerate, professional, goal-oriented and supportive are some of the key elements of trainers that undeniably lead to success and satisfaction in lifelong learning.

Learning starts when fetus reacts to rhythm and movements of its surroundings and it goes on and on. It is endless. Everyday and in every situation through many people we meet in our daily life, there is a new thing that we learn either in a direct or indirect way. With regards to this, who is responsible to ensure the students and trainees learn in their life? A teacher and trainer should shoulder this responsibility and clearly understand the needs and purpose of the learning. In my opinion, a teacher and trainer should define their responsibility which has to be in line with ethical standards.

Firstly trainers/teachers have to realize the meaning of life-long learning and their exact roles in developing people. What are teachers and trainers responsible for? To coach students, to develop, to teach, to train, to incorporate creative and fun learning, to understand students/trainers' needs or to identify the students level and learning capacity. What is the benchmark to measure their responsibilities? As the Chinese proverb goes "Teachers open the door but students must enter by themselves" The question is as a responsible teacher/trainer are we going to take the biggest challenges in our career to help and encourage students to enter or just leave the door open and tell ourselves my job is over?

In our career as a teacher/trainer?

1. Are we willing to learn?
2. Do we view your career as a highly regarded profession?
3. Are we clearly aware the responsibility that we shoulder?
4. Can we be a good role model for our students/trainees?
5. Do we think that you are highly committed and dedicated to our profession?
6. Can we cope and handle difficult students/trainees?
7. Do we have sufficient energy and patience to develop and encourage our students/trainees?
8. Are we able to identify different and efficient ways to transfer knowledge?
9. Most importantly are we able to feel the improvement and development of our students/trainees?

Setting the right mindset is vital in order to fulfill teacher/trainers' key responsibilities? How can this be achieved? Based on my experience I have identified several methods that channel us towards the right mindset.

Firstly, a teacher/trainer should understand that learning and teaching is a never ending process and they have an-on-going responsibility in developing others.

Secondly, the significant value and contribution of the profession need to be full realized and appreciated by each and every teacher/trainer. This positive thinking will strive and motivate them to perform their task competently.

Thirdly, there are some teacher/trainers may not have a coach or role model in their career who is able to guide and assist them and push them to greater heights in the career.

Fourthly, to scrap the negative thought that makes us feel teaching is a routine job and there is nothing new to experiment with it. The teacher/trainer must have the capability in inject new approach and methodology in their daily job. With the current technological advancement and innovation, integration of technology into teaching/training would be a perfect blend.

Fifthly, teacher/trainer should take the initiative and discover their inner potential and upgrade themselves with the latest changes and requirements in the teaching profession.

The next question is how can the issues of accountability be reflected in classroom action? They need to have self-realization of being responsible and accountable for the development of the students and trainees by identifying the learning outcome, design creative and fun learning program and activities which attracts audience to their subject matter. Besides this, an interactive classroom learning which covers

every single component of training such as ice-breakers, energizers and importance of the topic which is to be delivered in a simplified methods and most importantly its application in our daily life and work. The accountability and responsibility creates an interest and emphasizes commitment to continuous improvement and highly regard as well as cultivate teacher's interest and value of their profession.

Most importantly are teachers/trainers able to integrate learning into their students' daily life and assist them to identify a learning methodology or approach. Basically, teacher/trainer need to understand the outcome or the impact of fulfilling their responsibility in their profession

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Prakash Uthaya

Workshop VI: Challenges Towards the Professionalism of Teachers and Trainers in Adult Education Professionalism in Adult and Lifelong Learning (Multicultural Environment)

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0912.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

The paper identifies the application of professionalism in adult learning in a multicultural environment. This highly depends on the background of the trainer and trainees and their exposure in the international atmosphere. The trainees are being more exposed to the world as well as their area of expertise via different sources. This applies pressure on the teacher and trainer not only to expand their subject knowledge and experience but also pushes them to strive harder to incorporate professionalism in their profession. Professionalism in multicultural environment requires sufficient skills and understanding of difference culture.

Concept of professionalization: Which criteria should be focused upon to professionalize teaching and training in lifelong learning contexts?

Professionalism is one of the key elements in teaching and training in the 21st century. The job of a teacher and trainer profession has undergone tremendous evolution and massive transition and there is a huge demand and pressure on them to clearly understand and practice professionalism at work. The requirement of students and trainees has increased as well with more exposure to the world via internet and emergence of the cyber world.

Based on my experience, aspects of professionalism that a teacher and trainer should possess includes commitment and dedication in their profession, creative approach and teaching methodology in their daily work being tactful in managing students and trainees and deliver messages in a simplified methods.

One of the biggest challenges in applying professionalism in their profession is to practice the multicultural differences in teaching depending on the background and the local culture since these differences play a major role in teaching and training.

In order to be formally qualified as a teacher and trainer, obtaining a professional certification offered by some renowned body such as ASTD, CuX and CIPD would be an added advantage to formalize professionalism and to be combined with effective cross cultural communication between the Asia and Europe.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Leonardo Rey S. Cariño

CULTURAL WORK and LIFELONG LEARNING ANDRAGOGY: Professionalizing Development Work in Delivery of Informal, Non-formal, and Alternative Cultural Education (INFACE) Initiatives the Philippine Countryside

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0913.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents:

1. Abstract.....	3
2. Introduction	4
3. Adult Education and/in Cultural Work.....	5
3.1. RA 7355	5
3.2. Institute for Cultural and Arts Management.....	7
4. Informal, Non-Formal, and Alternative Cultural Education (INFACE) Initiatives .	7
5. Adult Continuing Education in INFACE summit.....	9
5.1. Philippine Educational Theater Association (PETA)	9
5.2. Interfaced Programs on Cultural Caregiving	10
5.3. Artists for Crisis	10
6. DUNONG KATUTUBO: New directions in Professionalizing Development Work	11
7. Conclusion.....	14
References.....	15

1. Abstract

There are two worlds of realities present in many developing countries in Asia: the world of those who live in the cities and those who are living in the rural areas. The Urban and rural divides are worlds apart it is as if there are two sets of citizenry, two nations; Opportunities and access to these opportunities do not even come in equal proportions. In the field of learning for example, Access to education, its modes of delivery and even medium of transfer (teachers and trainers) in the Philippine Provinces differ from the from the urban areas. While institutions of higher learning provides the educational needs of the Urban folks, delivery of learning modules falls in the hands of development workers, Artists and cultural workers deliver lifelong learning through informal, non-formal, and alternative cultural education (INFACE) programming.

Conference workshop theme described as “the need for lifelong learning in all spheres of professional life, and even in many spheres of Public and even personal life seems to be taken for granted. The profession of persons who provide educational services of opportunities for learning remains either diffuse at best or unnecessary. It appears that quite a lot of efforts have to be dedicated by the individual andragogue in order to prove the credibility of the activity, and that prevent this activity from being effective and efficient.” Incidentally, INFACE has similar objectives that would be translated in to projects for funding by the committee:

- **Professionalizing INFACE/Community Work** : design programs that support projects focused on professionalized teaching and training in lifelong learning contexts
- **Empowering INFACE/Community Work**: identify ways to qualify teachers and trainers in adult educators in Asian and European countries
- **Legitimizing/Validating INFACE/Community Work** : The NCCEd Intervention-Professionalizing Formal, INFACE Lifelong Learning Education and training.

In the past 2 years, the National Committee on Cultural Education (NCCEd) has accelerated efforts to initiate and support cultural education programs thematically covered by the Philippine Cultural Education Plan (PCEP). Foremost in these initiatives is the training of trainers and educators and curriculum and instructional materials development on culture-based subjects in the basic and higher formal education levels. Aside from formal education system, the NCCEd also addresses cultural education needs in the informal, non-formal and alternative learning systems particularly those currently addressed by local government units (LGUs) and culture focused non-governmental or people's organizations (NGOs/Pos).

Called INFACE (Informal, Non Formal and Alternative Cultural Education), The committee project will undertake an enquiry on the history natures and processes of engagement of cultural work in the regions and communities and identify modalities and operative frameworks which PCEP could adopt for its informal, non-formal, and alternative cultural education programming, it is hoped that best practices in the grassroots level will be mainstreamed and replicated and resources could be shared between an engaged network of LGU-NGO-PO partnership.

Leonardo Rey S. Cariño *Is a Cultural Worker and an artist. He is involved in Lifelong Learning teaching TVET courses and is involved in Informal, Non-Formal and Alternative Cultural Education (INFACE) in Mindanao. He is an Executive Committee member of the National Committee on Cultural Education of the National Commission for Culture and the Arts.(NCCEd-NCCA). He established RMMC Teatro Amabahanon as training laboratory for young contemporary artists in the field of cultural andragogy. He is currently a faculty member and the community extension coordinator of the Ramon Magsaysay Memorial Colleges in General Santos City, Philippines.*

Professionalizing Development Work in Delivery of Informal, Non-formal, and Alternative Cultural Education (INFACE) Initiatives the Philippine Countryside.

Leonardo Rey S. Cariño

“Culture comprises the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or cultural group. It includes not only the arts and letters but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs”

UNESCO, 1982

2. Introduction

When the Act instituting a framework of governance of basic education, establishing authority and accountability, thus renaming The Department of Education, Culture and Sports (DECS) as Department of Education (DepEd) (otherwise known as Republic Act no. 9155) on August 11, 2001, programs for cultural education transferred to the National Commission for Culture and the Arts. As consequence, the Philippine Cultural Education Plan (PCEP) was formulated and operationalized. There have been efforts in cultural education by government and non-government organizations- the PCEP is envisioned to consolidate and build from these initiatives.

The National Commission for Culture and the Arts (NCCA) is the enactment of Republic Act No. 7356 of April 1992. In all fronts the RA stipulates that to ensure the widest dissemination of artistic and cultural products among the greatest number across the country and overseas for their appreciation and enjoyment, the NCCA, with the cooperation of the Departments of Education, Culture and Sports, Tourism, Interior and Local Government, Foreign affairs, and all other concerned agencies public and private, is the government agency that is mandated to act on it. Arts and culture promotion through education is stressed in 5 of the 11 mandates in Section 12 C of RA No. 7356:

- Cause to be established and developed an intensified arts education programs at all level of the educational system public and private, to ensure meaningful arts integration across the school curriculum
- Coordinate and provide technical and/or financial assistance for cultural events and related activities such as cultural festivals, competitions, lectures, seminars forums, and symposia.
- Reorient tourism programs to become an instrument for popular education of our people and other about the best of our heritage and creativity.
- Promulgate standards and guidelines for the protection and promotion of Filipino artists, cultural workers and creative works
- Encourage and support the continuous training of cultural workers and administrators by qualified trainers.

The NCCA has 19 national committees spread across the four sub-commissions: The Sub-commission for the Arts, Sub-commission for Cultural Heritage, Sub-Commission for Cultural Communities and Traditional Arts and the Sub-Commission for Cultural Dissemination under which is the National Committee for Cultral Education (NCCEd). While all the National committees have education components in each of their programs, the bulk of the education concerns are in NCCEd.

Membership to the National Committee on Cultural Education (NCCEd) is institutional and individual in nature. It shall consist of art and cultural educators (formal, Non-formal and Informal who are committed in the advancement of the cultural education sector. The committee shall be composed of educators or education experts in culture and arts in the following areas: media, performing arts (Music dance and drama), Literary arts (Filipino and English), Visual arts, history, social studies and Information Technology (IT). The budget allocation of the PCEP is funds the projects of the NCCEd.

3. Adult Education and/in Cultural Work

3.1. RA 7355

The GAMABA and th e SLTs Republic Act No. 7355 “an act Providing for the Recognition of National Living Treasures, Otherwise Known as the Manilikiha ng Bayan, and the Promotion and Development of Traditional Folk Arts, Providing Funds Therefore, and for Other Purposes” or the *Manlilikha ng Bayan Act* is the policy of the Philippine Government enacted into a law to promote the county’s traditional folk arts for their cultural value the act also honors and support traditional folk artists for their contribution to national heritage. It is through this law that traditional arts are cultivated and passed on to future Generation of artists.

The Gawad Manlilikha ng Bayan (GAMABA) awardee are selected to having Technical and Creative skill, Artistic Quality, community tradition, folk art tradition and character and integrity. Aside from recognizing these traditional crafts persons, they are also expected to transfer the skills of his/or her traditional folk art to the younger generation through apprenticeship or such other training methods that are found to be effective. They receive one hundred Thousand pesos (P100.000,00) initial Grant and ten thousand pesos (P 10.000,00) thereafter for life.

The Manlilikha ng Bayan Awardees, using the initial grant from the government, were encouraged to establish their own centers where they can revitalize their community's artistic tradition. As venues for learning, these centers will also be opened to visitors, researchers, and other artists who may want to learn, observe, rediscover or just appreciate traditional arts.

By 1998, two GAMABA awardees, Salinta Monon and Lang Dulay formally opened their training centers in Bansalan Davao del Sur and Lamdalag in Lake Sebu respectively. These training centers were one of the first formally recognized "Schools of Living Tradition" (SLT). In the Philippines, the School of Living Traditions is where a living master/culture bearer or culture specialist imparts to a group of young people from the same ethno-linguistic community the skills and techniques of doing a traditional art or craft. The mode of teaching is usually non-formal, oral and with practical demonstrations. The site maybe is the house of the living master, a community social hall, or a center constructed for the purpose*.

The UNESCO declares that there are two approaches to preserve cultural heritage: one is to record it in a tangible form and conserve it in archives; the other is to preserve it in a living form by ensuring its transmission to the next generations. The establishment of Schools of Living Traditions (SLT) is in response to the second approach. While there are various facets of cultural heritage that can be transmitted to the next generations, this program would like to specifically focus on the transmission of indigenous skills and techniques to the young. It aims to encourage culture specialists/masters to continue with their own work, develop and expand the frontiers of that work, and train younger people to take their place in the future.

The program for the establishment of SLTs is also anchored on the mandate of NCCA to: (1) conserve and promote the nation's historical and cultural heritage by encouraging and supporting the study, recognition and preservation of endangered human cultural resources such as weavers, chanters, dancers and other craftsmen, as well as the conservation and development of such artistic, linguistic and occupational skills that are threatened with extinction; and (2) preserve and integrate traditional culture and its various creative expressions as a dynamic part of the national cultural mainstream by helping set up or encourage, monitor and subsidize companion systems at the regional, provincial and local levels, intended to develop traditional cultures such as arts/crafts centers, preferably in community settings apart from the usual museum settings, where exponents of living arts and crafts can practice and teach their art and enrich contemporary designs.*

A School of Living Traditions is community – managed, culture –focused, multi – stakeholders' co-initiative project of the Sub-Commission for Cultural Communities and Traditional Arts of the National Commission for Culture and the Arts (SCCTA-NCCA) have the following objectives:

- Generally: It aims to provide a venue where a culture bearer/master, who embodies the skills and techniques of a particular traditional art and form, imparts to a group of interested youth the skills and techniques of such form.
- It shall be a resource base for cultural communities to achieve an improved quality of life
- Specifically: Identify aspects/components of traditional culture and arts considered to be important to a cultural community;
- Transfer these aspects/components to the young through the masters of the community;
- Institutionalize a learning center for the perpetuation of the indigenous people's culture;

- Integrate the program in the local school curriculum for wider participation and dissemination; and
- Actively engage in the flourishing of a viable cultural enterprises and vibrant cultural tourism projects that are grounded on local culture and which preserve and promote local knowledge.

The Concept of the SLT of teaching occupational skills Performing Arts, Indigenous dances, Traditional songs and chants, Traditional music and instruments, Creative Industries, Handloom weaving, Traditional crafts, Traditional culinary arts predated the other Philippine Adult Continuing Education (ACE) design and methods, the Technical Vocational Education and Training (TVET) of the Technical Education and Skills Development Authority (TESDA), albeit the SLTs lack the institutional assessment and national regulation of TVET.

3.2. Institute for Cultural and Arts Management

By 2001 the Institute for Cultural and Arts Management (ICAM) was established. Short courses on cultural management and related topics are offered every two weeks at the NCCA Building in Intramuros, Manila. Cultural workers and artists from all over the Philippines have enrolled. Participation from the regions has triggered renewed enthusiasm for cultural development in the different parts of the country.

ICAM had devised an educational program that was least disruptive of the current duties and responsibilities of the learners. Special five-day intensive courses on various aspects of arts and cultural management was offered throughout the year at the NCCA Building and also offered satellite courses in the regions. The courses were taught by experienced teaching staffs who were themselves practitioners in the field of arts and cultural management. Classes were conducted through lectures, discussions, case studies, group exercises and fieldtrips. Courses offered include: Cultural Policies and Governance, Marketing 1: Building Audience for the Arts, Management of Tangible Cultural Heritage, Marketing 2: Creating Loyal Customers, Cultural Festival management. The regional satellite ICAM courses include Project Management in Arts Organization, Cultural management for Development, Performing Arts Management and Cultural Resource Management.

ICAM has operated from 2001 to 2004. The project has been suspended; a more flexible Speaker's Bureau Program was initiated. The speaker's bureau pooled an inventory of experts that are sent to lectures and workshops by NCCA to requesting parties. This makes the ACE in the grassroots more learners' need centered than the ICAM Set-up.

4. Informal, Non-Formal, and Alternative Cultural Education (INFACE) Initiatives

When the Department of Education, by virtue of the Proclamation 1081, became the Department of Education, Culture and Sports (later became the Ministry of Education Culture and Sports by virtue of Presidential Decree 1397) arts and cultural education along with sports gained strong presence in the curriculum. However since the scope of the three disciplines is overwhelming, lumping the three into one national agency it weakened the national agenda for culture, sports and even education, that, by virtue of the enactment of RA No. 9155 when cultural agencies (Komisyon

ng Wikang Pilipino, National Historical Institute, Records Management and Archives Office and the National Library) were administratively attached to the NCCA and program for school arts and culture remained part of the school curriculum, the following trend has been observed: (1) The national cultural agenda gained focus, and (2) Education governance gained authority and accountability. However, the dearth of experts (qualified educators in arts and culture and qualified culture and arts practitioners as teachers for culture in DepEd), could result some setbacks in the educational and cultural development of the Philippines.

Although the NCCA through its National Committees have been involved in Education projects Since its creation (until the PCEP was formulated (1992-2000 period) NCCA has funded 425 training programs, conferences, workshops, lectures, etc. and spent around 73.3 Million pesos. Around this time a more comprehensive, a more sustainable education program saw its need to be formulated. The NCCEd since its formulation in 1997 has included teacher training programs for in-service teachers from DepEd. The last executive committee (ExeCom) of the NCCEd included teacher training programs with Higher Education Institutions (HEIs) diplomas for teachers.

As a committee, the NCCEd have been doing this study of INFACE vis-à-vis the formal education system and have been trying to make INFACE into a niche particularly the indigenous knowledge system. Work on a program for the distribution of logistics and resources, and the program thrust for the next three years of the NCCEd is under way and hopefully be incorporated into the thrust of the next committee (each Execom has a 3-year term) during their term.

Called INFACE (Informal, Non Formal and Alternative Cultural Education), The committee project will undertake an enquiry on the history natures and processes of engagement of cultural work in the regions and communities and identify modalities and operative frameworks which PCEP could adopt for its informal, non-formal, and alternative cultural education programming, it is hoped that best practices in the grassroots level will be mainstreamed and replicated and resources could be shared between an engaged network of LGU-NGO-PO partnership.

The Current Executive Committee of the NCCEd wanted to expand training programs for those who are working in the Informal, Non-formal, Alternative Cultural Education (INFACE) convened three Island wide (the Philippines is divided into three island groups, Luzon, Visayas and Mindanao, in many NCCA Projects) consultation and a national summit. Conference/workshop theme described as “the need for lifelong learning in all spheres of professional life, and even in many spheres of Public and even personal life seems to be taken for granted. The profession of persons who provide educational services of opportunities for learning remains either diffuse at best or unnecessary. It appears that quite a lot of efforts have to be dedicated by the individual andragogue in order to prove the credibility of the activity, and that prevent this activity from being effective and efficient.” Incidentally, INFACE has similar objectives that would be translated in to projects for funding by the committee.

The following statistics in terms of attendance of the island series consultations:

- LUZON Forum had 48 participants: 7 from local government units and 41 artists, cultural workers, NGOs and arts councils representatives
- VISAYAS Forum had 42 total participants: 6 from local government units and 36 artists, cultural workers, NGOs and arts councils
- MINDANAO had 44 total participants: 9 from local government units and 40 artists, cultural workers, NGOs and arts councils representatives

The paper also enumerated the following accomplishments and gains from the island series consultations:

LUZON

- Provided working mechanism for interfaced work of an engaged network of cultural NGOs, individual artists, and cultural workers
- Resolved to make cultural festivals inclusive of engaging relevant cultural concepts

VISAYAS

- Provided opportunity for the coming together of cultural activists after 20 years;
- Developed NCCA-approved project entitled “Documentation and Editorial Management of Cultural Work History in the Visayas” by Gardy Labad and Nene Basilan (The proposal had just gotten the Board’s approval.)

MINDANAO

- Provided the impetus for integration for the indigenous knowledge system in the NCCED programming framework
- Paved the way for the development of DUNONG KATUTUBO program interface with SCCTA
 1. the indigenous knowledge system can be mainstreamed
 2. the indigenous people’s culture must be sustained

5. Adult Continuing Education in INFACE summit

5.1. Philippine Educational Theater Association (PETA)

Wilson Billones presented the Curriculum and Pedagogical Development of PETA.

Wilson said the focus of his presentation is the program of PETA: its performance and trainings and their artist-teachers. PETA came from the School of People’s Theater that started in 1967. The concept of integrated theater arts incorporates different arts: music, creative writing, visual arts, dance or body movement, and creative drama. This is the spine that binds the teaching of their theater company.

There is likewise the belief in the balance of production with the following guidelines: Orientation, Artistry and Organization. The creative process (RAESMA) is the “release to awareness to the exploration of art materials mastery and application.” These are important components of integrated theater arts. This is the direction PETA towards national theater movement.

The integrated theater arts approach is very friendly, Filipino, people-oriented, participatory and empowers people. It is Collective, Critical (to the point of being progressive), Sensitive (recognizes simple to complex), Sensitive to culture, Important in the realm of cultural education. In PETA this is called creative pedagogy, which is important in cultural education. It is likewise important in INFACE how to transfer resources to the next generation.

There are several applications of creative pedagogy in PETA. Wilson discussed three:

- TAD – theater for aesthetic development

These are basic theater courses for children, teens and adults. There are also specialized courses in acting, directing, playwriting, production design, creative dance, and theater management. The objective is making people experts in theater and learning theater as an art form.

- TIE – theater in education

This is the use of theater for the use of education. This is theater in formal school settings. This course is for teachers to learn the basic course in theater. It challenges teachers in math, science, religion, etc. in using creative methods. It is a course for theater guild advisers.

- TFD – theater for development

This is theater for communities; theater for advocacy (for NGOs, people's organizations, theater to advocate issues. It is the use of creative pedagogy for development, and also for other causes such as healing (disasters, trauma, social themes.) In line with this thrust, PETA has the Mekong partnership program with community people dealing with the issue of HIV AIDS.

The creative pedagogy as applied to organizational development also deals with the following issues: gender sensitivity, environment advocacy, corporate world, promotion of human rights, and research. PETA has four major programs: (a) Children's Theater, (b) Teen Theater, (c) Women's Theater Program, which is suffering unavailability of funds, and (d) the Mekong partnership program.

5.2. Interfaced Programs on Cultural Caregiving

Lumad and Moro (Indigenous peoples of the Philippines) artifacts can be used for economic progress. NCCA will be providing grants to the masters and their products be sold to a boutique with in the NCCA. Opening a cultural identity shop on April 27 headed by Dr. David Baradas. They are familiarizing the NCCA Finance Head Josie Maglalang with this plan to make a marketing scheme in support of this shop. She hopes that the NCCA cooperative will get into the picture in cooperation with various artists.

The "Interfaced Programs on Cultural Caregiving" is an extension of the SLT Projects. This is loosely based on the Bangladesh experience of the GRAMI bank by Dr. Aristotle Alip. It was the bank offers micro finance to women entrepreneurs. This opens a new opportunity where college graduate children of minorities can participate economically or be gainfully employed. There is a Memorandum of Understanding that covers this. Interfaced Programs for Cultural Caregiving responds to one of the objectives of the School of Living Traditions and moves its stages forward.

5.3. Artists for Crisis

Artists for Crisis is an NCCA Project. This is a trainer's training program that deals with issues in art: for the self, for the community, for healing, the quick response in care-giving program. With the NCCA as a cultural umbrella, in December 2008 they sent out an open letter to the Filipino artist

and more than 60 responded with their CVs. This program should benefit young people, children and women. Program should lure student artists who lack experience.

6. DUNONG KATUTUBO: New directions in Professionalizing Development Work

The INFACE consultation in Mindanao provided the impetus for integration for the indigenous knowledge system in the NCCED programming framework by Paving the way for the development of DUNONG KATUTUBO program interface with SCCTA. Dunong Katutubo is a Collaborative Flagship Program Between NCCEd and SCCTA which is the content management and dissemination of culture based Indigenous knowledge system (PIKS) which aims to mainstream the indigenous knowledge system while at the same time sustaining the indigenous people's culture.

Article 29 of the Draft United Nations Declaration on the Rights of Indigenous Peoples states that *“Indigenous peoples are entitled to the recognition of the full ownership, control and protection of their cultural and intellectual property. They have the right to special measures to control, develop and protect their sciences, technologies and cultural manifestations, including human and other genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs and visual and performing arts.”*

Being signatory to this UN Declaration, as well as to the Convention on Biological Diversity and the Cartagena Protocol on Biosafety, the Philippines would do well to develop and promote a program for management and delivery of a sustainable culture-based indigenous knowledge system. Development agents need to recognize, value and appreciate it in their interaction with the local communities; and of equal relevance is the acceptance of indigenous knowledge as part of the global knowledge.

DUNONG KATUTUBO is a comprehensive database research, management, content packaging and dissemination of indigenous knowledge systems as practiced, evolved and continues to be lived by the country's various indigenous peoples. It has the following objectives:

1. Databank, document, consolidate, and map out various forms, contents and disseminate processes in local indigenous knowledge systems;
2. Integrate culture-based IK into the comprehensive Index of Philippine Culture;
3. Develop Indigenous Knowledge learning continuum; and
4. Produce Indigenous Knowledge teaching and learning modules and curriculum resource

Since the basic component of any country's knowledge system is its indigenous knowledge and that significant contributions to global knowledge have originated from indigenous people, for instance in agriculture, health care, food preparation, education, natural-resource management, and a host of other activities in rural communities. Dunong Katutubo project has the following expected outcomes:

1. An online website on culture-based Philippine Indigenous Knowledge Systems;
2. A learning continuum on the country's Indigenous Knowledge System; and
3. Indigenous Knowledge modules and curriculum resources for formal and alternative cultural education and dissemination purposes

Indigenous knowledge (IK) refers to the local knowledge or information base unique to a given culture or society which facilitates communication and decision-making. Indigenous knowledge is developed and adapted continuously to gradually changing environments, passed down from generation to generation, and closely interwoven with people's cultural values

Mechanics of Implementation Currently, many indigenous knowledge systems are at risk of becoming extinct because of rapidly changing natural environments and fast pacing economic, political, and cultural changes on national and global scales. Many practices vanish because of the influx of foreign technologies or development concepts that promise short-term gains or solutions to problems without being capable of sustaining them. The tragedy of the impending disappearance of indigenous knowledge is most obvious to those who have developed it and make a living through it.

The Sub-Commission on Cultural Dissemination (specifically through the NCCEd) and the Sub-Commission for Cultural Communities and Traditional Arts (SCCTA) will pool 4.5 Million Pesos (P3,000,000.00 from SCCTA and P1,000,000.00 from NCCEd) for Dunong Katutubo Project which will be implemented in five phases:

1. National Consultative Workshop on PIKS Framework – February 20-22, 2010

A team of cultural masters will be convened for consultation with IK stakeholders on the terms of references to be adopted for the program. Target outputs are research and data banking templates as well as bibliography of available IK learning materials and publications.

2. Formation of Academic – IP Community Consortia for Regional Implementation – March 1 – 30, 2010

NCCEd and SCCTA will initiate the call for proposals and designation of IP Community-Academe partnership to pilot the regional implementation of the program based on TOR set in the National Consultative Workshop

3. Regional Pilot Implementation of PIKS – April 1 – October 2010

The following activities will be undertaken by selected partnership grantees:

- Consolidation research and documentation of regional IK data bank (4 months)
- Development and production of IK Teaching and Learning Materials (3 months)

4. Presentation and validation Workshop on IK Teaching and Learning Materials – November 5-9, 2010

The workshop will re-convene all regional partnership-grantees for presentation critique and integration of produced IK Teaching and Learning Materials together with cultural masters, academic experts and curriculum development specialists from the DepEd. The finalized modules will be submitted to DepEd and CHED for classroom piloting in June 2011

5. Project wrap-up – November 15 – December 15, 2010

Partnership grantees are expected to submit to the project Secretariat the Project Terminal Report and the “finalized” versions of the IK Teaching and Learning Materials

Dennis Marasigan, the Luzon convenor, remarked that there are some gaps in their study on cultural education and these pass every year. He observed that there must be a growing body of cultural knowledge however; he also observed that there is a lack of the next generation of researchers on this subject matter. He told the group that there is a Luzon INFACE culture education portal, it is not the actual body of resources, but one can find the sources.

Nestor Horfilla the Mindanao convenor clarified that local indigenous knowledge is collective knowledge. In the process of documentation considerations has to revolve around this concept. There should be safeguards in the protection of their knowledge because the IPs are grateful for saving their culture. The following questions were posed:

- What are the methods in acquiring the knowledge; he said that there should be participation of the IPs themselves?
- In the documentation of the IP knowledge must all researchers understand the conditions of the groups they are researching?
- How do we safeguard the IP's knowledge?
- Do we involve the National Commission for Indigenous People (NCIP) in the process and find out the procedure and methodology in this process?
- How do we own or co-own the knowledge?

There are other important issues: residuals of the copyright system, what is ancestral domain in terms of intangible heritage, the IP's are not used to these issues and we, as cultural workers are more informed from our exposure and we must be in a position to protect their rights. Unlike the contemporary, day to day, ordinary skills that the mainstream culture study in universities and technical schools, the interventions and interests we get from the cultural communities involves these moral and ethical questions.

7. Conclusion

There are two worlds of realities present in many developing countries in Asia: the world of those who live in the cities and those who are living in the rural areas. The Urban and rural divides are worlds apart it is as if there are two sets of citizenry, two nations; Opportunities and access to these opportunities do not even come in equal proportions. In the field of learning for example, Access to education, its modes of delivery and even medium of transfer (teachers and trainers) in the Philippine Provinces differ from the from the urban areas. While institutions of higher learning provides the educational needs of the Urban folks, delivery of learning modules falls in the hands of development workers, Artists and cultural workers deliver lifelong learning.

As a government agency mandated to safeguard, promote and perpetuate the Filipino soul, it also has the authority and the power to bring about fulfillment of these mandates by:

- **Empowering INFACE/Community Work:** identify ways to qualify teachers and trainers in adult educators in the Philippines
- **Legitimizing/Validating INFACE/Community Work :** create national standards of accreditation and measurement.
- **Professionalizing INFACE/Comm unity Work :** design programs that support projects focused on professionalized teaching and training in lifelong learning contexts

Adult Continuing Education in the Philippines is an indigenous tradition. Throughout time and history of the development of the Philippines as a culture, knowledge systems and technologies has been passed down from one generation of master craftsmen to the next. There are issues on paternity and ownership but the end of the discourse always lead to the question of sustainability of these knowledge systems.

Community development work brings people to the spaces where different worlds with the same woes and problems meet. Hence a debate on authenticity, indigeneity, hybridity and inter-cultural influence and borrowing arises as a consequence of this meeting, all of which inevitably leads to questions on power and agency.

References

Banks, James A. *Teaching Strategies for Ethnic Studies* Seattle: ALLYN and Bacon, 1990.

Bilbao, Purita B., Et Al, *The Teaching Profession* Quezon City: Lorimarr Publishing Company, Inc. 2006

Bennagen, Ponciano L. and Maria Luisa Lucas-Fernan *Consulting with the Spirits, Working with Nature, Sharing with Others Indigenous Resource Management in the Philippines* Quezon City: Sentro Para sa Ganap na Pamayanan, 1996.

Perlas, Nicanor *Shaping Globalization Civil Society, Cultural Power and Threefolding* Quezon City: Center for Alternative3 Development Initiatives, 2000.

Republic Acts and Executive Orders

Republic Act No. 735 6 “An Act Creating the National Commission for Culture and the Arts, Establishing a National Endowment Fund for Culture and the Arts, and for Other Purposes” Congress of the Philippines”, 1991.

Implementing Rules and Regulations for RA No. 7356. National Commission for Culture and the Arts, 1992.

Republic Act No. 7355 “An Act Providing for the Recognition of National Living Treasures, Otherwise Known as the Manlikikha ng Bayan, and the Promotion and Development of Traditional Folk Arts, Providing Funds Therefore and for Other Purposes”, 1991.

Republic Act No. 9155 “An Act Instituting a Framework of Governance for Basic Education Establishing Authority and Accountability, Renaming the Department of Education Culture and Sports as Department of Education and for Other Purposes”, 2001.

Annual Reports

National Commission for Culture and the Arts 1999 Annual Report

National Commission for Culture and the Arts 2001 Annual Report

Unpublished Works

Philippine Cultural Education Plan, 2003-2007, National Commission for Culture and the Arts.

Transcript of the National Summit on Informal, Non-Formal and Alternative Cultural Education (INFACE) Orchid Garden Suites, 620 Pablo Ocampo Street, Malate, Manila, April 4, 2009.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Yang Ling

Professionalisation in Chinese Adult Education

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0914.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Qualification Requirements for Offering Vocational Training to Youth and Adults.....	3
2. Number of Personnel Working in Continuing Education.....	6
3. Employment Conditions of Those Working in Continuing Education.....	7
Reference	8

1. Qualification Requirements for Offering Vocational Training to Youth and Adults

Table 1 Qualification Requirements for Offering Vocational Training to Youth and Adults

Implementing Items	Details of Qualification Requirements
<p>In the Plan for the Transfer of Rural Laborers (2004) , the Ministry of Education of People's Republic of China put forward:</p>	<p>Educational authorities must adhere to the principle of:</p> <ul style="list-style-type: none"> ■ keeping service as the main function; ■ having employment as the orientation and adopting reform and innovation as motive power; ■ make full use of the resources of vocational education and adult education; ■ promote the training for the transition of rural laborers and improve those transferred rural surplus laborers' capacity for employment and entrepreneurship; ■ It is planned that the total number of transferred rural laborers for training each year must exceed 35 million person/times, including 11 million person/times for technical training.
<p>In the Decision on the Energetic Development of Vocational Education (October 2005):</p>	<ul style="list-style-type: none"> ■ It was put forward that hundred million highly competent laborers and dozens of million specialized persons with high skills would be cultivated for the purpose of serving the socialist modernization drive.
<p>The State implements the project of cultivating skilled personnel:</p>	<ul style="list-style-type: none"> ■ The project of training transferred rural laborers; ■ The project of training rural technicians and ■ The project of adult continuing education and training for reemployment.
<p>It was required in the Plan for the Employment of Rural Laborers with Skills (2005)</p>	<ul style="list-style-type: none"> ■ During the five years of 2006-2010, non-agricultural technical training would be offered to 40 million rural laborers, with 8 million on average.
<p>In the Plan for the Reemployment and Venture Capacity Improvement of Urban Laborers (2005)</p>	<ul style="list-style-type: none"> ■ It was stated that within five years from 2006 to 2010 vocational and skill training would be offered to 20 million laid-off or unemployed workers (4 million each year); ■ With the qualification rate exceeding 90% and the reemployment rate reaching 60%; ■ At the same time, corresponding mechanisms would also be established in 300 cities throughout the country for realizing the close connection between training for reemployment and assessment of skills and improving the effect of connection among skill-required posts.

Further training courses of vocational training in China

According to the statistical data released by the Ministry of Education of People's Republic of China in May 2008, the national total of in-service workers participating in various kinds of diploma-oriented education and non-academic training in 2007 reached 86.50 million person/times, with the all staff training rate as 45.38%, an increase of 1.68 per cents over that in 2006. As a result, the proportion of senior or above workers accounted for 9.43% of the total number of workers and 19% of the total number of technical personnel.¹

In terms of training objective, trainee, course, form, market need, employer's practical demand and vocational standard, institutions of vocational training in China can be categorized into vocational schools, rural cultural and technical schools, technical schools, employment training centers, enterprise-based training organs, civilian-run training schools and vocational training ventures.

¹ Information provided by the Department of Vocational Education and Adult Education under the Ministry of Education on July30, 2008.

Table 2 Further Training Courses of Vocational Training in China

Type of Training Institutions	Further Training Courses
Vocational schools and rural cultural and technical schools	The major institutions offering educational training to farmers. In 2007, 154,000 vocational schools and rural cultural and technical schools offered training courses for the transfer of rural laborers, and the total number of trainees reached 38.1569 million person/times, including 17.4396 million person/times for guide training, 13.7102 million person/times for skill training, and 6.9917 million person/times for career transfer training (peasant workers). ²
Technical schools	One of the bases for cultivating skilled personnel. By 2005, there were altogether 2,855 technical schools in China, including 248 senior technical schools and 152 technical colleges, with the total enrollment of 2.75 million students. In addition, relevant training activities were also offered to 2.7013 million citizens, including 459,500 person/times of laid-off workers, 202,500 person/times of pre-service trainees, 1.2762 million person/times of in-service workers, 481,600 person/times of rural laborers, and 281,500 person/times of other people.
Employment-oriented training centers	An important base for training laid-off workers, where young job-seekers and laid-off workers are offered specialized training courses of applied techniques for helping them technically prepared for employment and career transfer.
Civilian-run training organs	Refer to those training institutions sponsored by enterprise organizations, social groups or individual citizens with non-governmental educational funds. Facing the whole society, this kind of training institutions mainly provide vocational and technical training courses for helping trainees obtain professional qualifications, technical certificates and required skills for employment. By 2006, there were in China 3,212 employment training centers and 21,462 civilian-run training institutions. In this connection, altogether 19.05 million person/times had received training, including 6.45 million person/times of job-seekers and laid-off workers and 630,000 trainees for entrepreneurship.
Enterprise-based training centers	Institutions sponsored by the trade associations or enterprises for training their workers and other people. As an important base for training, this type of training centers has enjoyed rapid expansion over the past few years. By 2006, there existed 220,000 enterprise-based training centers, with the training capacity of 10.95 million person/times each year.

² Information provided by the Department of Vocational Education and Adult Education under the Ministry of Education on July30, 2008.

2. Number of Personnel Working in Continuing Education

In 2006, 49,070 training institutions offered to training courses to 34 million person/times. For improving the quality of vocational training, the authorities of some cities have relied on social communities or made joint efforts with training organs to establish the coordinated training bases where such services as training, assessment and recommendation for employment are offered (See Table 3).

Table 3 Number of Vocational Training Institutions and Trainees in 2006

Type of Training Institutions	Training institutions in 1,000 times	Number of trainees in 10,000 person/times
Technical schools	2.86	270
Employment training centers	3.21	130
Civilian-run training centers	21	1905
Enterprise-based training centers	220	1095
Total	49.07	3400

Sources: Institute for Labor Science Research: National Report on Employment (2006-2007), China Labor and Social Security Press, page 218.

3. Employment Conditions of Those Working in Continuing Education

According to the report of the information Monitoring Center of China Labor Market Net, 20.3% of the job-seekers in the labor market in 2006 were unemployed young people. In order to help those unemployed young people in the labor market participate in competition, the Chinese government has implemented the labor preparation system characterized for its “training before employment”.

Table 4 Employment Conditions of Those Working in Continuing Education

Items	Employment Conditions
<p>Implementing Method of Labor Preparation Training</p>	<p>In April 2000, the Ministry of Labor and Social Security issued the Implementing Method of Labor Preparation Training, in which clear policies were given on such links of labor preparation training as objects, identification, specialties, enrollment, term, contents, forms, certificates, funds and employment.</p> <p>Specifically, the labor preparation system targets at providing training to those urban junior and senior secondary school graduates who fail to continue education but have the ability to work and the intention for employment, and to those rural junior and secondary school graduates who fail to continue their education but are prepared for taking non-agricultural work or going to work in urban areas.</p> <p>The main content of labor preparation system is to organize new laborers and other job-seekers to receive vocational training and education for one to three years before employment. After obtaining corresponding professional qualifications or mastering the required skills for employment, the trainees will find suitable jobs in the labor market under the guidance of the State policies.</p> <p>In principle, the costs for labor preparation training are jointly assumed by trainees and employers, with necessary support from the government.</p>
<p>Implementation Scale of Vocational Skill Identification</p>	<p>In 1999, the Ministry of Labor and Social Security organized more than 40 trade sectors under the State Council to formulate and issue the Dictionary of Occupational Titles of the People's Republic of China, identifying over 4,000 occupations (work posts).</p> <p>During the period of 1999-2006, the compilation of the standards for 1838 occupations is under going and more than 3,200 technical rank standards of workers have been formally promulgated. To have an objective measurement and evaluation of the laborer's</p>

	<p>technical theory and operational ability required for certain occupations, the State has established a large number of institutes (stations) for occupational skill identification throughout the country.</p> <p>By the end of 2006, there had established 32 provincial centers for occupational guidance, 45 trade centers for occupational guidance and 7,957 institutions (stations) for occupational skill identification, thus preliminarily forming a national network for occupational skill identification in China. By 2006, nearly 70 million person/times had obtained occupational certificates.</p>
<p>“10 Million within 3 Years” Plan for Reemployment Training</p>	<p>Term 1 (1998-2000): Vocational guidance and reemployment training should be offered to 10million laid-off workers, with 6 million people to receive training for improving vocational skills and entrepreneurship capacity. The qualification rate of training should reach 90% and the reemployment rate after training should be up to 50%.</p> <p>Term 2 (2001-2003): More than 10 million unemployed people, including 4 million laid-off workers and 6 million unemployed people, should be provided with training for reemployment. The qualification rate must reach 90% and the reemployment rate after training should exceed 50%.</p> <p>During the period of 1998-2003, more than 28 million laid-off people participated in training and over 17.30 million people were reemployed after being trained.</p>

Reference

Chinese National Commission for Unesco & Chinese Adult Education Association (2008), National Report Adult Education and Learning in China: Development and Present Situation

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Svetlana Surikova and others

**Topical Needs of the Development of University
Professors' Competencies, Especially Teacher
Trainers' Competencies, in Latvia**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0915.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

Abstract.....	3
1. Introduction	3
2. Latvian national development strategic documents: Quality of education for quality of life	4
3. University teachers' professional development in the context of lifelong learning: Theory for practice	4
4. Short description of the International research project "Evaluation of Spanish cooperation and international teacher training programmes: the model for the development of future projects in the common European education space"	9
5. The research findings of the study conducted in 2006 in Latvia	10
6. The research findings of the study conducted in 2009 in Latvia	11
7. Conclusion and Discussion	14
References	15
Appendix A	18
Appendix B	20

Svetlana Surikova, Sanita Baranova, Emanuel Fernández, Irina Maslo
University of Latvia, Latvia

Günter L. Huber
University of Tübingen, Germany

Abstract

Nowadays the teachers' education standards in Latvia are oriented to the teaching, therefore teachers' education also is more oriented to the teaching not to the learning. University professors as teacher trainers have an impact on the teachers' education quality. The results of the international research project in 2006 in Latvia showed that Latvian teacher trainers have rank-ordered the following competencies as the three least important competencies: "*design and implementation of didactic materials*", "*tutorial competency*" and "*evaluation of teaching-learning processes*". This seems to be typical for the traditional role of an academic "teacher," who understands himself/herself as an expert in his/her academic field, and his/her task is to "transmit" this knowledge to the students. The purpose of the paper is to present the research findings of the study conducted in 2006 in Latvia and compare them with the results gained in 2009 during the repeated research of professors' competencies.

Key words: future oriented competency(-ies); professional development; continuing education programme; teacher trainer.

1. Introduction

In the context of creating European Higher Education Area according to the Bologna process, the question about quality assurance in higher education is of great current interest at the level of the state's education policy and at the university level. Education quality is a social category that describes the situation of the educational process and its effectiveness in meeting the needs of society. The university creates changes in society and itself also changes along with the needs of the age, and gives its students the possibility to become competent in the field of their practical work. The need to assure a kind of education quality that will foster an improvement of the quality life is accentuated. One of the most pressing aspects in quality assurance for higher education is the pedagogic competency of university teachers in the context of socio-cultural changes in society, so that they can successfully foment the quality of the education of students for lifelong learning, as well as ensure the integration of academic studies and scientific research, on the basis of the principle of unity between higher education and science.

According to Max de Pree "[...] quality is the goal [...]. When we speak about quality, we think about quality of the results of collaboration and about the quality of the services. But we also think about the quality of our relations and our communication, about promises that we make one another" (de Pree, 1992). The quality of the study process depends on several factors. One of the essential factors is the quality of the professional work of university teachers. University teachers are also confronted with this question every day: how can they integrate theory and practice in their professional work?

2. Latvian national development strategic documents: Quality of education for quality of life

The interest and the context of this research in Latvia are clearly affirmed in the body of strategic documents. The Latvian National Development Plan for 2007-2013 (2006) recognises the necessity of lifelong learning for improving people's quality of life and capacity for creativity. This information is related also to research that has been conducted in Latvia in 2006, which concluded that quality of education is part of people's quality of life (*Dzīves kvalitāte Latvijā/Quality of Life in Latvia, 2006*)

Latvia's long-term development strategy until 2030 (2008) basically affirms that human resources are Latvia's principal resource, and thus, investing to the development of human capital is the primary challenge. Human capital is defined as the average of the inhabitants' talents and capacities multiplied by the number of economically active people. To invest in human capital means to invest in health care, education, and professional preparation. That means that even in our technological era the importance of man is politically recognised.

The minister of Science and Education of Latvia, Prof. Tatjana Koķe, wrote that "The greatest value of Europe is man, and this is why the first thing to do is to increase the investment in human resources instead of investing in institutions. In this context, the main criterion to evaluate the activities of institutions must be their contribution to improving the people's quality live" (Koķe, 2002).

The report on Standards and Guidelines for Quality Assurance in the European Higher Education Area of the European Association for Quality Assurance in Higher Education (ENQA, 2009) insists on the fact that the most important and accessible learning resource for students is the teacher. This is the reason why universities have to implement quality assurance measures and have to verify, that the personnel involved in the university has the necessary qualifications and competences: that they have a good command of the subject they teach and perfectly understand it, that they have the necessary savoir-faire and experience, so that they can transmit it to the students efficiently in the different study contexts and have feed-back about their work. The University is a learning organisation, and it must provide the teachers with the opportunity to complete and enlarge their teaching capacities through continuing education. It must also foster teachers' assessment of their teaching (self-assessment at the level of the individual). Thus, a high level of education will be tied the level of appropriate education and qualification of the teachers.

According to the 34th paragraph of the Education Law of the Republic of Latvia (*LR Izglītības likums, 1998, 1999, 2000*), "Assessment of scientific and pedagogic qualification", the scientific and pedagogic qualifications of candidates for professor or associated professor posts are evaluated by the Council of Professors of the faculty in accordance with the indications of the Cabinet of Ministers, but in the case of candidates to the posts of docent, lecturer, or assistant, the assessment of the scientific and pedagogic qualifications of candidates is made by the Faculty or Institute Council.

3. University teachers' professional development in the context of lifelong learning: Theory for practice

Up to the second half of the 20th century in the field of pedagogy, the "study process" was studied from the position of teachers and from the point of view of "teaching"; nowadays, however, researchers look at the study process in the university's pedagogy from the students' perspective. According to the constructivist approach, the foundations of the study process are interactive learning, exchange of viewpoints, and discussions. Students learn the contents of studies through learning situations that result from lessons that are centred on the students (Rubene, 2004). In

fact, “education is a process in which the interaction between people is most important” (Prets, 2000, p. 231), and this is the reason why we must not forget the teacher, if man wants to be faithful to himself, to his capacities and possibilities, “in the richness of human relations” (St Exupery, *The Little Prince*).

In the beginning of the 21st century, the question about the importance of pedagogical education (competence) is important for anyone who works in pedagogy, in pre-schools, as well as in schools, high-schools or university. In Latvia, research is lacking about university teachers' pedagogic experience and education and about the way it affects teachers' pedagogic work, as they form young specialists in all fields.

Rasma Garleja (1999) was the first professor in the field of university pedagogy in Latvia to be elected after the country recovered its independence. She insists on the importance of university-level education pedagogy, because all higher-level education in other fields depends on it. Pedagogic science is realised in the pedagogic process and in pedagogic work. That means that in pedagogic work, it is necessary to have not only a full knowledge of the concrete subject to be taught, but also knowledge in pedagogy, so that teachers can use this knowledge creatively.

One of the essential aspects in the assessment of the quality of studies at a university is the faculty's contribution: their work with students. One of most common assessment methods in universities is to make students fill out questionnaires about the courses, the process, the teaching staff and the whole programme. In those questionnaires, various different criteria are used to identify quality. Sometimes the students are asked to make a quantitative assessment; various criteria could be proposed, as, for example, lesson comprehensibility or the capacity to make lessons interesting for students. The students' global assessment can be also qualitative. For example, they may be asked to answer the question: Would you like to have other courses with this teacher? The results are used quite widely. For example, they are included in reports about university self-assessment. They are used by experts on accreditation as well by committees to elect teaching staff. All of this ensures also the students' active participation in the study process: as they assess teachers' professional work, they also learn something, because they focus not only on the way the teacher ensures qualitative work, but also on the quality of their own studying: how do I, as student, take care of the quality of my studies?

In the countries of the European Union, high quality in high-schools is related to teachers' education, which follows up-to-date tendencies: knowledge, lifelong learning society, European integration, European dimension, mobility, and so on. “The teacher fulfils very important functions for the development of society, which includes the transmission of generational experience and a society's cultural heritage. He ensures the quality of pedagogic culture as a cultural component of society, which, for its part determines the content of the studies in his own education as teacher (Žogla, 2001, p. 98). At the same time, the teachers' educational process in university should be oriented to lifelong learning, as a characteristic and proof of professionalism. May teachers have the personal desire to continue their education even after finishing their studies – to be ready for a dynamic process of lifelong learning for teachers, which starts at the university, while carrying out professional pedagogic work with an exemplary attitude towards work and research as a condition of innovative work (Žogla, 2001).

What is a good university teacher? What is a good teacher for teacher training? Teacher training is a wide field of scientific research. The quality of teacher training is understood as a condition for ensuring quality in general education. Also in everyday life it is normal for teachers to pay attention to the way their students learn.

But can we say that it is also usual for teachers to pay attention to the way they carry out their own professional work? Professor of the National University of Distance Education (Spain) Antonio Medina Revilla (2007) insists on the fact that the professional identity is a meta-competence of university teachers, and this implies that the teacher tries to answer the following questions:

- Why am I a teacher?
- What is the meaning of my vocation – to be a teacher?
- What kind of satisfaction do I receive from being a teacher?
- What do I need, and how must I be, in order to become a good (excellent!) pedagogue?
- What is the difference between me and a physician, a lawyer, an architect?
- How do I develop my own professional identity?

Every professional must answer these questions in the context of his own professional work. There are no right answers to these questions. Also Alexander Wörner (2008) insist on this: if you want to teach well, to be a good university teacher, it is part of your duty to think about yourself and to pay attention to yourself, to respect, to honour yourself. The professionalization of university teachers, that is, their professional development, takes place in practical activities. This process is simultaneously a working process and a learning process. If we use lifelong learning categories, it is called informal learning (Koçe, 2002).

The keywords of the essence of lifelong learning existed already in the pedagogy of the Latvian people, which is brilliantly expressed by the traditional aphorism: „*Mūžu dzīvo, mūžu mācies*” (A life you live, a life you learn). That is to say, you must learn all your life, in order to improve yourself, to get a good job, to do it well, to have a good salary, and so to have a good standard of living, or, speaking in a more general sense, to have quality of life. Nowadays in Latvia lifelong learning is understood as learning all one's life and in all of life's aspects, including formal as in informal education and learning in everyday life (*Mūžizglītības memorands/Lifelong learning memorandum*, 2005). We learn when we participate in any event or activity, and the greatest way of learning is life's experience: not only our own personal experience, but also others' experience. The concept of lifelong learning includes the idea that man learns from his birth till the end of his days. Lifelong learning today is an indispensable part of life, because man in everyday life must continuously find new solutions and approaches.

Lifelong learning – to learn all our life is an omni-comprehensive (large) concept. It includes formal, non-formal, and informal (everyday) learning that helps to reach objectives in personal, social, and professional life. It means also that the learning process does not happen anymore only in educational institutions, but also, for example, at home, in social organisations, in the work place. Lifelong learning is not a preparation for life; it is an integral part of life (Nache & Dohmen, 1996 by Gerlach, 2000).

In the development of professional competencies, nowadays more and more attention is paid not only to students' studies, but also to the competence of the academic staff of the university. This is so because professionalism and competence are obviously needed to do effective work, but they are not just results; they are also means to obtain a deeper understanding (Fulans, 1999). The “approach of a model of competencies” is often used in professional field, but also in studies. This approach includes concrete requirements, which are needed to carry out successfully one's professional duties. These demands concern not only the professional knowledge of the worker, but also his personality and value system. Also, the results of studies are formulated in the form of competences. Nowadays special attention is paid to employees' academic abilities, communication skills, languages skills, thinking abilities, critical thinking skills, problem solving skills, capacity to assess situations and to take decisions, positive attitude, responsibility, teamwork and lifelong learning, “imagination and capacity to be creative” (Rifkins, 2004, p.9), which are essential components of professional competence. So, the university teacher not only teaches, but also learns. Moreover, he learns from those whom he teaches; he learns from the way in which he teaches.

The increasing demands on employees' professionalism for their part make new demands on education and reinforce the importance of the co-existence, respect of the person, dialogue, and total creativity activity (Alijevs, 2005), that correspond to the human-pedagogic paradigm. This is the reason why changes affect also the university and the people that work there. Because of their orientation to the knowledge society, the contents of the studies changes also, as do the study process, methods, and need for teachers' professionalism. The main themes of university

education today are: critical thinking, autonomous learning, lifelong learning, creativity, openness to change, innovation, collaboration and teamwork, integration, relationships with partners, and flexibility (Blūma, 2001). The contents of the studies are oriented to students' learning process and to the holistic appropriation of the lessons. During the study process the student use his own experiences and collaborates with the teacher, and in this way he himself constructs his own knowledge and forms a self-assessment. On the other hand, the teacher's professionalism is measured in terms of the utilisation of a wide range of strategies, creative knowledge, imagination and creativity, work organisation (one-to-one, group, team-work), organisation of mutual help and reinforcement of students' autonomy, as well as the ability to integrate interdisciplinary knowledge into continuous professional development (Žogla, 2006).

Thus it is essential to turn our attention to the issue of the continuing education, especially professional development of the higher education staff. The possibilities of continuing education (professional development) in the work place are not sufficiently used in the modern university (higher educational institution) in Latvia. The shift of emphasis from individual learning to the learning organization ("Learning in the work place") is an integral development trend in the field of professional development (Geissler, 1995 by Otto, Rauschenbach, & Vogel, 2002). It means that the professional development in the work place is attributed great significance and in this context we are speaking about the learning organization. The organizations turn into the key centres for developing the professional competences of their employees (Bahnmüller, 1999 by Otto, Rauschenbach, & Vogel, 2002).

The learning in the work place may have both an organized form and unorganized form. The organized learning forms in the work place include different courses, seminars as well as activity (learning) in the so called "quality circle (team)". Courses and seminars provide possibilities for learning and as a result especially the young employees gain the competences necessary for the context of their professional activities. The fact that learning takes place in real situations and it is connected with particular tasks is considered to be an advantage of learning in the work place. Thus the transference of the learned to the practice is left out because the learning and the application of the learned are integrated (Trier, 1999 by Otto, Rauschenbach, & Vogel, 2002).

Several forms of learning in work place are being differentiated (Severing, 1994; Georg, 1996; Bergmann, 1999; Bibb, 1998; Trier, 1999; all by Otto, Rauschenbach, & Vogel, 2002): Quality circles: the aim of this form is to involve the employees in the problem solving, decision making. The participants meet in small groups for a relatively short period of time (1 – 3 hours) to discuss a topical issue, a problem, work assignments and to look for solutions. The activity is led by a moderator. The Quality circle is a small group established for a period of time, which meets in certain conditions, develop the offers for solving the problems and mutually exchange the information; Coaching – the concept of systematic consultations and activities; Job-Rotation-Programme; Self-education programme – all the activities in which the employees are self-motivated and self-directed in learning.

The everyday professional development has a tendency to increase (Bundesministerium, 1999 by Otto, Rauschenbach, & Vogel, 2002), it means, the employees independently learn in the process of work. This form of learning does not depend on the place of learning and it serves as an intrinsic feature of the decentralization of the professional development (Dehn-Bostel, 1995 by Otto, Rauschenbach, & Vogel, 2002). Visiting the professional exhibitions, participation in congresses, exchange programmes, presenting a report or reading of professional literature as well as all forms of learning using the computer is the professional development. Charles Spencer (2008) too, in his study concludes that teacher educators mainly develop their own professionalism through self-education.

There is a need to improve the pedagogical professional development programmes of the university staff at national and international level, to create the teacher training programmes in order to increase European higher education. The International research project "Evaluation of Spanish cooperation and international teacher training programmes: the model for the development of future projects in the common European education space" worked out by the

Ministry of Education of Spain (*Ministerio de Educación de España*) for the purpose of the above-mentioned problem solving.

4. Short description of the International research project “Evaluation of Spanish cooperation and international teacher training programmes: the model for the development of future projects in the common European education space”

From February 2006 to September 2006 the University of Latvia has been participated in the international research project “Evaluation of Spanish cooperation and international teacher training programmes: the model for the development of future projects in the common European education space”. Alongside with the University of Latvia another five universities have been participated in the project: National University of Distance Education (Spain); Vigo University (Spain); Oviedo University (Spain); University of Tübingen (Germany); Algarve University (Portugal).

The objectives of the project were the following:

- to elaborate and write a report, which would reveal the homogeneity and correspondence of the data obtained to the set criteria, thus promoting future contribution;
- to create the framework for an international teacher training programme in order to improve European higher education;
- experience exchange and exchange of ideas among several countries involved in the creation of a new education programme for the development of students’ professional qualification;
- based on the Delphi method to design the quality analysis matrix for the designed new programme.

The Delphi method was originally developed in the 50s by the RAND Corporation in Santa Monica, California. During the last fifteen years, the Delphi method with some modifications and methodological improvements was used more often especially for social science. The Delphi method is based on structural surveys and makes use of the intuitive available information of the participants, who are mainly experts. There is not the one Delphi methodology but the applications are diverse. There is agreement that Delphi is an expert survey in two or more 'rounds' in which in the second and later rounds of the survey the results of the previous round are given as feedback. (Skulmoski, Hartman, & Krahn, 2007; Turoff & Linstone, 2002; Turoff, Hiltz, Yao, Li, Wang, & Cho, 2006 et al.). Thus, the Delphi method is a “relatively strongly structured group communication process, in which matters, on which naturally unsure and incomplete knowledge is available, are judged upon by experts” (Häder & Häder, 1995, p. 12).

During the first phase of the international research project from February 2006 to September 2006 a survey and 2 focus group interviews were conducted in Spain, Latvia and Portugal, as well as continuing education programmes for the educators of higher educational establishments in Latvia and continuing education programme for young professors in one of German states were analysed. Quantitative data were processed applying SPSS software and qualitative data were processed applying AQUAD software. The purpose of this paper is to present the research findings of the study conducted in 2006 in Latvia and compare them with the results gained in 2009 during the repeated research on professors’ competencies (the second phase of the international research project).

5. The research findings of the study conducted in 2006 in Latvia

The results of 2006 in Latvia showed that the three most important competencies for Latvian professors (n=94) are no. 1, 5, and 10, that is, *acquisition of professional identity*, *development of methodological strategies*, and *construction of approaches to educational research*. This result seems to be very promising, because it combines in the highest ranks of preferences competencies of teaching, investigation and personal development. However, the qualitative findings from the analyses of group discussions among professors demonstrate quite clearly a misunderstanding of item no.1 (*acquisition of professional identity*): The participants in the study conceived of this item not as a competency to develop professional identity through experiences "on the job," but rather as a personality characteristic:

61 So on the basis lies the analysis of my work. *And if I analyzed my work I would*
62 *give 11 points to the criterion – competent professional identity - if I myself*
63 *understand who I am.* Certainly, I have to start to assess my work from the fact

On the other hand, as the three least important competencies the Latvian participants (professors as teacher trainers) rank-ordered no. 6, 4, and 7, that is *design and implementation of didactic materials*, *tutorial competency*, and *evaluation of teaching-learning processes*. This seems to be typical for the traditional role of an academic "teacher," who understands him/herself as an expert in his/her academic field, and his task is to "transmit" this knowledge to the students. Positive changes will be expected in the future, because the answers of younger professors show a tendency – although not statistically significant – towards higher rankings of tutorial competency than their older colleagues' questionnaire rankings [see Appendix A, Table 1, 2].

As regards differences between younger and older professors, we found one significant result showing that younger professors rate their need for *language competencies* (no. 3) lower than older professors, probably because they have greater language proficiency. If we assume that younger colleagues have generally greater need of professional training, we may apply one-sided significance criteria. Thus, we find two differences in the expected direction: need of tutorial training (no. 4) and need of support to meet the challenges of the information and knowledge society (no. 11) [see Appendix A, Table 1, 2]. No difference was found in ratings of training needs as regards competencies to develop and implement didactic materials (no. 6).

The findings underline the adequacy of the different programmes for professional training developed and offered in Latvia. Particularly the erroneous understanding of "professional identity" as a personality characteristic and not so much as a process of permanent development highlights the importance of the programme offered at the University of Latvia "Professional development of the staff of higher education institutions/innovations in the system of higher education." The main focus of the programme is to help experienced lecturers to understand and implement the shift of paradigms in higher education to join European common education space and implement the Bologna process in the classroom. 160 hrs, out of which 40 are contact hrs. The target group are lecturers with more than 3 years work experience in higher education institutions.

In general, the professional training programmes meet central needs of promotion of university professors' competencies. The programmes aim at promoting:

- investigation and assessment-based planning and preparing study courses and programmes;
- critical pedagogical thinking on the basis of acquired didactics of tertiary education, theories of teaching-learning and psychological regularities of a person's development;
- modelling and conducting the process of teaching-learning, using innovative pedagogical means and guidance to implement innovations;
- creating a learning community, initiating partnership in a multicultural setting, supporting and assisting the learners to meet their essential needs;
- reflecting on the process of teaching-learning, assessing achievements and providing quality assurance.

These programmes meet the addressees' subjective and objective needs for training. However, not all of the important competencies listed in our research instruments are covered by the existing training curriculum in Latvia. What needs further consideration and development is competence no. 6 "*Design and development of didactic materials to foster students' competencies.*" To which degree this training support leads to accomplishments is another question. Therefore, the programmes have to be complemented by a thoroughly designed approach to evaluation.

6. The research findings of the study conducted in 2009 in Latvia

Interpretive paradigm was chosen for the study. The choice was determined by the use of qualitative and quantitative approach. Theoretical and empirical methods of the research – data obtaining methods (online survey, analysis of information from the e-platform: chats, forums etc.) and methods of qualitative and quantitative data processing and analysis (frequencies; descriptive statistics; Mann-Whitney U; K Independent Samples Test, Kruskal-Wallis H; pedagogical interpretation) have been used during the study.

An e-mail invitation to participate in the web-based study was sent to 165 teacher trainers. Each potential respondent received a letter of invitation together with the link of online survey at the home page of the Institute of Pedagogical Sciences of the Faculty of Education and Psychology of the University of Latvia (www.pzi.lu.lv). The letter of invitation gave details of the purpose of the study, use of information and an assurance of confidentiality and anonymity.

The participants were asked to complete online evaluation survey (username and password was provided):

- firstly, to assess the content of the continuing education for the development of the university staff competencies evaluating content importance on the 6-point Likert scale (1 – “not at all important”; 6 – “very important”);
- secondly, to rate each competency priority using the 11-point Likert scale ranging from 1 (not at all important, necessary) to 11 (very important, necessary);
- thirdly, to describe the existent continuing education programmes for professional training promoted the development of the university staff competencies in the common European education space.

Two reminders were sent by e-mail, and surveys were accepted until one week after the requested due date. This stage yielded 36 total respondents for a response rate of 22%.

We collected demographic data in order to provide a profile of the respondents. Of the 36 initial respondents all individuals provided demographic information (gender, qualification, institution, position, work experience etc.). Approximately 83% (n=30) were female and 17% (n=6) male. The work experience of the respondents ranged from 1 to 47 and the average seniority was 17 years. Regarding the participants' professional background, 39% (n=14) were younger professors (with work experience ≤ 10 years) and 61% (n=22) were older professors (with work experience more than 10 years).

In this section of paper the results of competencies priority ranging and description of the existent continuing education programmes for academic staff professional training are analysed.

The statistical data of 2009 in Latvia showed that the three most important competencies for Latvian professors as teacher trainers (n=36) are no. 10, 11, and 5, that is, *construction of approaches to educational research, the challenges of the information and knowledge society, and development of methodological strategies* [See Appendix B, Table 1]. Comparing the results gained in 2009 with the research findings of the study conducted in 2006 the following similarities

were founded: competencies no.5 and 10 (*development of methodological strategies; construction of approaches to educational research*) are most important in both studies in 2009 as well as in 2006.

On the other hand, as the three least important competencies the Latvian participants ranked no. 4, 6, and 2, that is *tutorial competency, design and implementation of didactic materials to foster students, and choice and organisation of scientific content* [See Appendix B, Table 1]. Taking into consideration the results of the empirical research in 2006 we expected positive changes of the importance evaluating of tutorial competency, because in 2006 the answers of younger professors showed a tendency – although not statistically significant – towards higher rankings of *tutorial competency* (no. 4) than their older colleagues' questionnaire rankings. But our forecast was not justified. But in 2009 the answers of younger professors showed another tendency – although not statistically significant – towards higher rankings of *didactic innovations* (no. 9) and *evaluation of teaching-learning processes* (no. 7) than their older colleagues' rankings [see Appendix B, Table 2]. There is no significant difference between younger professors' and older professors' rankings of the future oriented competencies priority [see Appendix B, Table 3].

As regards differences between male and female professors, we found one significant result ($p=0.020$) showing that the female professors rate the importance of *construction of approaches to educational research* (no. 10) lower than male professors [see Appendix B, Table 4, 5]. In 2009 the answers of female professors showed a tendency – although not statistically significant – towards higher rankings of *acquisition of professional identity* (no. 1), *language competencies* (no. 3), *tutorial competency* (no. 4) and *development of methodological strategies* (no. 5) than their male colleagues' rankings [see Appendix B, Table 4], probably because male professors are more oriented to communication, support and augment social relationships among people by fostering a sense of connectedness among them.

There is a significant difference between professors' rankings of the future oriented competencies priority that depends on continuing education programme for professional training. We found three significant results ($p=0.051$; $p=0.042$; $p=0.008$) showing that the professors of the programme "Educational Treatment of Diversity" rate the need for *design and implementation of didactic materials to foster students* (no. 6), *evaluation of teaching-learning processes* (no. 7) and *didactic innovations* (no. 9) lower than the professors from other programmes. Probably because the professors of the programme "Educational Treatment of Diversity" have more opportunities for development of their future oriented competencies. On the other hand, the professors of the programme "Educational Treatment of Diversity" rate the importance of *the challenges of the information and knowledge society* (no. 11) higher than the professors from other programmes [see Appendix B, Table 6, 7]. Probably because the professors of the programme "Educational Treatment of Diversity" have more needs of support to meet the challenges of the information and knowledge society.

The interuniversity Master's programme "Educational Treatment of Diversity" (Gento, 2007) is developed and implemented by four European universities: National University of Distance Education (Spain), Ludwigsburg University of Education (Germany), Karls-University Prague (Czech Republic), and University of Latvia. The academic staff work experience and continuing education are integrated in this programme (learning in the work place). The main focus of the programme is to initiate and extend the use of telecommunication by computer and audiovisual technology, by using e-platform, to facilitate mutual intercommunication between students and academic staff and among students themselves; to facilitate the students' and professors' mobility into different countries helping to understand the paradigms of higher education in the context of European common education space.

The general conclusion on the basis of analyzing the interuniversity programme „Educational Treatment of Diversity” e-platform, especially discussion forums, could be the following that the academic staff initially participated rather seldom in the general forum (September, October 2008). It is mainly the head of the programme and her assistants, who answer to students' questions, get involved in the forum discussions, suggest topics for the forum. The academic staff gradually gets involved – mainly, it happens with the beginning of their

modules. If initially the academic staff solves the situations that are connected with the organization of learning in a new study form for them (e-learning: audio- and videoconferences, chats, discussion forums, e-mails, Skype...) then the key issues of the study forums in the 2nd term (February-May 2009) are related to the content of the studies, its critical analysis, the evocation of discussions, sharing of experience, providing suggestions on additional reading.

The situation concerning the starting stage of implementing the programme is precisely described by the university professor D. who writes in the Forum on November 12, 2008 at 12:17:

"We, the academic staff, too, are in the learning process and starting the work on this new programme, we, too, have many unclear things. Certainly, that refers to me, personally. It could be said that one can observe even some kind of frustration. How to overcome it? Here we have to remember what professor M. has always said – to speak. To speak very openly and to ask questions. To speak with the colleagues and the academic staff. Because when someone else feels like I do, it gets easier for me, I understand that I am not so very "unique" in my feelings. The idea that this is a possibility to learn something new that differs from what I have done before, that this is a new learning experience helps me."

This statement characterizes the competent social action of the academic staff in the conditions of the society challenges (no. 11). The main focus of tutoring is to clarify students needs, to help them solved their doubts and problems and to orientate them to obtain the necessary successful results. For this reason, tutoring sessions are not imparted as lectures, but as intercommunicative opportunities where students can directly and flexibly speak to the academic staff and receive their specific and concrete answer to the put forward questions (no. 4, 11).

The university professor L. writes in the forum on January 12, 2009 at 23:50:

"Thank you to all for active and interested participation in the examination! All the sent in works are of high quality: they include analysis, applying the course material, the personal experience and other sources as well as offer innovative solutions in the context of Latvia. I read your works with great interest and joy. Each work of the examination is something special and I could learn some interesting possibility to improve the solution of the problem from each of them. I evaluated the works according to the previously suggested criteria-answers to 3 questions, which were formulated before the examination assignment. I will gladly cooperate with you also in future! Believe in yourselves and I wish you success also in the coming examinations."

This quote characterizes competent evaluation of the study process (teaching/learning process) and its results done by the university professor (no. 7).

Students receive not only the assessment in the form of a mark but also the university professor's human satisfaction, the evaluation of the joint cooperation, especially with the emphasis that the university professor, too, has benefited from this cooperation (no. 4). Besides, the students' answers in the forum prove that such attitude from the professors encourages them to overcome the possible difficulties connected with further studying.

The team of the university professors delivering one of the modules in the 2nd term writes the following on May 19, 2009 at 10:42:

"We are glad that you have successfully completed module 11. The group work and the cooperation process within the module showed that you are very good at completing such tasks. Module 12 gives you a possibility to develop your highly developed self-organization competences. Let the process be optimal for you, the others and the learning results of all (both the students and the academic staff) be significant. Let's be successful! The university professors' team that is proud of their students."

These sentences, to our mind, prove that in the age of modern technologies also using such learning forms as e-learning, further education, the person-to-person relations, mutual support, which in their turn, are also learning, are indispensable (no.5, 9). Besides, the university

professors inspire their students for the studies both with the example of their professional activity and the attitude to students (no.1, 4).

The university professor R, writes on February 26, 2009 at 23:29:

“Good evening! I am glad for the well-performed tasks. This proves your learning competence! I see that you don’t have much need for me. Therefore I suggest that tomorrow you use the face-to-face meeting time for the consultation with professor H. We can meet any other time both face-to-face and electronically but the professor is in Latvia only at this moment.”

This characterizes the professor’s competence in organizing the students’ learning, in selecting the learning resources and media (no. 2, 6). This is a sample of the university professor’s flexible action in the modern changeable social conditions to find and use the possibilities in the study process, which have not been initially planned (no. 11). This serves as an expression of creative organization of the studies, which promotes the learning (no. 5, 6).

The thoughts expressed by the academic staff in the forum vividly show that learning is not only the students’ issue but also the university professors learn together with the students and from the students (no. 1). The academic staff can become aware of that only in the pedagogical process. For instance, the university professor I. writes to students on October 21, 2008 at 12:35:

“When analyzing documents, literature and other sources, it is desirable to pay attention to the common and different in the experience of several countries when evaluating them in the context of Latvia and their applicability in your own work. Try to concentrate because the material is bulky: see the aim, material structure of Module 2, look for the main in the chapters, and make analytical notes for your own professional activities. Let us not try to remember all; it will be better if we devote attention to understanding. In case of need, don’t hesitate to ask questions. I will willingly see also your benefits in order to learn what I do not know. Be successful in your work!”

Moreover, if the university professor repeats these words once or even several times in the study rooms, students tend to forget them with time. The forum of the study programme „Educational Treatment of Diversity” gives the possibility to read them several times also later when the student’s experience has already enriched; when he/she can look at them as if “through different eyes”. This is an example of the everyday learning process.

7. Conclusion and Discussion

Delphi studies are useful for acquiring expert opinions on various topics. For this study we made every effort to identify and involve individuals who had extensive experience in various aspects of academic staff continuing education for the development of future oriented competencies. Our participants were able to provide diverse perspectives. Nevertheless, our response rate was low (only 22 %) and it is possible that the final report of the study might have differed with the involvement of nonrespondents or a different group of experts.

The findings from our study must be seen within the limited context of Latvia. The main findings of the study are the following:

- competencies no.5 and 10 (*development of methodological strategies and construction of approaches to educational research*) are most important in both studies in 2009 as well as in 2006;
- taking into consideration the results of the empirical research in 2006 we expected positive changes of the importance evaluating of tutorial competency, because in 2006 the answers of younger professors showed a tendency – although not statistically significant – towards higher

rankings of *tutorial competency* (no. 4) than their older colleagues' survey rankings. But our forecast was not justified;

- in 2009 the answers of younger professors showed another tendency – although not statistically significant – towards higher rankings of *didactic innovations* (no. 9) and *evaluation of teaching-learning processes* (no. 7) than their older colleagues' rankings;
- in 2009 we found one significant result ($p=0.020$) showing that the female professors rate the importance of *construction of approaches to educational research* (no. 10) lower than male professors. In 2009 the answers of female professors showed a tendency – although not statistically significant – towards higher rankings of *acquisition of professional identity* (no. 1), *language competencies* (no. 3), *tutorial competency* (no. 4) and *development of methodological strategies* (no. 5) than their male colleagues' rankings, probably because male professors are more oriented to communication, support and augment social relationships among people by fostering a sense of connectedness among them;
- in 2009 we found three significant results ($p=0.051$; $p=0.042$; $p=0.008$) showing that the professors of the programme “Educational Treatment of Diversity” rate the need for *design and implementation of didactic materials to foster students* (no. 6), *evaluation of teaching-learning processes* (no. 7) and *didactic innovations* (no. 9) lower than the professors from other programmes. Probably because the professors of the programme “Educational Treatment of Diversity” have more opportunities for development of their future oriented competencies. On the other hand, the professors of the programme “Educational Treatment of Diversity” rate the importance of *the challenges of the information and knowledge society* (no. 11) higher than the professors from other programmes. Probably because the professors of the programme “Educational Treatment of Diversity” have more needs of support to meet the challenges of the information and knowledge society.

The findings presented here illustrate that, in general, the continuing education programmes for professional training meet topical needs of promoting university professors' future oriented competencies. By our mind, the programmes in which the academic staff work experience and continuing education are integrated (learning in the work place) more intensive promote the development of the university professors' future oriented competencies.

The research findings confirm that study organization forms and methods for study realization have an impact on the development of the professors' as teacher trainers' competencies. In order to promote the learning of the students as future teachers and university professors as teacher trainers and to develop their future oriented competencies there is a need to improve not only the content of the continuing education programmes but also the study organization forms and methods for these programmes' realization providing the opportunities for learning in the work place.

References

Alijevs, R. (2005). *Izglītības filosofija*. 21.gadsimts. Rīga: Retorika A.

Blūma, D. (2001). Shift of Paradigms in the Qualifications of University Lecturers. *Izglītības zinātnes un pedagoģija mūsdienu pasaulē*. Zinātniskie raksti. 635. sēj. Rīga: Latvijas Universitāte, pp. 29-33.

De Pree, M. (1992). *Die Kunst des Führens*. Frankfurt/Main-New York 1992/2. Aufl.

Dzīves kvalitāte Latvijā (2006). Zin.red. B.Bela, T. Tisenkopfs. Latvijas Valsts prezidenta kanceleja. *Stratēģiskās analīzes komisija*. Rīga: Zinātne.

ENQA (2009). Standards and Guidelines for Quality Assurance in the European Higher Education Area. 3rd edition. Helsinki. [28.04.2009.] Accessible: [http://www.enqa.eu/files/ESG_3edition%20\(2\).pdf](http://www.enqa.eu/files/ESG_3edition%20(2).pdf)

Fulans, M. (1999). Pārmaiņu spēki: izglītības reformu virzieni. Rīga: Zvaigzne ABC.

Garleja, R. (1999). Pedagoģijas zinātne un mēs. Latvijas Universitātei – 80. Konferences referātu tēzes. Rīga: LU, pp.192-193.

Gento, S. (2007). Inter-university Master on “Educational Treatment of Diversity”. Didactic Guide. 4th Edition. April 2007. Faculty of Education UNED, Madrid.

Gerlach, Ch. (2000). Lebenslanges Lernen. Konzepte und Entwicklungen 1972 bis 1997. Köln, Weimar, Wien: Böhlau Verlag.

Häder, M. & Häder, S. (1995). Delphi und Kognitionspsychologie: Ein Zugang zur theoretischen Fundierung der Delphi-Methode, in: ZUMA-Nachrichten, vol. 37, 19. November 1995, p. 12.

Koķe, T. (2002). Mūžizglītības pedagoģiskie pamati. Skolotājs, Nr.2, pp.4-8.

Latvijas Nacionālās attīstības plāns 2007.-2013. (2006). LR Reģionālās attīstības un pašvaldību lietu ministrija. SIA „Jelgavas tipogrāfija”.

Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam (2008). SIA „Analītisko pētījumu un stratēģiju laboratorija”, 2008.gada novembris. [28.04.2009.] Accessible: http://www.latvija2030.lv/upload/lias_1redakcija_pilnv_final.pdf

LR Izglītības likums (1998, 1999, 2000). Latvijas Republika. Saeima. Likums pieņemts 29.10.1998. Spēkā esošs no 01.06.1999. Ar grozījumiem no 05.08.1999., 11.11.1999., 11.05.2000. [27.05.2009.] Accessible: http://www.aic.lv/rec/LV/leg_lv/LV_lik/izgl_lik.htm

Medina Rivilla, A., Domínguez, M.C. (2007). University Teachers’ Program. A Contribution for Developing Teachers’ Skills. Madrid: UNED ISAT.

Mūžizglītības memorands (2005). Eiropas komisijas darba dokuments. Oficiāls tulkojums. 2005.gada decembris. [27.05.2009.] Accessible: http://www.muzizglitiba.lv/view_52578.html

Otto, H.U., Rauschenbach, Th., Vogel, P. (Hrsg.) (2002). Erziehungswissenschaft: Professionalität und Kompetenz. Leske+Budrich, Opladen.

Prets, D. (2000). Izglītības programmu pilnveide. Rīga: Zvaigzne ABC.

Rifkins, Dž. (2004). Jaunās ekonomikas laikmets. Rīga: Jumava.

Rubene, Z. (2004). Kritiskā domāšana studiju procesā. Rīga: LU Akadēmiskais apgāds.

Sent-Ekziperī A. (2000). Mazais princis. Rīga: Zvaigzne ABC.

Skulmoski, G.J., Hartman, F.T., & Krahn, J. (2007). The Delphi Method for Graduate Research. Journal of Information Technology Education, Vol.6, pp.1-21. [27.05.2009.] Accessible: <http://jite.org/documents/Vol6/JITEv6p001-021Skulmoski212.pdf>

Spencer, Ch. (2008). Teacher educator, go educate thyself: who teach es the teachers of teachers? Establishing a Model of Professional Formation for Teacher Educators in Further Education Colleges. Teacher of the 21st Century: Quality Education for Quality Teaching. ATEE. Spring University, Riga, pp.714-720.

Turoff, M. & Linstone, H. (2002). *The Delphi Method: Techniques and Applications*, 618 p. [27.05.2009.] Accessible: <http://www.is.njit.edu/pubs/delphibook/delphibook.pdf>

Turoff, M., Hiltz, S.R., Yao, X. , Li, Z. , Wang, Y., & Cho, H.-K. (2006). Online Collaborative Learning Enhancement Through the Delphi Method. *Turkish Online Journal of Distance Education*, April, Vol. 7, No. 2, pp. 66-79 [27.05.2009.] Accessible: http://tojde.anadolu.edu.tr/tojde22/pdf/article_6.pdf

Wörner, A. (2008). *Lehren an der Hochschule Eine praxisbezogene Anleitung* 2. Auflage. Wiesbaden: Verlag für Sozialwissenschaften.

Žogla, I. (2001). *Didaktikas teorētiskie pamati*. Rīga: RaKa.

Žogla, I. (2006). Curriculum jēdziens definīcijās un salīdzinājumā. *Latvijas Universitātes Raksti*, 700. sēj. Pedagoģija un skolotāju izglītība. Rīga: Latvijas Universitāte, pp.32-42.

Appendix A

The results of the research conducted in 2006 in Latvia

Table 1
Mann-Whitney Test

Ranks

	work experience	N	Mean Rank	Sum of Ranks
1. Acquisition of professional identity	younger	29	41,31	1198,00
	professor			
	older professor	65	50,26	3267,00
	Total	94		
2. Choise and organisation of scientific content	younger	28	50,18	1405,00
	professor			
	older professor	61	42,62	2600,00
	Total	89		
3. Language competencies	younger	29	39,00	1131,00
	professor			
	older professor	64	50,63	3240,00
	Total	93		
4. Tutorial competency	younger	27	52,13	1407,50
	professor			
	older professor	63	42,66	2687,50
	Total	90		
5. Development of methodological strategies	younger	21	38,31	804,50
	professor			
	older professor	52	36,47	1896,50
	Total	73		
6. Design and implementation of didactic materials to foster students	younger	28	46,84	1311,50
	professor			
	older professor	64	46,35	2966,50
	Total	92		
7. Evaluation of teaching-learning processes	younger	28	44,43	1244,00
	professor			
	older professor	61	45,26	2761,00
	Total	89		
8. Application of principles oriented to the model of the European space of higher education	younger	29	42,19	1223,50
	professor			
	older professor	64	49,18	3147,50
	Total	93		
9. Didactic innovations	younger	28	46,38	1298,50
	professor			
	older professor	62	45,10	2796,50
	Total	90		
10. Construction of approaches to educational research	younger	29	40,81	1183,50
	professor			
	older professor	63	49,12	3094,50
	Total	92		
11. The challenges of the information and knowledge society	younger	29	53,93	1564,00
	professor			
	older professor	63	43,08	2714,00
	Total	92		

Table 2
Test Statistics

	1. Acquisition of professional identity	2. Choice and organisation of scientific content	3. Language competencies	4. Tutorial competency	5. Development of methodological strategies	6. Design and implementation of didactic materials to foster students	7. Evaluation of teaching-learning processes	8. Application of principles oriented to the model of the European space of higher education	9. Didactic innovations	10. Construction of approaches to educational research	11. The challenges of the information and knowledge society
Mann-Whitney U	763,000	709,000	696,000	671,500	518,500	886,500	838,000	788,500	843,500	748,500	698,000
Wilcoxon W	1198,000	2600,000	1131,000	2687,500	1896,500	2966,500	1244,000	1223,500	2796,500	1183,500	2714,000
Z	-1,620	-1,333	-1,985	-1,659	-,353	-,084	-,149	-1,203	-,222	-1,437	-1,871
Asymp. Sig. (2-tailed)	,105	,182	,047	,097	,724	,933	,882	,229	,824	,151	,061

a Grouping Variable: work experience

Appendix B

The results of the research conducted in 2009 in Latvia

Table 1
Frequencies

Statistics

		1. Acquisition of professional identity	2. Choice and organisation of scientific content	3. Language competencies	4. Tutorial competency	5. Development of methodological strategies	6. Design and implementation of didactic materials to foster students	7. Evaluation of teaching-learning processes	8. Application of principles oriented to the model of the European space of higher education	9. Didactic innovations	10. Construction of approaches to educational research	11. The challenges of the information and knowledge society
N	Valid	35	36	36	35	36	36	36	36	36	36	35
	Missing	1	0	0	1	0	0	0	0	0	0	1
Mean		7,34	6,33	7,25	7,11	7,67	7,08	7,56	7,19	7,17	8,03	8,00
Std. Error of Mean		,648	,627	,482	,616	,562	,492	,391	,459	,474	,535	,533
Median		9,00	8,00	8,00	8,00	9,00	7,00	7,50	7,50	8,00	9,00	9,00
Mode		10	11	8	11	11	10	10	5	8	11	10
Minimum		1	1	1	1	1	1	2	1	1	1	1
Maximum		11	11	11	11	11	11	11	11	11	11	11

Table 2
Mann-Whitney Test

Ranks

	work experience	N	Mean Rank	Sum of Ranks
1. Acquisition of professional identity	younger professor	14	14,96	209,50
	older professor	21	20,02	420,50
	Total	35		
2. Choise and organisation of scientific content	younger professor	14	16,75	234,50
	older professor	22	19,61	431,50
	Total	36		
3. Language competencies	younger professor	14	17,75	248,50
	older professor	22	18,98	417,50
	Total	36		
4. Tutorial competency	younger professor	14	15,57	218,00
	older professor	21	19,62	412,00
	Total	35		
5. Development of methodological strategies	younger professor	14	17,68	247,50
	older professor	22	19,02	418,50
	Total	36		
6. Design and implementation of didactic materials to foster students	younger professor	14	16,57	232,00
	older professor	22	19,73	434,00
	Total	36		
7. Evaluation of teaching-learning processes	younger professor	14	18,71	262,00
	older professor	22	18,36	404,00
	Total	36		
8. Application of principles oriented to the model of the European space of higher education	younger professor	14	18,29	256,00
	older professor	22	18,64	410,00
	Total	36		
9. Didactic innovations	younger professor	14	18,61	260,50
	older professor	22	18,43	405,50
	Total	36		
10. Construction of approaches to educational research	younger professor	14	16,36	229,00
	older professor	22	19,86	437,00
	Total	36		
11. The challenges of the information and knowledge society	younger professor	14	16,00	224,00
	older professor	21	19,33	406,00
	Total	35		

Table3
Test Statistics

	1. Acquisition of professional identity	2. Choice and organisation of scientific content	3. Language competencies	4. Tutorial competency	5. Development of methodological strategies	6. Design and implementation of didactic materials to foster students	7. Evaluation of teaching-learning processes	8. Application of principles oriented to the model of the European space of higher education	9. Didactic innovations	10. Construction of approaches to educational research	11. The challenges of the information and knowledge society
Mann-Whitney U	104,500	129,500	143,500	113,000	142,500	127,000	151,000	151,000	152,500	124,000	119,000
Wilcoxon W	209,500	234,500	248,500	218,000	247,500	232,000	404,000	256,000	405,500	229,000	224,000
Z	-1,455	-,802	-,344	-1,162	-,380	-,883	-,098	-,098	-,049	-,988	-,957
Asymp. Sig. (2-tailed)	,146	,422	,731	,245	,704	,377	,922	,922	,961	,323	,339

a Grouping Variable: work experience

Table 4
Mann-Whitney Test

Ranks

	gender	N	Mean Rank	Sum of Ranks
1. Acquisition of professional identity	male	6	12,08	72,50
	female	29	19,22	557,50
	Total	35		
2. Choise and organisation of scientific content	male	6	19,17	115,00
	female	30	18,37	551,00
	Total	36		
3. Language competencies	male	6	14,92	89,50
	female	30	19,22	576,50
	Total	36		
4. Tutorial competency	male	6	16,50	99,00
	female	29	18,31	531,00
	Total	35		
5. Development of methodological strategies	male	6	17,33	104,00
	female	30	18,73	562,00
	Total	36		
6. Design and implementation of didactic materials to foster students	male	6	23,00	138,00
	female	30	17,60	528,00
	Total	36		
7. Evaluation of teaching-learning processes	male	6	20,17	121,00
	female	30	18,17	545,00
	Total	36		
8. Application of principles oriented to the model of the European space of higher education	male	6	22,58	135,50
	female	30	17,68	530,50
	Total	36		
9. Didactic innovations	male	6	20,00	120,00
	female	30	18,20	546,00
	Total	36		
10. Construction of approaches to educational research	male	6	27,50	165,00
	female	30	16,70	501,00
	Total	36		
11. The challenges of the information and knowledge society	male	5	19,00	95,00
	female	30	17,83	535,00
	Total	35		

Table 5
Test Statistics

	1. Acquisition of professional identity	2. Choice and organisation of scientific content	3. Language competencies	4. Tutorial competency	5. Development of methodological strategies	6. Design and implementation of didactic materials to foster students	7. Evaluation of teaching-learning processes	8. Application of principles oriented to the model of the European space of higher education	9. Didactic innovations	10. Construction of approaches to educational research	11. The challenges of the information and knowledge society
Mann-Whitney U	51,500	86,000	68,500	78,000	83,000	63,000	80,000	65,500	81,000	36,000	70,000
Wilcoxon W	72,500	551,000	89,500	99,000	104,000	528,000	545,000	530,500	546,000	501,000	535,000
Z	-1,579	-,171	-,920	-,400	-,303	-1,155	-,429	-1,048	-,387	-2,327	-,239
Asymp. Sig. (2-tailed)	,114	,864	,358	,689	,762	,248	,668	,295	,699	,020	,811

a Grouping Variable: gender

Table 6
Kruskal-Wallis Test

Ranks

	Programme for professional training	N	Mean Rank
1. Acquisition of professional identity	programme "Educational Treatment of Diversity"	6	16,83
	other programme	18	18,36
	no information about programme	11	18,05
	Total	35	
2. Choise and organisation of scientific content	programme "Educational Treatment of Diversity"	6	14,50
	other programme	19	18,53
	no information about programme	11	20,64
	Total	36	
3. Language competencies	programme "Educational Treatment of Diversity"	6	12,50
	other programme	19	21,66
	no information about programme	11	16,32
	Total	36	
4. Tutorial competency	programme "Educational Treatment of Diversity"	5	14,20
	other programme	19	17,63
	no information about programme	11	20,36
	Total	35	
5. Development of methodological strategies	programme "Educational Treatment of Diversity"	6	15,67
	other programme	19	17,76
	no information about programme	11	21,32
	Total	36	
6. Design and implementation of didactic materials to foster students	programme "Educational Treatment of Diversity"	6	10,33
	other programme	19	18,32
	no information about programme	11	23,27
	Total	36	
7. Evaluation of teaching-learning processes	programme "Educational Treatment of Diversity"	6	9,33
	other programme	19	19,05
	no information about programme	11	22,55
	Total	36	
8. Application of principles oriented to the model of the European space of higher education	programme "Educational Treatment of Diversity"	6	14,08
	other programme	19	19,11
	no information about programme	11	19,86
	Total	36	
9. Didactic innovations	programme "Educational Treatment of Diversity"	6	7,67
	other programme	19	18,63
	no information about programme	11	24,18
	Total	36	
10. Construction of approaches to educational	programme "Educational Treatment of Diversity"	6	15,25

research			
	other programme	19	18,97
	no information about programme	11	19,45
	Total	36	
11. The challenges of the information and knowledge society	programme "Educational Treatment of Diversity"	6	18,08
	other programme	19	17,42
	no information about programme	10	19,05
	Total	35	

Table 7
Test Statistics(a,b)

	1. Acquisition of professional identity	2. Choice and organisation of scientific content	3. Language competencies	4. Tutorial competency	5. Development of methodological strategies	6. Design and implementation of didactic materials to foster students	7. Evaluation of teaching-learning processes	8. Application of principles oriented to the model of the European space of higher education	9. Didactic innovations	10. Construction of approaches to educational research	11. The challenges of the information and knowledge society
Chi-Square	,104	1,342	4,193	1,336	1,362	5,956	6,353	1,321	9,776	,721	,171
df	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	,949	,511	,123	,513	,506	,051	,042	,517	,008	,697	,918

a Kruskal Wallis Test

b Grouping Variable: Programme for professional training

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Irina Maslo

New-professionalism's responsibility of learning in socio-cultural educational contexts

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/ase0916.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

Abstract	3
1. Introduction.....	3
2. Constructively system-view to life and labor-profession work in various cultural situations ..	4
3. Social-cultural model of educational work: Exploring of learner's and educator's socio-cultural experience in the analysis process of their labor-professional working	7
4. Conclusions	10
5. Discussion	10
References.....	11

Irina Maslo, University of Latvia
irina.maslo@lu.lv

Abstract

We can find the issues of effectiveness and choice as well as equal opportunities in education for each person in the burning point of discussions. Social and cultural progress gives the human a great responsibility to the ability to evaluate, analyze, choose and labor-professional work correspondingly in new and unknown situations.). Thus nowadays the educators, especially teachers educators and teacher trainers have to be well qualified in the wide meaning.

The paper propose to present the concept to promotion of the development of critical competency in the context of lifelong social-cultural learning what will be carried out by educators as professionals to search an answer to these questions in several socio-cultural learning situations research in the education process. The paper conceptualizes the use of the post appropriate approaches to educational treatment as the construing of post appropriate social-cultural learning situation in professional working regarding diverse needs.

1. Introduction

The paradigm of education has been shifting since certain changes were introduced to the education system in the last decade of the 20th century, and the educator's labor-professional work has been influenced by the changes as well. The educator is transformed from an indisputable leader into a tutor- socialize-contributor to the social-cultural learning process.

Educational treatment of different educational needs proceeding from people diversity is one of the main important points of the European political Lifelong Learning strategy of education. The participation in various spheres of public life of people with diverse features is self-evident. It is closely tied to the rights for self-defined education in a multicultural society for people with diverse needs.

The competent labor-professional work of educators is possible only in such a professional working process where all professionals at the working place are active participants. The most important dimensions of the professional work are the social dimension, value orientation, new professionalism's understanding and every participant's responsibility for learning in the analysis process (Jørgensen., 1999: 11, Maslo, E., 2003a, 2003b) of the social and cultural contexts.

These are requirements to continue education, to be able to evaluate knowledge and to receive the necessary amount of information. It means to be open towards education and real mobility, ability to move – physically and spiritually. The human should be able to change one's own knowledge, to master new ways of perception, to understand business knowledge and to see its usage perspective (Bruner, 1998, Maslo, I., Tilla & Maslo, E. 2006).

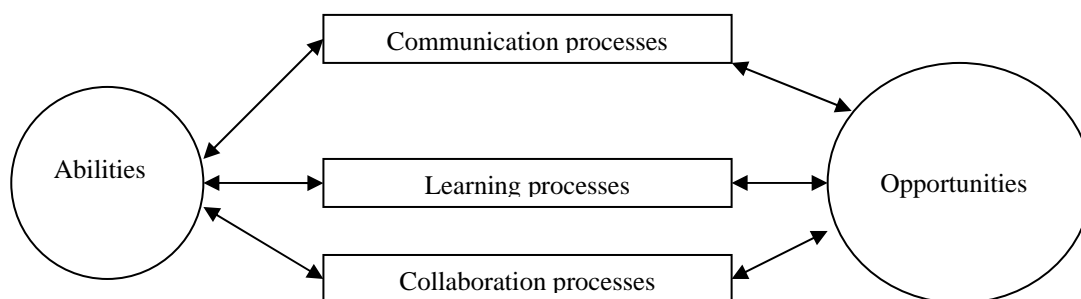
The paper conceptualizes the use of the post appropriate approaches to educational treatment of people with diverse educational needs of in research process of social and cultural professional situations in international and national context as kind of possibilities. It succeeds as the construing of post appropriate social-cultural learning situation of professional working regarding diverse needs in the research process.

However, the question of educators work arises: why sometimes people's socio-cultural learning potential remains without full development and sometimes the development stops and, sometimes the person makes fundamental investigations and performs socially meaningful actions?

To search for an answer to these questions in several socio-cultural learning situations research will be initiated in the education process. The promotion of the development of the critical competency in the context of lifelong social-cultural learning will be carried out by educators as professionals.

2. Constructively system-view to life and labor-profession work in various cultural situations

In view to constructive system- to life and labor-profession work in various cultural situations of informative society human individual critical competency could be named as *social-cultural competency* that is characterized by the interaction between the opportunities of obtaining the experience of culture dialogue, the person's abilities and the individual experience of learning, collaboration and communication (*Figur 1*).



Figur 1

Obtaining the experience of culture dialogue

The integrative process of self- development, socialization and culture acquisition characterizes the development of social-cultural competency proceeds in the process of social-cultural learning (Tilja, 2003) that.

Facilitating construing of self-organized own systems of socio-cultural learning according to learners' life-activity forms at certain age one should realize the principles

- of choice,
- culture dialogue,
- integration of learning, communication and collaboration in various diverse interaction situations for mutual and social enrichment.

It is offered to apply the generally approved pedagogical principles of construing to real-life labor-professional working in educational situations, thereby closing a gap

between theory and practice and proving that general principles of construing and principles of social-cultural approach to educational treatment are observable in a educational situations.

For realization of these principles one has to refuse from the traditional view to education where learning is a receptive, linear, systematical process which aim is externally detected and oriented at acquisition of concrete content. From the constructive system-view (Reich 2002) everyone his/her own self construe learning, collaboration and communication as an intra- and inter-individual (Roth 1997) and introspective multidimensional system-construing process of social-cultural learning (Maslo 2006).

One of present basic tasks of improvement of social-cultural learning is to give learners multidimensional (Bronfenbrenner 1981) opportunities to form an each one ability to be social-cultural competent in society will be of high value (*Table 1*):

Table 1
Multidimensional opportunities to changes on professional working places
(*Develops connected to Rubene 2003, 2004, 2006*)

<i>Multidimensionality</i>	Opportunities
CULTURAL DIMENSION	To present diverse cultural contents.
	To broaden personal socio-cultural experience
	To explore further development of the present diverse of cultures
SOCIAL DIMENSION	To collaborate in various diverse cultural interaction situations
	To solve problems in multicultural contexts
	To create new social perspectives
LEARNING DIMENSION	To communicate using diverse information and communication technologies
	To participate creatively
	To contribute to learners' autonomy (choice, independence, responsibility)

The provision of these opportunities in educational institutions would facilitate the improvement of competent labor-professional work.

2. A multidimensional system-construing process of social-cultural learning

The constructive system of social-cultural learning organization is directed to establish new learning opportunities to improve own abilities and experience. Learning, interaction and axiological culture (Kron 2001, Nuenning, A.&Nuenning, W. 2005) become the social-cultural learning content that is open and comes from the individual social and cultural context. Learning, collaborating and communicating has special meaning for media – various information springs, new technologies and languages (*Figure 2*).

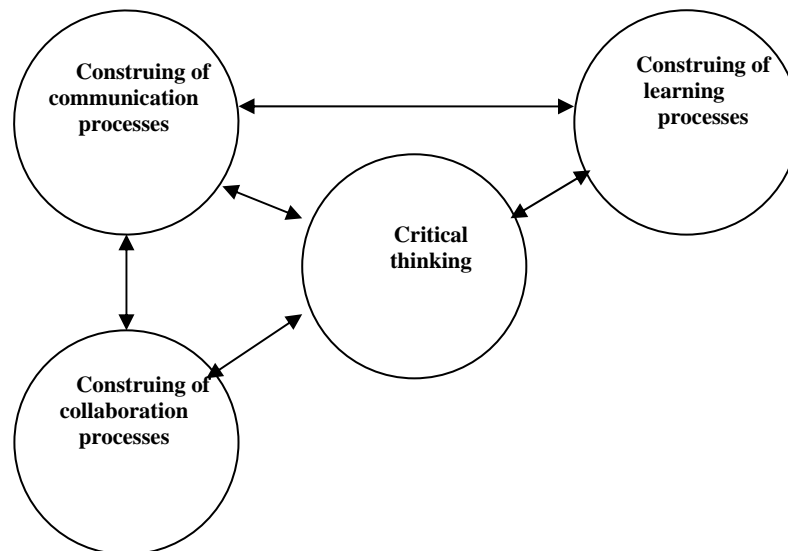


Figure 5. Construing system of social-cultural experience

Social-cultural learning experience is the subjectively reflected attitudes, skills and knowledge, created in the social-cultural learning process through re-construing, de-construing and new -construing.

The educational treatment follows the three phases of system construing:

- The learners and educators as learners re-construe their own knowledge of educational treatment to cultural diversity in own educational situation in own national country, institution, post work and individual contexts, and international context. This phase deals with the individually used supplementary materials in distance modality.
- The learners de-construe their own knowledge of educational treatment to cultural diversity in own educational situation in diverse national country, institution, post work and individual contexts, and international context. This phase concerns virtual or real small working groups using materials worked out by the participants in interactive e-learning and contact learning modality.
- New construing of knowledge and approaches of educational treatment with cultural diversity with new understanding of specifically national country, institution, post work and individual, and international contents and intervention

A systemically-construing approach to the educational treatment with cultural diversity can prepare the learners for handling difficulties; sometimes even the cultural shock, which is a very important part of the construing-processes: de-

construing means always the refusal of the prior position to the educational treatment.

Another difficulty prepares the transfer of new knowledge to individual post work situation. Discrepancies must be assessed and de-construed from participants self. Thereby one comes to new construing of understanding of specialty cultural contents: declarative knowledge (over the cognitive, emotional and social aspects of collaboration and communication processes in multicultural situations) and procedural knowledge to use of media (information source, processes and methods, and procedure or strategies and technologies).

Mentally *re-construing* own previous social-cultural learning experience alongside present view on concrete content appear new perspectives, changes the attitude to what was mastered and experienced. De-construing begins in experience exchange with other people. Introducing with various combinations attitudes, skills and knowledge, is searched common and different, acceptable and unacceptable. New construing is new construing of experiences of social-cultural learning As the result of evaluation other social-cultural perspectives detection, creating of new knowledge and inheritance of other knowledge happens. Created and in memory saved is only this, which seems new and individually important.

The social-cultural learning organization thus showing in the unity of subjective and objective aspects (Leontjew 1981, Čehlova 2003, Čehlova, Z.&Špona 2004, Akopova 2005) in a united system: the socio-cultural learning organization, as well as the construing processes of the experience (the subjective aspect) and the opportunities for their provision, preparation of activities; mentoring of activities and evaluation of activities, as well as the construing processes of each phase are realized (the objective aspect).

3. Social-cultural model of educational work: Exploring of learner's and educator's socio-cultural experience in the analysis process of their labor-professional working

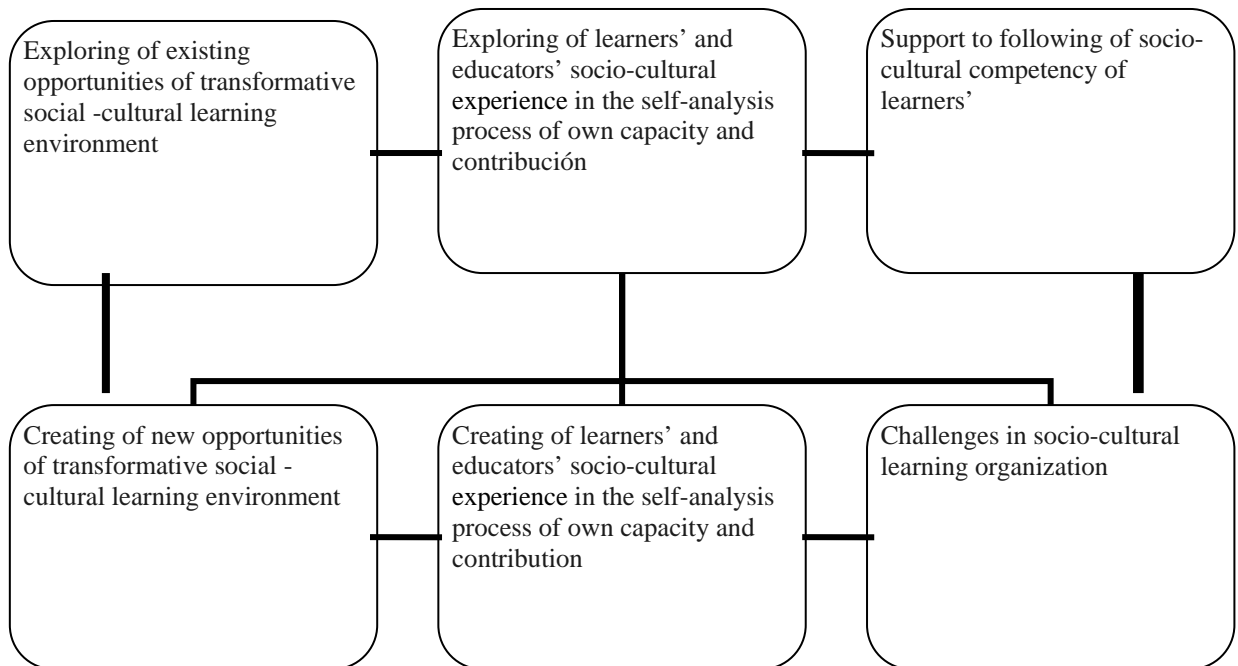
The educator's aim is raising the learner's and facilitating their learning. Due to the development of educational treatment, approaches are beginning to interpret the pedagogical process as a social-cultural integrated- combination of governess and facilitating of learning (Špona& Maslo, I. 1991: 18). New governess is more and more an interplay between the educator and the learner, taking into account the learner's initial socio-cultural experience.

The labor-professional working is interpreted as both a social and cultural process - the educational work as technology, art and culture (Medina& Mata 2003). Educator's socially and cultural integrating educational working in this context means ensuring possibilities for social communication between the educators and the learners (Medina& Mata 2003), which results in a new socio-cultural experience for the both.

Using the idea from humanistic pedagogy about the potential of values in educational situations and emphasis on cultivating attitudes and the constructivist ideas of developing skills and knowledge in working, the educator is working as a catalyst in the education process.

The educator him-/herself is representing the present cultural content, while consciously and/ or unconsciously including own cultural experience in the organization of the education process together with the cultural potential already integrated in the curriculum. The professional must facilitate the autonomy and responsibility of the learner and include the experience in the educational process as of equivalent value.

The present cultural content, expressed both by the educator through his experience and the contents of the syllabus in the social interaction in the educational situation, develops in regard to important cultural symbols and values in the future (*Figur 3*).



Figur 3 Social-cultural model of educational work

Learners through a dialogue with the educator as a mentor provide their evaluation on which part of the present culture is valuable and which part should be left behind. Summarizing the described components, it becomes possible to formulate an integrative definition of labor-professional working, interpreting this work as social interactions experience of the participants in educational situation (learner and educator), which results in new experience.

The educator's socially and culturally integrative labor-professional work in this context means ensuring opportunities for **integration** of diverse social learning cultures, which open up for the establishment of new socio-cultural experience.

If learner's and educator's socio-cultural experience fills the present culture niche in labor-professional working as culture (Medina& Mata 2003), then a cross-cultural dialogue is realized, when the following conditions are present:

The labor-professional work must by all means encourage social communication. Shaping a positive environment, promoting learners' self-realization and mutual understanding with the educator and learner is vital in the educational situation. The new-professional refuses power monopoly and builds relationship to learners as a

communication partner on the basis of equality. The learners are urged to think, using their existing experience as a basis (Glaserfeld 1989, 1995; Medina& Mata 2003, Ose 2006a).

The learners are given an opportunity to build democratic and mutually enriching relations and be responsible for building them. There is shown the respect for learner's motivation and involvement in the learning process that is important and meaningful from the learner's social-cultural perspective. The educator activates the imagination or the innovative context the learners are encouraged to acquire the world and change it within the limits in correspondence with their own will and rules.

The educator involves own socio-cultural experience in the labor-professional work, preceded by a reflective evaluation and constructively system of fragments, that should be included in the educational situation and communicated to the learners, as well as encourages the learners to share their experience (social-cultural integrative criteria).

If the educator abides to the conditions of improvement implied by the cross-cultural education social-cultural model of educational treatment, cultural dialogue is realized: the social-cultural experiences of the educators' and the learners' mutual relations fulfill the niche of transformed, enriched present culture in the labor-professional work as culture (Medina& Mata 2003, Ose 2006b).

In order to facilitate the culture dialogue a new view on the educator as a subject of the educational situation is necessary, interpreting the labor-professional work as a social and cultural acting with the following conditions (Ose, 2006a):

- social interplay,
- present cultural contents,
- contribution to learners' autonomy,
- further development of the present culture,
- providing possibilities for the learners to broaden their socio-cultural experience.

Thus the ability to foster the social and cultural learning processes is regarded as the most important structural component of competency of educators stressing subjective feature in education. The present pedagogy admits that it is impossible to instruct a learner and the educator, a person is learning by himself. In learning, in the process of education and further education the biggest attention is paid to the learning processes in social and cultural contexts instead of the content. So it is the base to speak about a universal capability – the capability to develop and to create the critical competency to labor-professional work in a multifaceted environment – a social-cultural competency.

To provide the conditions of promoting the critical competency of specialized professionals to work on the education of people with diverse social learning cultures as researchers in multifaceted environments, educators have:

- To improve learner's competencies to evaluate critically the theoretical and practical knowledge of understanding the social learning culture and the competent* action in multicultural environments in order to clarify contents involved in the socio-cultural approach to educational treatment with diversity, and to enquire critically tendencies of development of such.
- To improve the use of the post appropriate approaches to educate people with special social and cultural learning needs in the multifaceted context for

4. Conclusions

To promote the establishment of the social learning culture the professionals have to have a good command on their own working places. This makes the opportunity to work competently not only in own profession but also to have to orientate well in other content branches, to be able to use various languages and new technologies, to learn know the necessities, interests and abilities others have, what collaboration forms are effective in a certain situation and how to organize the collaboration in order to promote the improvement of the social-cultural experience.

1. The most important task of competent labor-professional work could be to propose interesting learning possibilities, kinds of transformative learning environment, where, on the one hand, each person could have a possibility to find his own interesting learning content and a way of learning that fits him the best, and, on the other hand, - learning environment that could change where participants of the learning process actively work by analyzing, researching, improving their own learning, thus improving personal social-cultural competency.

2. In order to facilitate the cultural dialogue it is necessary to have a new view on labor-professional working, interpreting those as social and cultural active social interaction presenting the content diversity of culture, promoting learning autonomy and responsibility and new opportunities for today and the future of the society. Taking the generally accepted system of construing principles on a real professional working place, it is possible to overcome the appearing gap between the integration theory and alignment in practice.

3. A critical thinking ability to judge based on reasonable argumentation is an integral part of democratic education. Its task is not only to show mistakes destructively or negatively but through this integral cognition to explore and to suggest opportunities for changes in learning as communication and collaboration process. The provision of these opportunities would facilitate learners and instructors in their own social-cultural competent labor -professional work on own working place.

4. During educational reforms the developed Educational law stipulates the direction to the individual social-cultural competency in lifelong education that characterizes the present day society. To promote establishment of the social learning culture, it is necessary to have a good command not only in own professional subject but also to have to orientate well in other social-cultural contents, to be able to use different languages and new technologies themselves, to know the necessities, interests and abilities the others have, what collaboration forms are effective in a certain situation and how to organize the collaboration in order to promote the improvement of the social and cultural experience.

5. Discussion

We can find the issues of effectiveness and choice as well as equal opportunities in education for each people in the burning point of discussions. Social and cultural

progress gives the human a great responsibility to the ability to evaluate, to analyze, to choose and to work labor-professional correspondingly in new and unknown situations. That is why the human ability to develop owns competency becomes the most important issue. The social-cultural competency gives the human an opportunity to work in a self-organized way in social and cultural variation. Thus nowadays the educators, a specially teachers and teacher's trainers, have to be well qualified in the wide meaning.

References

AKOPOVA, Ž. (2005). Metora palīdzība klases skolotāju komandai bilingvālās izglītības ieviešanā. Disertācija. Rīga: Latvijas Universitāte.

BRONFENBRENNER, U. (1981). Die Ökologie der Menschlichen Entwicklung. Stuttgart.

BRUNER, J.S. (1998). Uddannelseskulturen. København: Hans Reitzel.

Čehlova, Z. (2003) Izziņas aktivitāte mācībās. R.:Raka.

Čehlova, Z.&Špona A. (2004) Pētniecība pedagoģijā. R.:RaKa.

GLASERFELD, E. (1989). "Cognition, construction of knowledge, and teaching". Synthese, 80: 121-140.

GLASERFELD, E. (1995). Radical Constructivism: A Way of Knowing and Learning. London: Falmer Press.

JØRGENSEN, P.S. (1999). "Hvad er kompetence? Og hvorfor er det nødvendigt med et nyt begreb?" Uddannelse, 9: 4-13.

KRON, F.W. (2001). Grundwissen Didaktik. München: Ernst Reinhardt Verlag.

LEONTJEV, A.N. (1981) The problem of activity in psychology . WERTSH, J.V. (Eds.). *The Concept of Activity in Soviet Psychology*. Armonk, NY: Sharpe.

MASLO, E. (2003a). *Jauniešu mācīšanās spēju pilnveide dāņu valodas mācību procesā: vispārīgā pedagoģija: promocijas darbs*. Latvijas Universitāte. Pedagoģijas un psiholoģijas institūts. Rīga : Latvijas Universitāte.

MASLO, E. (2003b). *Mācīšanās spēju attīstība*. Rīga: RaKa.

MASLO, I., Tijlā, I. & MASLO, E. (2006). "Tratamiento educativo de la diversidad cultural". *Atención a diversidad en la Europa y América*. Edificio de Humanidades, Madrid, 135-177.

MASLO, I. (2006). Treatment with diversity in multicultural environments. *Attention for the Diversity in Europe & America*, III International Conference (Madrid, May, 5-6).

MEDINA, A.R. & MATA, F.S. (2003). *Did.ctica General*. Madrid: Prentice Hall.

NUENNING, A. & NUENNING, W. (2005). *Konzepte der Kulturwissenschaften*. Verlag Metzler Stuttgart-Weimar.

OSE, L. (2006a). *Skolotāju pedagoģiskās darbības salīdzinoša analīze latviešu un mazākumtautību sākumskolu klasēs*. Disertācija. Rīga: Latvijas Universitāte.

OSE, L. (2006b). Skolotāja sociāli integrējošā pedagoģiskā darbība. MASLO, I. (Eds.) *No zināšanām uz kompetentu darbību*. Rīga: LU Akadēmiskais apgāds.

REICH, K. (2002). *Systemisch konstruktivistische Pädagogik, Einführung in Grundlagen einer interaktionistisch-konstruktivistischen Pädagogik*. - Luchterhand Verlag (Neuwied)

ROTH, G. (1997). *Das Gehirn und seine Wirklichkeit*. Frankfurt a. M.

RUBENE, Z. (2003). *Jauniešu kritiskās domāšanas izpēti studiju procesā universitātē: (vispārīgā pedagoģija): promocijas darbs*. Latvijas Universitāte. Pedagoģijas un psiholoģijas inst. Rīga : Latvijas Universitāte.

RUBENE, Z. (2004). *Kritiskā domāšana studiju procesā*. Rīga: LU Akadēmiskais apgāds.

RUBENE, Z. (2006). Pašnoteiktāsmācīšanās izpratne jauniešu kritiskās domāšanas izpēti kontekstā studiju procesā". MASLO, I. (Eds.) *No zināšanām uz kompetentu darbību*. Rīga: LU Akadēmiskais apgāds., 72-89.

ŠPONA, A., MASLO, I. (1991). Skolas pedagoģiskais process. LU Pedagoģijas un psiholoģijas katedra. - Rīga : Latvijas Pedagoģijas biedrība.

TIĻĻA, I. (2003). *Pusaudžu sociālkultūras kompetences pilnveide otrās svešvalodas mācību procesā: sociālā pedagoģija: promocijas darbs pedagoģijas doktora grāda iegūšanai*. Latvijas Universitāte. Pedagoģijas un psiholoģijas inst. Rīga: Latvijas Universitāte.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Khalid Mehmood

**Workshop: *Effects of teacher's trainings &
Pakistani Needs of Future***

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0917.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Abstract	- 4 -
1.1. Short course	- 4 -
1.2. Long courses.....	- 4 -
2. COUNTRY PROFILE	- 5 -
2.1. Population, Demographic, Religious, etc.....	- 5 -
2.2. Area and Estimated Population in Pakistan.....	- 5 -
2.3. Educational Administration	- 6 -
2.4. Administrative Structure of the Ministry of Education.....	- 6 -
3. Educational System in Pakistan	- 7 -
3.1. Elementary	- 7 -
3.2. Secondary/Higher Secondary (Martic / Intermediate)	- 7 -
3.3. Non-Formal Education.....	- 7 -
3.4. Higher Education	- 7 -
3.5. Professional Degrees (for the following degrees the age of students vary) Medical Engineering Vocational and Technical B. Ed. / M. Ed.....	- 7 -
3.6. Curriculum	- 7 -
4. MEDIUM OF EDUCATIONAL INSTRUCTION	- 8 -
4.1. Process of Examination.....	- 8 -
4.2. Teachers' Training Institutions in Pakistan.....	- 8 -
4.3. Teaching Trainers Force	- 9 -
5. ADULT EDUCATION AND LEARNING	- 10 -
5.1. FORMAL EDUCATION	- 10 -
5.1.1. Secondary Education (grade IX-X)	- 10 -
5.1.2. College Education (Grade XI-XIV).....	- 10 -
5.1.3. Tertiary / Higher Education	- 10 -
5.2. NON-FORMAL EDUCATION	- 10 -
5.3. IN-FORMAL EDUCATION AND LEARNING	- 11 -
5.3.1. Print media.....	- 11 -
5.3.2. Electronic Media.....	- 11 -
5.3.3. Cinema and Theater	- 11 -
6. ADULT EDUCATION AND LEARNING IN DEENI MADARIS (RELIGIOUS EDUCATION INSTITUTIONS)	- 12 -
6.1. Lifelong learning professionals.....	- 12 -
6.2. Educationist and trainers.....	- 13 -

7. TEACHER'S / TRAINER'S LACK OF MOTIVATION	15 -
7.1. Competences needed for being a qualified professional teacher	16 -
7.2. The effect of teacher training has been in focus in relation to adult learning. ...	16 -
7.3. When & what you provide training programmes for adult teachers – newcomers or experienced?	16 -
7.4. Short or long courses – how can you tell that you are on the right way?	16 -
7.4.1. Short course	16 -
7.4.2. Long courses	16 -
7.4.3. Developing a training module / courses.....	17 -
7.5. Vision and master plan	17 -
7.6. Materials and modules	17 -
7.7. How can you tell that you are improving the competences most needed or with the greatest impact on the adult learners?.....	18 -
7.8. Which methods can be used to measure the effects of teacher training?	18 -
7.9. Are these methods influenced by differences in different situations, religions, society and culture?	18 -
7.10. How can we improve the methods, e.g. by comparative studies?	19 -
7.11. What do we already know about teacher training effects?	19 -
7.12. What are the greatest weaknesses? How can we improve the methods?	19 -
7.13. Using ICT a Global standard	19 -
7.14. Issues in integrating ICT	20 -
8. Factors will need to be considered / future needs of Pakistani teacher's / trainers	21 -
9. Critical Analysis of Adult Literacy Policy.....	23 -
10. Main development Challenges	24 -

1. Abstract

Teaching as we know it is a holy profession to teach others is not as easy as we think it to teach other is natural but when there is not any particular method or skills to train others, all knowledge goes wasted. So training to teach others makes vital role. Law and regulations establish discipline when a trained teacher teaches students surely will pick properly. So training is a direction that shows the right path that leads to destination.

Availability to stimulate the hidden faculties possesses by a student is a native quality of a teacher. Unless a teacher has natural ability to teach a student, he will not be a good teacher. We know that a competent teacher always be admirable as it is he who shows impressive and good result and spread knowledge properly.

Surely teachers training has been in focus in relation to adult learning because such training is for students. With this training, a teacher can focus all the backwardness, incapacity and misunderstand among the students purpose of training is to indicate all the ill and passiveness of a student. To clear them properly is a main task of teachers training, so it is a great effect of teacher training on the students.

A new comer teacher should be provided a peculiar training. How to teach the student is a main step of teaching, so a teacher is given a programme to know how to teach a student. Second to control the class, to establish discipline to arrange tests and hold exams, these are the chief aspects of preparation of students for their best and complete training, so there are the basic elements which are very important to teach a dull or receptive minded student.

1.1. Short course

Short courses demand less labour and small research. It is easy way to receive miner information. Many lazy and bluffer students won't to go to short course to receive knowledge. So it is not best in many opinions, for a student to relate with short courses.

1.2. Long courses

Although long courses are boring and tough and demand hard marking yet one can receive comprehensive knowledge, so good is the comprehensive knowledge that makes man a perfect. So in many options long courses are best to establish the future of a student good.

We know that a trained teacher is totally different and obviously perfect to teach the students. A trained teacher understand the mental approach of a student and adopts method as such students, mental power demands such a trained teacher who always show good results. Students even adult students takes keen interest in studies even he is taught as he wishes.

There are many slips in every system or a method but they are removed by getting personal experience

One can improve the methods with the help of bitter experiences. One has power enough to captive all the slips and demonstrated them. One can do some join to speculate all the other methods which are useful to achieve the fixed targets, when we follow many useful methods, we are able to get success over our purposes. We can improve our methods by adopting the copy of those countries which are rather advanced in education.

2. COUNTRY PROFILE

Pakistan came into being on August 14, 1947. It is a land of diverse cultural and terrain and has four provinces; Balochistan, North Western Frontier Province (NWFP), Punjab, Sindh and Federally Administered Tribal Areas (FATA/FANA). Its territory encompasses portions of the Himalaya, Hindu Kush, and Karakoram mountain ranges, making it a home to some of the world's highest mountains. Intermountain valleys make up much of the NWFP, and rugged plateaus cover much of Balochistan Province in the west. In the east, irrigated plains along the Indus River and some deserts are spread across the Punjab and Sindh.

Pakistan shares borders with Afghanistan (2,430 kilometers), China (523 kilometers), India (2,912 kilometers), and Iran (909 kilometers). Its coastline totals 1,064 kilometers along the Arabian Sea.

2.1. Population, Demographic, Religious, etc

The estimated population for 2009 is 169.061 million of which, 51.9% are males and 48.1% are females. In 1951, Pakistan's total population was 33.8 million which reached to 65.3 million in 1972-73. Its growth rate was 3.0% in 1981 but declined to 2.2% by March 2000. It further reduced to 1.9% by the year 2005.

A majority of population (70.1%) still resides in rural areas, largely depending on agriculture. The life expectancy for the year 2007-08 was estimated at 66 years for males and 68 years for females. The crude death rate (CDR) was as 7.8 (per thousand) in 1999-2000, which has also declined to 7.1 by the year 2004-05. All these demographic indicators show that the development and extension in health facilities have improved the life span.

2.2. Area and Estimated Population in Pakistan

Administrative	Unit Area (Sq.km)	Population (Million)	% Population	Population Density (Persons/sq.km)
Pakistan	796,096	169.00	100	200
Punjab	205,345	89.70	55.20	427
Sindh	140,914	40.50	23.00	259
NWFP	47,521	23.86	13.80	460
Balochistan	374,190	9.20	5.20	22
Islamabad	906,000	1.80	0.69	1214
FANA	27,220	4.70	2.30	136

2.3. Educational Administration

Education is on the concurrent list of 1973 Constitution of Pakistan. However, education policy, planning and financing are dealt with by the Federal Government. Thus, policy, planning and coordination of major projects such as Education for All, Non-formal Primary Education, Adult Literacy and Early Childhood Education are the responsibility of the Projects Wing of the Federal Ministry of Education. The implementing agencies are the provincial education departments, District Governments and NGOs. Learning achievement and training in essential skills (curricula, examination, evaluation, standard of education, learning/competency level) are under the purview of the Curriculum Wing of the Federal Ministry of Education and the provincial line departments/organizations. The Training Wing of the Federal Ministry of Education deals with teachers' training and international cooperation, pacts and agreements. The Special Education and Social Welfare Division manages education for children with special needs.

2.4. Administrative Structure of the Ministry of Education

With the promulgation of Local Government Ordinance (2001)⁴ the education system has been devolved. The Federal Ministry of Education has become coordinating body whereas the Provincial Education Departments serve as bridge between the Federal and district governments. At district level all necessary departments have been established and the districts are being empowered to prepare their own educational development and fiscal plans.

The Provincial Education Departments are headed by their respective Provincial Education Ministers. Punjab has a Literacy and Non-formal Education Department where the Provincial Education Secretary acts as the executive head of the Department. The provinces are further divided into districts for the purpose of administration. The head of the Education Department in a district is Executive District Officer, Education (EDO Education) and head of the Literacy and Non-formal Education Department (in case of Punjab) is Executive District Officer Literacy (EDO Literacy). In NWFP and Sindh, literacy is part of the Education Department. In Balochistan, Social Welfare Department is looking after literacy and non-formal education. The hierarchy then runs down to the District Education Officers. At the province level Directorate of Public Instructions (DPI) schools have established. At national level government has established National Commission for Human Development (NCHD), a support organization of Ministry of Education to promote adult literacy and primary education. At the grass root level i.e. the union council level, Learning Coordinators (LCs) provide academic guidance as well as supervise the schools. Village Education Committees/School Management Committees Parent and Teacher Associations (PTA) have been set up in the provinces at grass root level.

3. Educational System in Pakistan

3.1. Elementary

Pre-Primary	03 – 05	Children of 3 years or more but less than 5 years
Primary (i-v)	05 – 10	Children of 5 years or more but less than 10 years
Middle (vi-viii)	10 – 13	Children of 10 years or more but less than 13 years

3.2. Secondary/Higher Secondary (Martic / Intermediate)

Secondary School	13 – 15 (of 13 years or more but less than 15 years)
Higher Secondary	15 – 17 (of 15 years or more but less than 17 years)
Adult Literacy	15 years and above

3.3. Non-Formal Education

Basic 05 – 14 years

3.4. Higher Education

BA B.Sc	18-20
B.Sc Honors	17-20
MA M.Sc	21-22

3.5. Professional Degrees (for the following degrees the age of students vary)

Medical

Engineering

Vocational and Technical

B. Ed. / M. Ed.

3.6. Curriculum

Curriculum Wing established at the Federal Ministry of Education, which works closely with the provincial Curriculum Bureaus and Textbook Boards in all provinces. The curricula for grades (I-XII) has recently been reviewed in consultation with the provinces. A National Curriculum Review Committee, represented by national and provincial experts, approves the contents of the books to be published by the Provincial Textbook Boards. The Textbook Boards develop books up to grade XII. All schools are bound to teach national curriculum but elite private schools follow O' and A' Level Cambridge Education System.

A few elite schools have started using International Baccalaureate (IB) curriculum. These schools also use 11 multi-international textbooks. In order to bring the Pakistan's national curriculum at par with international standards, the new curriculum based on content standards is being planned to be introduced soon.

Adult Literacy Curriculum guidelines were developed in 2006. Based on the said guidelines

National Curriculum for Literacy in the following three areas has been developed in 2007 and launched.

- i. Basic Literacy (level I, II and III)
- ii. Functional Literacy.
- iii. Income-generating skills.

4. MEDIUM OF EDUCATIONAL INSTRUCTION

The medium of instruction at the primary level is Urdu or provincial/local language. The subjects taught are generally the same throughout Pakistan. Diversification of subjects takes place after class VIII (age 13+). The majority of private schools offer education through English as medium of instruction whereas the government has also introduced a scheme of model schools which will impart education through English as medium of instruction. There seems a great increasing demand for English as medium of instruction in the government schools but the schools lack institutional capacity to offer education through English.

4.1. Process of Examination

Examinations generally held annually and it is the sole criterion to assess the learning levels and success of the students. However, a system of automatic promotion up to grade-III has been introduced in some schools. At the primary level (classes' I-V) the respective schools conduct examination. However, at the end of the fifth year of the primary stage an examination is held by the District Education Departments but its quality aspect yet need to be addressed. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similar examination for an award of scholarship purpose is also held at middle school (i.e. class VIII). The respective Examination Boards conduct class IX-XII examination

4.2. Teachers' Training Institutions in Pakistan

In Pakistan, there are total 275 Teacher Training Institutions which offer pre-service teachers training programmes for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education (i.e. B.Ed/ MEd) and there are 9 Departments of Education of public sector universities which train teachers at the bachelor and master's level. There are number of education and extension centres which offer in-service teachers' training. Besides , the Allama Iqbal Open University, Islamabad, offers a comprehensive teachers' training programme based on distance learning; its total enrolment is about 10,000 per annum of which 7,000 complete various courses every year. The private sector has set up teacher education institutions of international standards such as Aga Khan University, Institute for Educational Development (AKU-IED), Karachi AKU-IED's Professional Development Centres (PDCs), Ali Institute of Education (AIE), Notre Dame Institute of Education, Karachi and others.

4.3. Teaching Trainers Force

Teachers constitute the largest workforce in Pakistan (over 1.5 million) working across public and non-state sectors, formal and non-formal education from early childhood to tertiary levels. Table given below presents a complete picture of number of schools, student enrolment and teaching force at all levels. It indicates that the student- teacher ratio at primary level (1:36) is higher than secondary level (1:28) in the public sector whereas in the private sector the ratio of student-teacher ratio is 1:19 at primary level and 1:18 at secondary level.

Teachers, Schools, Enrolment at National Level

National	Schools	Enrolment (Stage)	Teachers
Pre-Primary	-	4,391,144	-
Primary	139,821	11,840,719	354,117
Middle	15,255	3,642,693	116,509
Public Schools			
Secondary	9,425	1,500,749	167,916
Higher Sec	1,171	699,463	30,136
Voc./Tech	916	103,752	7,325
Deeni Madaris (Religious Institutions)	354	42,805	1,668
Private Schools			
Pre-Primary	794	2,744,303	3,405
Primary	16,911	4,993,698	86,451
Middle	24,115	1,619,630	194,244
Secondary	13,484	632,259	194,272
Higher Sec /Inter college			
Voc./Tech	1,825	154,072	39,289
Deeni Madaris (Religious Institutions)	2,143	134,935	7,240
	11,799	1,469,640	53,241

5. ADULT EDUCATION AND LEARNING

SYSTEM, LEVEL AND MODES OF LEARNING

Adult Education and learning in Pakistan has the following levels and modes of learning.

5.1. FORMAL EDUCATION

5.1.1. Secondary Education (grade IX-X)

We have 22909 secondary (high) schools both in public and private sectors having an enrolment of 2.1 million (Male 1.25 million Female 0.88 million). The gross participation rate at secondary level is 40%. Number of teachers at secondary level is 362,188. Student school ratio is 93.

5.1.2. College Education (Grade XI-XIV)

We have 1135 Arts & Science Degree Colleges having an enrolment of 0.33 million. Besides that, we have Professional Colleges which include Medical Colleges, Engineering Colleges, Law Colleges, Commerce Colleges and Agricultural Colleges etc etc.

5.1.3. Tertiary / Higher Education

Higher Education is mainly provided by Universities and Post-graduate Colleges. We have more than 100 Universities both in Public and Private sectors. The enrolment in higher education is 0.23 million (Male 0.15: Female 0.08). Gross participation rate in higher education is around 4%.

5.2. NON-FORMAL EDUCATION

Non-formal is another important mode in adult learning and education Non-formal education system includes Non-formal Basic Education Schools and Adult Literacy Centers. Presently, we have 10,000 Non-formal Basic Education (NFBE) schools which are renamed as Basic Education Community (BEC) Schools. It has been planned to increase these schools to 20,000 in next four years. The enrolment of non-formal schools is more than three hundred thousands.

Adult Literacy Centers cater to the needs of 15+ age group people. We have at present around seventy thousand adult literacy centers having an enrolment of 1.7 million. In adult literacy we primarily focus on reading, writing and numeracy skills.

5.3. IN-FORMAL EDUCATION AND LEARNING

We have number of informal means, methods and modes of adult education and learning. These include;

5.3.1. Print media

Such as newspapers, magazines, journals, periodicals etc. These are published from almost all the major cities of the country in various languages and dialects such as Urdu, English, Sindhi, Pushto, Barowi, Punjabi and Saraiki etc.

5.3.2. Electronic Media

It includes television radio and mobile etc.

5.3.3. Cinema and Theater

Meetings, seminars, conferences, and symposia etc. Lecturers and DARRAS (teaching of Quran through special sessions) as well as public addresses.

The various life skills imparted through the above means and modes, interalia include;

1. Islamic Education and Teachings
2. Values and Attitude
3. Ethics
4. Rights and Responsibilities
5. Our Environment and its protection
6. Health and Nutrition
7. Mother and Child Care
8. Road Safety
9. Disaster Management
10. Life Skills (Conflict Resolution, Decision Making etc)
11. Technological Literacy with Special Focus on I.T Literacy
12. Gender Equity and Social Issues
13. etc etc

6. ADULT EDUCATION AND LEARNING IN DEENI MADARIS (RELIGIOUS EDUCATION INSTITUTIONS)

Deeni Madaris also play important and significant role in adult education and learning in Pakistan. We have more than ten thousand registered Deeni Madaris and four thousand un-registered Madaris contributing for learning & Adult Education. The total enrolment in these Madaris is around 1.5 million. A Majority of these students/ learners are adults.

The main emphasis of Madarassah education is Islamic Education and Teachings. However, a majority of the Madaris also teach formal education subjects as well.

This needs to be highlighted that the main focus of this report is adult education and literacy imparted through non-formal mode of education.

Lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments

There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

1. **Home schooling** where this involves learning to learn or the development of informal learning patterns.
2. **Adult education** or the acquisition of formal qualifications or work and leisure skills later in life.
3. **Continuing education** which often describes extension or not-for-credit courses offered by higher education institutions.
4. **Work-based learning** which includes professional development and on-the-job training.
5. **Personal learning environments** or self-directed learning using a range of sources and tools including online applications.

6.1. Lifelong learning professionals

As the Jagiellonian University Extension defines it, there are seven main professional profiles in the Lifelong Learning domain:

- trainer
- coach
- competency assessor
- consultant
- training project manager
- curriculum designer
- mentor

6.2. Educationist and trainers

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. His is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, which are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning. Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set goal, love for profession and obviously the more favourable attitude towards the profession. Pakistan needs a well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions. In this perspective these institution should make painstaking efforts to equip the prospective teachers not only with teaching skills but also try to promote the positive professional attitude in them. Secondary education is an important sub sector of entire education system because it is the most crucial stage of life. The competent, professionally trained and enthusiastic teachers are required to teach at this level. Therefore, a little effort was made to investigate that to what extent different teacher training institutions are successful in developing positive professional attitude of their prospective secondary school teachers.

The objectives of study were:

1. To develop a reliable and valid scale to measure the professional attitude of prospective adult trainers / teachers.
2. To measure the development of professional attitude of prospective adult trainers / teachers of various teacher training institutions in Pakistan
3. To assess the effectiveness of teacher training in developing professional attitude of prospective adult trainers / teachers.
4. To compare the effectiveness of teacher training institutions in developing attitude of prospective adult trainers / teachers towards teaching profession.
5. To suggest suitable measures to improve teacher training in Pakistan.

The importance of teacher training cannot be underestimated. The better a teacher is trained, the better he or she can educate tomorrow's generation of Pakistanis.

Teacher training doesn't just positively impact teachers and students' knowledge of a subject matter. The teaching method used to share information by teachers helps children not only stay in school, but also engages young students and encourages them to keep learning. Reports on primary education in Pakistan, for example, have noted that **'fear of punishment'** and the **'harsh treatment by teachers'** is key reasons for primary school dropout among students. This clearly stems from a lack of proper teacher training.

Teacher training in Pakistan is primarily a provincial responsibility. Generally, applicants to most teacher training institutes outnumber the spaces available. But the shortage is not just in spaces. It is also found in the lack of facilities for this endeavor, especially in certain places like

Balochistan, and particularly for female teachers. This is a tragedy considering that Pakistan's rate of female literacy is abysmal.

Pakistan's federal level of government also plays a role in teacher training through its Curriculum Wing, which is also responsible for teacher education institutions. Primary school teachers seeking employment in government schools are trained in three ways: through Government Colleges and Elementary Education (GCETs), the distance education program of the Allama Iqbal Open University, and teacher training courses administered in high schools. The graduates of these institutions are taught a similar curriculum, and receive the Primary Teaching Certificate (PTC) at the end of a course that lasts one year.

About 12,000 teachers are trained in the 76 GCETs every year, and close to 8,000 are trained through the distance learning program. In some provinces, crash courses have also been arranged to reduce the backlog of teachers who are not trained for their jobs.

In terms of the country's private schools, a number of the major ones have their own teacher training program.

To be accepted into the PTC course, an applicant must have a minimum of ten years of schooling. However, the government of the province of Punjab raised this bar recently and fixed the minimum to 12 years of schooling for admission to the PTC course.

Although the PTC course is for only one year, in reality is usually much shorter. An additional problem is that the curriculum for pre-service training is overloaded. In general, the courses do not significantly improve a teacher's knowledge of a particular subject matter or teaching skills.

A study conducted in the province of NWFP found that entrants had poor proficiency in math and science. Even more disturbingly, there was little difference in teachers' performance after completing the course.

It is clear then that pre-service training of teachers in Pakistan is sorely lacking at a time when education for a nation in a globalized world is more important than ever before.

In terms of in-service training, this is the responsibility of the Curriculum Boards and Extension Centers. The provinces have given in-service responsibilities to one or more GCETs. There are three different types of in-service training: training of untrained staff in full-time crash programs that last three months; refresher courses that last for a short period of time.

Every province has an Education Extension Center responsible that is in charge of in-service education. The aim is to provide one in-service training session to each teacher at least once every five years. But these sessions are fewer than the number of teachers as indicated by a study of in-service refresher courses in Punjab. This study found that the courses reached a nominal number of teachers. For instance, in 1988, 16 refresher courses were offered to only 4,400 teachers, out of a total teaching corps of nearly 180,000.

Teacher training plays a vital role to fill the new and fresh breath in the dead brain of a student. There is a remarkable happening to put a cart in the right direction, therefore such teaching changes the educational atmosphere properly.

7. TEACHER'S / TRAINER'S LACK OF MOTIVATION

There are many complaints about Pakistan's primary schools and the lack of quality education found in them. One of the main concerns is the lack of proper teaching and teacher motivation. This problem has and continues to lead to the erosion of standards in the nation's schools.

In practical terms, a teacher's poor motivation translates into absenteeism, indifferent classroom practices and teachers leaving the profession. This high turnover in the profession is especially damaging for the whole system because the government's investment in teacher training is lost and replacing and training teachers who have left is another expense incurred.

There are five reasons primary school teachers in Pakistan lack motivation.

The first is an inadequate salary. In Pakistan, primary school teachers earn roughly between Rs 1,400 and Rs 2,860 (\$32 to \$65). This is less than what a cook, gardener or chauffeur often earns.

Good pay is one incentive to encourage employees in any profession to work harder and in a more dedicated and enthusiastic manner. Financial security helps them concentrate on their jobs without worrying about how to make ends meet every month. Because many primary school teachers in Pakistan are forced to take on extra jobs to supplement their incomes, they are often absent from the classroom.

Second, unlike medicine and engineering, teaching as a profession does not garner the status and respect the former two vocations do. In fact, the status of teachers, particularly male teachers, has suffered so severely that men who are part of Pakistan's "educated unemployed" (individuals with high qualifications but who remain unemployed) become teachers only as a last resort. Even in this case though, teaching is seen as a temporary job that will be left once a better opportunity comes along.

Third, the horrible working conditions many teachers must endure further lessen their motivation. They discourage possible candidates from becoming teachers and often lead to incumbent teachers leaving the profession.

Research work shows that 70 per cent of the schools in Pakistan have no toilets, 68 percent no drinking water, 92 percent no playgrounds, 60 per cent no boundary walls and 16 percent are without a building.

Research has also noted a lack of desks, books, black/white boards, electricity, doors, and windows, not to mention the problem of overcrowded classrooms. And the phenomena of "ghost schools", institutions which receive government grants but do not exist, are now common knowledge.

Fourth, there is little opportunity for career advancement in the teaching profession in Pakistan, especially for primary school teachers. The only one available to most teachers is to move into secondary school teaching. This however, has negative effects on the primary school system, since it is often the most motivated teachers who leave teaching primary school for secondary school.

Finally, there is virtually no system of accountability for teachers. Teachers are often accountable to Pakistan's education department which is far from their teaching milieu. This means they can get away with absenteeism. There is no local authority to ensure that teachers attend classes and teach their students. Head teachers have little authority to censure teachers who do not turn up for work. Even parents have no way to ensure proper teaching.

7.1. Competences needed for being a qualified professional teacher

Availability to stimulate the hidden faculties possessed by a student is a native quality of a teacher. Unless a teacher has natural ability to teach a student, he will not be a good teacher. We know that a competent teacher always is admirable as it is he who shows impressive and good results and spreads knowledge properly.

7.2. The effect of teacher training has been in focus in relation to adult learning.

Surely teachers' training has been in focus in relation to adult learning because such training is for students. With this training, a teacher can focus all the backwardness, incapacity and misunderstanding among the students. The purpose of training is to indicate all the ills and passiveness of a student. To clear them properly is a main task of teachers' training, so it is a great effect of teacher training on the students.

7.3. When & what you provide training programmes for adult teachers – newcomers or experienced?

Before joining school, a teacher should be trained enough to grow the talent and hidden faculties of a student because of the taught profession / teacher has to go to maintain his training as possible as he can.

A new comer teacher should be provided a peculiar training. How to teach the student is a main step of teaching, so a teacher is given a programme to know how to teach a student. Second to control the class, to establish discipline to arrange tests and hold exams, these are the chief aspects of preparation of students for their best and complete training, so there are the basic elements which are very important to teach a dull or receptive minded student.

7.4. Short or long courses – how can you tell that you are on the right way?

7.4.1. Short course

Short courses demand less labour and small research. It is an easy way to receive minor information. Many lazy and bluffer students won't go to short courses to receive knowledge. So it is not best in many opinions, for a student to relate with short courses.

7.4.2. Long courses

Although long courses are boring and tough and demand hard marking yet one can receive comprehensive knowledge, so good is the comprehensive knowledge that makes man a perfect. So in many options long courses are best to establish the future of a student good.

7.4.3. Developing a training module / courses

Professional development for all types of teachers is important, but owing to budgetary constraints, careful planning is essential.

We need to prepare materials that will support pre-service education as well as in-service training initiatives. Development of materials aimed at a variety of users, such as trainers, teachers, trainees, and even administrators is seen as a very useful strategy.

As a first priority, we may target in-service programmes, due to urgent need and ease with which such programmes can be launched. We must, however, focus on content that can meet the needs of both in-service and pre-service professional development programmes. The modules should support a blended model of teacher training, which includes face-to-face training, short courses, self-study and distance learning.

7.5. Vision and master plan

The vision and the changes that are taking place will act as guides to developing training modules. A master plan is an essential step for implementing this project, which will develop the instructional design and training materials, decide the nature and number of modules, and will include a work plan which will identify project participants.

The development of materials will involve various stages, with phases to include analysis, design, development, implementation and evaluation. This development cycle will also confront many other issues, broadly relating to

1. the stage of teacher education to be targeted, such as deciding between pre- and in-service training;
2. identifying the needs of the trainers/audience;
3. selecting content from different sources in the curriculum;
4. the nature and role of the trainee-learner;
5. choosing alternative pedagogies;
6. language and medium;
7. emphasizing cultural content; and
establishing the desired level of integration.

7.6. Materials and modules

Many experiences from all over the world can help in the development of materials and training strategies. Systematic surveys to identify existing materials will help those working with limited resources achieve effective outcomes. Materials should be created only where critical gaps exist.

Once we identify existing materials, we need to evaluate them for their relevance and availability.

The training modules should make use of multimedia formats. Materials produced may range from print to video to computers, and can be classified by media, content and level.

The importance of using locally-relevant examples can not be overstated. Cases of good practice

from within a national context are highly inspiring, while local databases and websites tend to engage teachers more than remote ones and have proved more motivating.

The involvement of local master-teachers right from the planning stage of the instructional design, and during the production of the materials, is also very motivating. If teachers are involved in the production of their own materials they can easily demonstrate the value of using technology. This model of an inbuilt mechanism for capacity-building will be useful for further expanding and localizing the training systems. We may also find strategies to involve the local community, as well as the business and corporate sectors.

7.7. How can you tell that you are improving the competences most needed or with the greatest impact on the adult learners?

Mission of teaching training is to polish the talent of a student, give him a sense of a direction show him the path that leads to the realm of progress, open mindedness, awareness and knowledge and information. Ability of a student is to polished and grown in the high level he can surely open amazing horizon of innovation and newness.

Training of early type has a particular aim and long, like teacher training, purpose is to add the knowledge settlement and boldness to face the server challenges of present era. Those students who are not been given training, remain dull and fearful to go to head to earn his livelihood they are shy and timid they lack confidence and courage so life for there is a hinder and heavy storm.

7.8. Which methods can be used to measure the effects of teacher training?

There are some shining and perfect methods to use a measure the effects of teacher training. Assessment is one that is helpful to see and observe the confidence and knowledge of a teacher. Assessment gives us real situation to judge the teacher and his teaching methods as well. There are many peculiar methods that are rather useful to polish the hidden faculties of students. Such methods follow following grounds.

1. Verbal
2. non verbal
3. Questionize
4. Answer / questions
5. Group discussion
6. Objective measuring
7. others

7.9. Are these methods influenced by differences in different situations, religions, society and culture?

What not these methods means to achieve some targets definitely are great influenced the religions, society and culture. When an intellectual sharpens any society, he has make up his mind to alive the dead culture and give new look to society and a peculiar current to religion under such thinking a method, provided that should be in positive sense, one can bring a rudden and useful drange. Such are the methods which have been made under a great thinking always throw positive impacts and give us closely advantage.

7.10. How can we improve the methods, e.g. by comparative studies?

To improve methods we will have to depend on what capability a student possesses. As we know that improvement to bring has some rational observation as well. Comparative study is a type that many bring change and one can achieve one's target but it is very scornful issue to captivate. Here is need that subjective way to judge the mental power of a student is comprehensive thinking. Because whole detail and waste knowledge and perfect information has its particular value and weight when a student goes on to relate with his students under the influence of short term – a term depends on short answer it is totally a faulty method. In this way student feels easy to go through exams and depend on short methods which is bad.

7.11. What do we already know about teacher training effects?

We know that a trained teacher is totally different and obviously perfect to teach the students. A trained teacher understands the mental approach of a student and adopts method as such students, mental power demands such a trained teacher who always shows good results. Student's even adult student's takes keen interest in studies even he is taught as he wishes. A trained teacher controls the class, teaches well and has full skills how to prepare for a student to take exams. He does not show full glow-ness but he is active to perform his responsibility as he is well aware of the method as how to teach the student under great care and particular training but when we compare an untrained teacher with a trained teacher he came to know that former is not better.

7.12. What are the greatest weaknesses? How can we improve the methods?

There are many slips in every system or a method but they are removed by getting personal experience. When a method is applied and is not shown by a person results that are longed for then a need is felt to leave the method and try to create new one. One can improve the methods with the help of bitter experiences. One has power enough to capture all the slips and demonstrated them. One can do some join to speculate all the other methods which are useful to achieve the fixed targets, when we follow many useful methods, we are able to get success over our purposes. We can improve our methods by adopting the copy of those countries which are rather advanced in education.

7.13. Using ICT a Global standard

One of the most serious issues that the educational community must confront concerns the question of uniformity versus multiplicity of standards. Many arguments were presented in favour of uniformity of standards, while many participants also voiced strong support for multiplicity. One of the major arguments against generic standards was the wide-ranging and diverse nature of ICT facilities. It was felt that the range of ICT skill-use is so wide that an acceptance of any one set of standards will only create more problems.

Adopting a single, uniform set of standards for using ICT in education may not be fully applicable in this region. The range of ICT environments within education in Asian region tremendously broad.

There is great diversity in the current levels of teachers' skills and their use of ICT, as well as in policy goals and teacher training curricula. Some teachers in this region have gained advanced skills in, for example, the use of digital learning management systems, while others still lack even the most rudimentary computer skills. In addition, there is a wide gulf in access to ICT infrastructure and educational resources in the region. For many teachers, access to computers and other educational technologies remains a distant dream. A teacher in rural Pakistan, for example, will not have the same facilities as a city-based teacher. This difference in access to ICT in education also extends to internal digital divides within countries, broadly speaking in terms of urban-rural and rich-poor divides, and such disparities will inevitably affect the performance levels that we may expect from different teachers. The amount of control that teachers in different countries have over the curricula they teach also varies widely. For example, teachers in European countries have a comparatively large degree of freedom. As a result, they must learn to work and be comfortable with a greater level of autonomy than teachers in countries where this freedom is not available.

7.14. Issues in integrating ICT

- How do we deal with the issue of a heavy use of English language in ICT and on the Internet that is creating a barrier for non-English speakers and how do we facilitate the use of local-language software wherever possible?
- While dealing with integration of ICT into teaching methods, how do we deal with multidimensional change in relation to technologies, curricula and pedagogies?
- How do we procure sufficient equipment for creating adequate opportunities for practice and skill-building?
- How do we overcome the strong tendency in some countries to teach ICT as a subject rather than view it as a tool for further learning?
- How do we support those countries that rely heavily on face-to-face training models in spite of the availability of new technologies for training purposes?
- How do we handle the situation of low levels of ICT skills and knowledge among many teacher / trainers?

Training has to be good, but it also has to be relevant.

- Does it equip the new teacher well to meet both current and anticipated new demands in schools?
- Are the trainers well qualified and experienced in relation to today's demands? Do they have recent experience of good practice in schools?
- Are schools involved in the training process, for example, in mentoring students and in student assessment?
- Is there a continuum into in-service professional development? Is there a probationary arrangement?

Training also has to be affordable and cost effective.

- How is teacher education funded?
- Do the arrangements represent good value for money?
- Do teacher qualifications have sufficiently high credibility to attract good entrants?
- What incentives are there for recruitment and retention?

8. Factors will need to be considered / future needs of Pakistani teacher's / trainers

- National Standards and Competencies must be guaranteed for the teaching profession as benchmarks for accreditation of institutions and professional degrees to elevate teachers' status
- Merit based recruitment of teachers is urgently required so that teaching is recognized as a profession and professional development programs yield positive and lasting results
- Resources for teacher education, continuous professional development (CPD), standards and research must be enhanced in national, provincial and district budgets to ensure sustainability of quality and innovations in teaching and learning practices
- Teachers' Networks should be supported for providing opportunities to teachers to share best practices, experiences & conversations, resources, identifying problems “ Searching for local solutions to local problems by involving local stakeholders”
- Networks must not become trade unions but remain self-motivated forums for professional development, social identity and support systems
- Excellent examples of professional networks in education run by non-governmental and private sector which must be recognized and supported
- A network for URDU must be established
- Networks' activities must be arranged after school timing, ensuring teacher presence in classrooms
- Pakistan has a vast network of teacher training institutions and designated schools for professional development in the public sector and private /NGO sector which must be utilized
- College and university teachers need continuous professional development too and good examples of professional development initiatives in universities need to be encouraged
- ICTs use is expanding through vibrant innovations for professional development and social networking which must be recognized and built
- Develop a national consensus on the strategic policy and plan for ICT and learning technologies, their integration in national curriculum and its operationalization through partnerships
- Nationwide initiatives in computer/IT Literacy and awareness must be compulsory and are urgently needed in schools and training institutions to enable teachers/trainers to become producers of knowledge and learning, to develop standards and learning solutions, and improved interface with the education management information systems(EMIS)
- Internet and e-mail access should be available at school (Middle/High), district, provincial, national level, across government offices and training teacher education institutions
- Key research, national curriculum, information documents and training modules should be available on the Department of Education's training institutions' websites, with full time webmaster

- Materials developed in human rights and citizenship education, environment, indigenous ecological systems, heritage and culture must be available on CDs and inter-active learning tools.
- ICTs in education must be aggressively introduced from Grade VI instead of Grade IX as per the new curriculum and policy and where resources permit even in primary grades
- E- learning requires support for reliable technological infrastructure, synergies and partnerships
- Govt. and/or private sector need to develop two or three ICT/learning technologies pilot projects and evaluate them thoroughly through well documented research to influence policy
- Govt. and/ or projects providing libraries to middle/high schools must include ICT based software such as Microsoft Encarta; Oxford Talking Dictionary, Teacher PowerPoint Presentations; Typing Tutor etc, In-page, Educational games & Web resources
- Basic infrastructure should be designed for the ongoing students and in-service teaching staff.
- About more than 70% learners are in villages, local teachers / trainers are encouraged to take part in these professions
- More practical approach should be adopted regarding the teaching profession as compare to other technical and professional professions in term of financing
- Needs ICT tools for further learning but not forgotten that it is as a further learning only
- Needs crash courses for the in-service teaching force on urgent basis
- The approach and design of the new BA/BSc curriculum that ensures that the program is intensive and rigorous and meets the challenges of the 21st century. The selection of courses in various disciplines should divide the four-year program in a way that the first two years help provide a broad base of inter-disciplinary knowledge in liberal arts and humanities and the next two years enable the students to major in areas that will help prepare them for their future professions.
- The courses would need to incorporate updated knowledge available and construe it in a manner that is interesting and relevant to our learners. Again, the emphasis would have to be on problem-solving and application of theoretical principles that stimulate the mental abilities of our students so as to make them active and responsible learners, and not on rote learning and cramming of textbooks that reduce their role to a passive and dependent one.
- **The curriculum should also include a course on research methodology** that would help to introduce a culture of research and critical inquiry amongst Pakistani students. This course should focus on indigenous research that not only equips our students with the latest and most reliable methods of research, but also helps them to understand the importance of relating theory with practice. In addition, research in local issues would generate an interest in the educated youth about problems in their own community and would motivate them to discover ways and means to find suitable solutions. This course would help our graduates to become citizens who are civic minded and responsible and thus useful members of society.
- **Teacher training should be made mandatory** for those wishing to enter the profession. In almost all developing countries in South Asia such as Bangladesh, Sri Lanka, India, and Malaysia, both pre-service and in-service training of teachers is mandatory. Teachers would need to be trained in all aspects of delivery that is planning lessons, designing teaching materials, and assessment. In addition, teachers would

- **Modern methods of assessment** that are efficient and updated should be incorporated as part of the new course design. The end-of-course external examination would have to be discouraged and a continuous mode of assessment would have to be introduced. The practice of on-going assessment would help impart more autonomy to the teacher as well as help the learners to be involved with their progress throughout the year.
- **A clear statement regarding language policy** in higher education is required so as to provide sufficient linguistic support to our students. The present flexi-approach where English, the official medium of instruction in higher education, can be supplemented by teachers explanations in Urdu as well as the students having the option of taking their examinations in Urdu, is leading to a further decline in educational standards.
- **This is a no-win situation where teachers and students lack teaching and learning materials in Urdu(National Language)**, nor do they have the required language proficiency to cope with their studies in English. The attitudes and English language needs of students and teachers involved with higher education should be studied so as to come up with a viable language policy for colleges and universities.
- If English were to be the medium of instruction then the introduction of an efficient and suitable English language support program in place of the outdated and literature-oriented English course presently in use, would be very necessary. These programs would provide English language support to LEP (Limited English Proficiency) students, particularly the Urdu medium students on the basis of access and equity. Both subject teachers as well as English teachers would also need support through in-house courses to be proficient in English.
- **The provision of more technical courses** that can absorb the high school students, who do not have the ability to cope with more intensive degree programs, would have to be made. An increase in skilled labour would also have beneficial long-term effects for the students and the employment sector in the country. At present, many graduates are unemployed that has led to frustration and an increased crime rate in society.
- Adopting well thought of measures involving teachers and students would also be necessary to deal with resistance to change. Strategies that involve seminars and workshops on the changeover would help ease the transition especially for those teachers and students who will see the **change as threatening**. Possible problems related to the cost of the degree program for students could also arise. Sensitizing students to the importance of the four-year degree program and its long-term benefits in both higher education and work prospects, especially abroad, would need careful thought and strategic planning. Student counselling at high school level would also be useful in imparting information to students regarding their future courses.

9. Critical Analysis of Adult Literacy Policy

Adult Literacy had been neglected area particularly with respect to policy and financing. No clear cut policy could be adopted for promotion of adult literacy and non-formal education. Policy makers could not be convinced about the importance and significant of adult literacy. First time in the current National Education Policy (1998-2010) some modest policy provisions were included for promotion of adult literacy and non-formal education.

10. Main development Challenges

Following are the main issues and challenges in adult literacy and non-formal education:

- There is no separate budget allocation for adult literacy, of the total expenditures on education, almost 43% is spent on primary education, 24% on secondary, and 23% on higher education. The remaining 10% is spent on other, which includes adult literacy, teachers training, madrassahs reform, etc. The low level of utilization of available budget is an area of concern because of non-availability of technical staff, delays in release of funds, late submission of proposals/reports and lack of full time project staff.
- There is an absence of a strong coordination, organizational structure and institutional mechanism for adult literacy with the results that interaction among the principal actors remained weak.
- The professional base of adult literacy initiatives remained under developed due to lack of training of teachers/facilitators; lack of formalized curriculum (curriculum has been developed and formally launched by the MoE); and non-existence of effective research in the field of literacy and continuing education.
- Lack of community, civil society participation and donor support; irrelevance of literacy programmes and non-availability of teaching learning material on literacy/post literacy are some other challenges. Local language is being ignored or not even taught to learn basic literacy and numeracy skill which hinders participation of people in literacy programmes.
- The link between basic and post literacy is missing in existing literacy programmes, which resulted in an ad hoc situation on the part of learners and teachers. The demand of basic literacy need to be equipped with functional and skill based post literacy programmes, that may support learners/teachers to go beyond reading, writing and numeracy towards achieving income generating skills and sustainable improvement in their lives. Otherwise one time short duration literacy programmes will not have a lasting impact on the learners.
- Organizations working in the field of adult literacy focus mainly on quantitative objectives, paying less attention to the quality and sustainability of the programmes.
- Public private partnership is also a missing link in adult literacy programmes, it needs to be streamlined through proper facilitation and coordination.
- Absence of equivalency and certification of literacy programmes including synergies between formal and non-formal education system.
- Political instability and insecurity in the country in the past years also curtails the timely completion of the programmes.
- There is scarcity of educationists who possess adequate knowledge of adult literacy. Hence there is a limited choice of resource persons required for the development of literacy material, conducting training workshops, and for any field survey or research work etc.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

AGASTIN, B.; Bernice Jacinth, A.

CHARACTERS OF LIFE LONG LEARNERS AND NON LIFE LONG LEARNERS AMONG TEACHERS IN HIGHER EDUCATION SECTOR IN INDIA

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0918.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Introduction	3
2. RESEARCH DESIGN	4
2.1. Analysis	5
3. Conclusion	8
References	8

1. Introduction

Education is a liberalising force and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out the inequalities induced by birth and other circumstances, remarked the former Prime Minister of India, Mrs. Indira Gandhi

While the number of our universities and the number of our students proliferate, the level of edification does not keep pace. We continue to churn out ethical illiterates and moral idiots, thus lamented Nani Palkhiwala, a former Indian ambassador to US and a constitutional expert and a barrister. Indian education continues to be value agnostic and value neutral.

Dr. Mortimer Adler, the chairman of the Board of Directors of the Encyclopaedia Britannica, said that true education can begin only after one leaves the school or college. All that a school or college can do is to arouse intellectual curiosity and prepare you for life long education later. Nani Palkhiwala said while addressing the SNTD women's university, Bombay that they should resolve to return to the people a part of the benefits they have derived.

The state funded universities, teachers and the students and in general all the beneficiaries of the state funded education should give back to the society, to generate something to be given to the society that which it would need in future, in addition to its present need. When market is introduced in field of higher education this objective of education faces a crisis. Who would create a public good by spending his personal money for receiving education. Any rational individual would try to maximize his utility function by earning sufficiently enough to keep his family happy.

What education is for?

Is it for creating private good or public good?

. Throughout the world, one purpose of education expressed in various ways, is to create social links between individuals on the basis of shared references. This process is one of continuous creation and calls for contribution from everyone. This will be possible if education has fostered in everyone the ideal, the spirit and the practice of democracy. It calls for the development of capacity in the individual to behave as a true citizen, aware of the collective interests and anxious to play a part in the democratic life. The function of the universities is not merely to send out technically skilled and professionally competent men and women but equally it is their duty to produce in them the quality of compassion the quality that enables the individuals to treat one another in a true democratic spirit, the Indian philosopher Dr. Radhakrishnan said.

Inclusive participatory democracy has to be first practiced in schools and colleges. The challenge before the country at the beginning of the twenty first century, as envisaged Dr. Abdul Kalam, the former president of India is to become a developed society by the year 2020. This requires not only the early ushering in of a vibrant, knowledge driven economy, but also the creation of a new society where justice and human values prevail.

The challenges in higher education were once nation centric. Now due to the inclusion of trade in services in world trade debate, competence is the hallmark of growth. Competency in higher education includes faculty competency, administrative service competency and quality in other miscellaneous services rendered in the process of education.

When it comes to faculty competency the life long learning character of the faculty matters. Gone are the days when somebody completed education, he or she was considered a master in the subject. Each day one has to update him or her to be retained as a faculty. The hire and fire policy will soon replace the fixity of tenure and the security till the date of retirement. There are three types of learning. The formal learning, the non-formal learning and informal learning. Only those who learn continually will be able to stand in the global market. Yes education is treated like a commodity the client satisfaction is to be aimed at.

Education is treated as a private good by some and public good by others. The consumption of any good, if it is non competitive is a public good. If there are 1000 jobs and we create 2000 educated people to compete for those jobs, then education is a private good and when we educate people to create opportunities for those 2000 and also to create opportunities for the society as a whole. The educated people will have to create value to the products or service they supply to mankind. For that the faculties must be committed to the cause of learning, they should be learning people rather than learned people.

Higher education in India is now no longer funded by the state alone. The private players in the technical and non-technical higher education have made their impact in India.

2. RESEARCH DESIGN

Study Area: The state of Tamil Nadu, one of the federal states of India is the study area.

LL Learners : Those who have obtained a score of 50 and above.

Non LL Learners; Those who obtained less than 50.

Achievement Motivation: The score obtained by the validated instrument (Udai Pareek)

Sample size: The number of teachers included in the study are 100, 50 each from state funded and self funded arts and science colleges in Tamil Nadu.

Data used: Primary data

2.1. Analysis

TABLE (1) SHOWING LLL SCORE OF TEACHERS IN STATE FUNDED AND SELF FUNDED HIGHER EDUCATIONAL INSTITUTIONS IN INDIA(Tamil Nad)

	State Funded	Self Funded
Mean LLL score	51.36	57.82
Standard Deviation	18.70	12.69

The table (1) shows that the mean score of Life Learning is 51.36 among teachers in state funded institutions and it higher by nearly 6.5 in self funded institutions. Though the mean is higher among teachers in self funded institutions, the standard deviation is lower indicating that it is a more homogenous group in case of LL learning and in state funded institutions the standard deviation is high indicating that a few are have a high LLL score compared to the teachers in self funded institutions.

TABLE (2)SHOWING THE TYPE OF LEARNERS IN HIGHER EDUCATION INSTITUTIONS IN INDIA

Type of Learners	State Funded	Self Funded	Total
LLL	25	33	58
Non LLL	25	17	42
	50	50	100

The teachers are classified based on the LLLscore as Life long learners and Non Life long learners. It is found that 58 per cent of the teachers in higher education institutions are Life long learners and 42 per cent are Non life long learners. And among teachers in state funded institutions, the Life long learners and Non Life long learners are equally distributed and in self funded institutions 66 per cent are Life long learners and 34 per cent are Non life long learners.

TABLE(3) SHOWING THE LOGIT MODEL OF CHARACTERS OF LL LEARNERS AND NON LL LEARNERS AMONG TEACHERS IN HIGHER EDUCATION INSTITUTIONS IN INDIA

Name of the Variables	Significance level of the variable	Odds ratio
Spouse earning (no income)	0.037*	0.126
Spouse earning (1 to 15,000INR)	0.129+	0.236
Spouse earning (>15,000INR)	Reference	1
Trade Union	0.179+	0.403
State/Self	0.159+	0.363
Sex	0.397	1.174
AM (<26)	Reference	1
AM (26 and above)	0.000**	22.43

** refers to very high significance * high significance + less significance

The factors determining the Life long learners and Non Life long learners are ACHIEVEMENT MOTIVATION, SEX, TYPE OF FUNDING OF THE INSTITUTIONS IN WHICH THEY WORK, ACTIVE IN TRADE UNION AND SPOUSE EARNING.

The spouse earning factor has been classified into three based on the income level. The teachers with no income from spouse have nearly 87 per cent less likelihood of being life long learners, compared to the reference category of teachers who have more than 15000 INR as their spouse's monthly income. The teachers who have a monthly income upto 15000INR (approximately 230Euros) have a greater likelihood of being a life long learner by nearly 10 per cent, compared to the teachers with their spouse not having income. This may be due to the sense of security that they have and also they are capable of spending money for academic activities or atleast they are ready to forego the income that they could get from other activities other than learning . When compared to the reference category (teachers whose spouse have greater than 15000 INR per month as income) the teachers who have a monthly income upto 15000 from their spouse have roughly 75 per cent less likelihood of being lifelong learners.

Teachers who are active in trade union activities may not have, it seems, time to be life long learners as the data reveals that people who are active in trade union activities have 60 per cent less likelihood of being life long learners, as defined by the study.

The teachers in state funded institutions have 65 per cent less likelihood of being lifelong learners. The factor sex is not a significant factor in determination of a teacher being a life long learner.

The factor achievement motivation is a very significant factor in determining a teacher to be a life long learner. Compared to the teachers who have a low score of achievement motivation (reference category) the teachers who have a high score have 22 times higher likelihood of being a life long learner.

TABLE (4) FACTORS ADVERSELY AFFECTING CREATION OF PUBLIC GOOD BY TEACHERS IN STATE FUNDED HIGHER EDUCATIONAL INSTITUTIONS IN INDIA

Serial No.	Factor	Mean Score	No. of respondents Marked this factor	Rank
1	Unfair Management practice	38.17	24	6
2	No monetary incentive	68.18	40	1
3	No recognition	48.23	46	3
4	Opportunity cost of LLL high	39.06	35	5
5	Not our responsibility to create public good	39.06	18	5
6	No team work	42.76	13	4
7	Required funds not available	58.66	50	2
8	Lack of institutional infrastructure	34.71	07	7

The purpose of education is to create a public good and when higher education is subsidized the society expects the institutions to create public good and thereby maximize the welfare of the society. But there are a number of factors affecting the creation of public goods like building consumer movement, better citizens, less human rights violation, contribution to mitigate the environmental problems and the like. The other factors in the order of importance as calculated by using the Garretts Ranking Technique are required funds not available, no recognition, no team work, opportunity cost of LLL high.

The first factor that affects the creation of public good by teachers is lack of monetary incentive for the work. For example, the teachers who shoulder additional responsibilities do not get necessary compensation package, feel a few teachers.

TABLE (5) FACTORS ADVERSELY AFFECTING CREATION OF PUBLIC GOOD BY TEACHERS IN SELF FUNDED HIGHER EDUCATIONAL INSTITUTIONS IN INDIA

Serial No.	Factor	Mean Score	No. of respondents	Rank
1	Unfair Management practice	32.9	10	8
2	No monetary incentive	38.62	13	6
3	No recognition	36.40	10	7
4	Opportunity cost of LLL high	57.47	45	2
5	Not our responsibility to create public good	69.14	50	1
6	No team work	41.26	38	4
7	Required funds not available	40.17	46	5
8	Lack of institutional infrastructure	48.81	48	3

In contrast to the factors in the opinion of teachers which adversely affects the creation of public good, the teachers in self funded institutions feel that it is not their responsibility to create public good. This is the first important factor. The other factors in descending order of importance are opportunity cost of LLL high, lack of institutional infrastructure, no team work, required funds not available, no monetary incentive.

3. Conclusion

The higher education institutions in India which are state funded have a few teachers who have high LLL score compared to self funded institutions. But the mean score of the LLL is high among teachers of self funded institutions.

The factors that determine the characters of LLLearners and Non LL Learners are Achievement motivation, spouse earning, funding pattern of the institution of work, and activeness in trade union activities.

References

Latika Sharma, Teaching for Democracy: An exercise in Constructing meaning, University News, vol47, No.5, 2009

Nani A.Palkhivala, We the Nation, The lost decades, New Delhi, UBSPD.

Commission staff working paper(2000), A memorandum on Life Long learning, Brussels.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Bjarne Wahlgren, Lea Lund Larsen

Effects of Teacher Training in Adult Learning: Insight from a Danish Research Project in Progress

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/asem0920.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Effects of Teacher Training in Adult Learning: Insight from a Danish Research Project in Progress

Bjarne Wahlgren & Lea Lund Larsen

National Centre for Competence Development

The Danish School of Education – Aarhus University, Denmark

Contents

1. Abstract	3
2. Effects of teacher training in adult learning	3
2.1. Teacher training and its effects in relation to adult learning	3
2.1.1. Search in five international Clearinghouses.....	3
2.1.2. Search for empiric studies in ERIC	4
3. Measuring the effect of a Danish in-service teacher training program.....	6
3.1. The context: Implementing “Cooperative Learning” as a teaching method	6
4. The methodological elements in the research design.....	7
4.1. The direct way to measure the effect of the teacher training.....	7
4.2. The indirect way to measure the effect of the teacher training	8
Literature	9
Notes.....	10

1. Abstract

This paper tries to shed light over two questions raised in the workshop: 'Effects of Teacher Training' at the ASEM conference June 2009 on Teachers and Trainers in Adult Education and Lifelong Learning Professional Development in Asia and Europe. At first it is asked *what do we already know about teacher training effects in relation to adult learners?* This will be identified by a search for systematic reviews in the international clearinghouses and afterwards by a small scale mapping done in the pedagogic database ERIC. And second: *which methods can be used to measure the effects of teacher training?* This will be illustrated by describing a research design in progress at the National Centre for Competence Development, Denmark, regarding a program where teachers are taught teaching Cooperative Learning as a pedagogical and didactical method.

2. Effects of teacher training in adult learning

Teacher training is a well established research area. The focus has been on competences needed for being a qualified professional teacher. The effect of teacher training has been in focus too, but seldom in relation to adult learning¹. Politicians, practitioners, and researchers should raise the simple question: When you provide training programs for adult teachers – newcomers or experienced, short or long courses – how can you tell that you are on the right way? How can you tell that you are improving the competences most needed or with the greatest impact on the adult learners?

To give a more solid ground to discuss how to measure the effect of training of teachers in adult learning we will summarize what we know (until now) and how do we proceed this knowledge gathering process. In the first part of this paper therefore we summarize what we have found in a search database, and in the second part we will give a short presentation of a Danish research project on training of teachers in general adult education, and the method used to measure the effect of this training.

2.1. Teacher training and its effects in relation to adult learning

To put some more light on the problem, we have tried to create an overview of the existing knowledge concerning teacher training, and have conducted a search for empirical studies examining the impact of teacher training aimed at teaching adult learners. We have investigated the work made by clearinghouses reviewing educational research, and we have made a small scale systematic search.

2.1.1. Search in five international Clearinghouses

A search in five international clearinghouses² showed that New Zealand Education Counts has produced a systematic review concerning the effect of the adult teacher (Prebble, Hargraves, Leach, Naidoo & Suddaby, 2004) and the part of the review concerning "*Academic Staff Development: A summary of a synthesis of research on the impact of academic staff development programmes on student outcomes in undergraduate tertiary study*" (Rivers, 2005) is of interest here. The review examined over 150 international studies of which 33 primary studies were included.

The findings have been summarized into two head propositions. The second one is summarized under this headline: Through a variety of academic development interventions, teachers can be assisted to improve the quality of their teaching. By that is meant, that teachers can be assisted to improve their teaching by means of a variety of interventions which has been further divided into five sub-propositions: 1) *Short training courses* are unlikely to lead to significant change in teaching behavior. They tend to be most effective when used to disseminate information about institutional policy and practice, or to train staff in discrete skills and techniques. 2) *In situ training* which shows that, the academic work group is generally an effective setting for developing the complex knowledge, attitudes and skills involved in teaching. 3) *Consulting, peer assessment and mentoring* helps to improve teaching. Teachers can be assisted to improve the quality of their teaching through obtaining feedback, advice and support for their teaching from a colleague or academic development consultant. 4) *Student assessment of teaching* are among the most reliable and accessible indicators of the effectiveness of teaching. When used appropriately they are likely to lead to significant improvements in the quality of the teaching and learning. 5) *Intensive and comprehensive staff development programs* can be effective in transforming teachers' beliefs about teaching and learning and their teaching practice.

The synthesis of the review focused on research concerning the impact of academic staff development programs on teaching practice. It recommends that institutions should continue to invest resources in assisting their staff to develop in the professional practice of teaching. It states that teacher development does make a positive difference. But the evidence does not favour one methodology over another. It is unlikely that focusing exclusively on short, skills-based courses will lead to significant professional growth or change, the findings supports a greater emphasis on assisting work groups to reflect collectively on their joint tasks.

2.1.2. Search for empiric studies in ERIC

As a supplement to the above mentioned review we have made a small scale search in the literature of empiric studies searching for the effect of interventions concerning aspects besides the academic level.

The small scale search has been conducted in the database ERIC. The narrowing down of the search profile build upon the question: *What do we already know about teacher training effects in relation to teaching adult learners?* The purpose of the search is to find studies that examine the effect of adult teacher education and this scope includes the effect in relation to the adult learners that the teachers teach and it may be the learners' social or motivational or academic outcome. The effect may also be viewed from the teachers' own perception. Whether if it is their opinion that they are capable of teaching the group of adult learners or not? Are they satisfied? Do they feel secure in their decision-making on the basis of they teacher education.

The search resulted in 21 hits which have been reviewed³. Out of the 21 studies only 4 is primary studies dealing with the specific question we asked about. We summarize the findings which can be read in more detail in an appendix where all the hits from the search have been analyzed¹.

The first study is an action research (Madgar, 1999) *"Implementation of a Procedure Manual to Improve Teacher Performance"*. The Southwestern Pennsylvania Area Labor-Management Committee (SPALMC), which serves approximately 180 adult students annually, was experiencing inconsistencies in performance among its adult education staff. The problems included teachers arriving late 50% of the time and individualizing instruction only 70% of the time. To remedy these

¹ The appendix is to be found:
<http://www.dpu.dk/everest/Publications/Subsites/NCfK/20090604111121/CurrentVersion/Appendix%20-%20small%20scale%20search.pdf>

problems, the SPALMC undertook an action research project consisting of development of a teaching policy manual and delivery of staff in-service training. And a student questionnaire showed that after following the implementation of the policy manual and in-service training instructors were on time for class 95% of the time and using individualized instruction 100% of the time.

The second study is a research in progress (Persichitte, 1993) "Instructional Strategies for Metacognitive Development: An In-service Design". The purpose of the study is that the teachers learn to teach instructional strategies that promote metacognitive development to classroom teachers in their roles as instructional designers, based on the notion that instruction in metacognitive strategies must be incorporated into content instruction. An initial test of the in-service design, not yet evaluated formally, indicates its utility and the positive reaction of teachers. Regarding to the results it is important to mention that "The data has not yet been collected, the "reviews" are very positive", therefore the results are weak⁴.

The third study is a three year research project (Marlowe, 1991) "*Adult Basic Skills Instructor Training Project (1988-1991)*". The purpose of the study was to improve basic skills instructor training in North Carolina's 58 community colleges. It was designed to develop a cadre of local trainers who could meet the training and development needs of basic skills instructors at each community college. This project concerned instructors being teachers who taught teachers to improve their local staff development plan. The project identified seventy-one instructor trainer competencies and the competency training was based on Kolb's experiential learning theory. Evaluations indicated that participants viewed the information as useful and colleges were incorporating the instructor trainer role in their local staff development plan.

The fourth study concerns (Lindsey, 1969) "*A Program of Professional Readings for Secondary School English Teachers*" examines a group of 76 secondary school English teachers which attend a program whose goal was to enhance the teachers' effectiveness regarding positive changes in the teachers' cognitions, feelings and action tendencies. The study showed that many of the teachers had profound changes in their cognitions, feelings, and their actions tendencies as a result of the program. The results indicated that professional readings can change teacher attitude and performance, and that a broad program of readings is an effective method in updating English teachers. The greatest change was accomplished when theory was juxtaposed with practical application in presenting material.

When summing up from the four findings we have some indications that there is a positive effect of teacher training in-service programs in the area of adult learners. Especially; when the project consists of action research; when the project includes that the teachers have hands on; when the projects purpose is to enhance teachers' professional development. Generally the effect of the interventions is focused on the teachers regarding their change of behavior, thinking or feelings and not on the students they are to teach after attending the training.

When summing up from all 21 findings it reveals the information that the international field of adult teacher education hardly is formalized but typically exists of in-service teacher training programs⁵. And furthermore the findings indicate an interest in developing guidelines, toolkits and handbooks in use for institution of adult education (see study no: 8, 10, 12, 18, 20 in appendix). In addition there is a great deal of interest in discussing and exploring what kind of competencies a teacher must possess being able to teach adult learners and also in relation to building up an acknowledged profession as adult teachers (study no: 2, 3, 5, 9, 16). There is an interest in gaining knowledge about how teachers learn (study no: 11) and in how teacher candidates percept they teacher training while they are students (study no: 1, 15). One study concentrate on the methodological dimensions concerning how to evaluate the teachers learning outcome after having attended a teacher training program (study no: 17). Also in-service programs, their purpose and intentions are

outlined (especially study no: 4). Moreover there is panel discussions which contain papers with broad contents (study no: 14, 19).

If any conclusion can be made out of this small scale search it is not very specific. The conclusion must be that there is a lack of research examining the effect of teacher training in relation to the field of adult education. It may be because of the challenges facing us when we want to examine the effect of a pedagogical intervention. Which lead us to the second question: *which methods can be used to measure the effects of teacher training?* In relation to the measuring part it is important to acknowledge that there is a huge amount of challenges when wanting to gain knowledge about the effect of a certain teacher training program. As Darling-Hammond, expresses: *"First is the difficulty of developing or obtaining comparable premeasures and postmeasures of student learning that can gauge change in valid ways that educators feel appropriately reflect genuine learning; second is the difficulty of attributing changes in student attitudes or performances to an individual teacher, given all of the other factors influencing children [or adult learners], including other teachers past and present; third is the difficulty of attributing what the teacher knows or does to the influence of teacher education"* (L. Darling-Hammond, 2006, s. 121). With these considerations in mind we will now describe a Danish project in process by discussing an emerging research design where the goal is to measure the effect of the use of a pedagogical method used in the teaching of young adult learners.

3. Measuring the effect of a Danish in-service teacher training program

3.1. The context: Implementing "Cooperative Learning" as a teaching method

The project in which the Danish National Centre of Competence Development (NCK)⁶ takes part is called "The Cooperative Classroom – new target groups of young adults at general adult education"⁷. The Capital Region has initiated a project which aims to ensure quality education in relation to the "young adult". It will be carried out through the development of new teaching methods and training of teachers in the form of supervision. Around 40 teachers will participate. The project runs from spring 2009 until the last data collection summer 2010. The project will develop, implement, test and measure the effect of a pedagogical method Cooperative Learning (CL) in a specific Danish context.

CL is the didactic and pedagogical method tested and proven in the USA. There is some evidence that the method can meet the complex requirements for developing the students' academic, social and communicative competencies. CL increases the awareness of the way the teaching is organized and CL contribute to focusing on the didactical reflection both during the planning and after the teaching. Moreover CL creates awareness of the teacher's behavior by considering what impact it causes among the students in the classroom (Johnson, 1974, 1992; Slavin, 1996).

CL requires the development of the teacher's social competencies that makes him / her capable of the recognition behavior to build constructive relationships between teacher and student and among students. The development is evolved in the space of self-reflection done by supervision sessions with extern supervision consultants. The supervision sessions uncovers the competencies required by the teacher for allowing him to practice the method optimally.

4. The methodological elements in the research design

We are measuring the impact on teacher training in two ways: the direct and the indirect. The direct measure is to measure the improvement of the teaching standard of the involved teachers. The indirect measure is to measure the improvement of the outcomes of the student's performance.

4.1. The direct way to measure the effect of the teacher training

The evaluation will carry out a measurement of the teachers' approach to teaching and the use of CL in their classroom after their participation in CL instruction⁸. From a perspective of change it will be examined whether teachers believe that they learn something that creates positive improvements in the classroom. The measurement of the teachers' competence development is carried out through a *competence log* with open questions, which is filled out immediately before and in preparation for supervision by the teacher four times in the process. Supervision is seven times in total.

The competence log contains open questions concerning teachers' competency development and their increased satisfaction. The log questions have been tested on two educational consultants at one of the centre where the educational consultants, who also teaches after CL have answered two preliminary proposals for the log.

The log will be used as a systematic record measuring how good teachers are in using the method. This will be assessed by the teachers' descriptions for doing something where the quality lies in the teachers described reflections. We assess indirectly their teaching qualification, within their answers must be found a justification for their actions and choices. The teachers' experiences must be addressed in the context of supervision in which teachers present the experiences and thus demonstrate their competencies. Teachers must, through their reflection describe their actions and reflections. The log forces the teachers to reflect on their actions in a retrospective but it is simultaneously also a forward-looking development perspective, since the teachers participating in the supervision addresses the use of CL in the classroom. The log asks the teacher about his acts and his reflections on what worked and what did not work; why did it work and what was improved. And the questions do always ask for examples from actual teaching situations. We hope their answers will reveal the teachers' ability to reflect on their teaching and thereby give us indications of their competence development.

The teachers' work with the competence log has at least four benefits in an evaluation and development perspective: 1) It gives the teachers an opportunity to keep up with their knowledge gained from courses and literature. Within a manageable space, they must consider what they use from the course and what fore and how they use CL as a method. 2) From a development perspective, working with the log invites teachers to learn something after participation in the CL course, since they must take their theoretical knowledge of CL and their education into consideration continuously associated with supervision. 3) When teachers are asked to put into words how they put CL into practice it is expected that teachers will be far more explicit and thus consciously reflective about their teaching. 4) From a collegiate perspective, working with the log gives an option of teaching at a theoretical level. Together the teachers can discuss and develop useful teaching theory and didactical considerations. This is likely to influence the pedagogical environment at each centre.

The log will also try to measure *the teachers' increased satisfaction*, by asking the teachers in a seven point scale whether they have experienced that the students show greater commitment in the classroom or not? And by asking whether the teachers experience that they can better control their teaching because of their knowledge of the CL or not? Have the teachers become more satis-

fied with their teaching or not? Do they better control the heterogeneous student because of their knowledge about CL as a teaching method?

Reflection is a keyword in the examination of the teachers' competence development. The examination is concerned with the reflection appearing as a part of their learning acquired. Our research design is based on the assumption that reflection is a more or less conscious and a more or less comprehensive consideration of correlations between our actions and their consequences. It is through reflection we become wiser on what to do in a given situation if we want to achieve a particular goal. There is a close link between learning and reflection, but there are learning processes which do not involve reflection. The processes of learning which includes reflection contribute to qualify the learning acquired and those processes are the kind of reflection which represents the projects success. In this context, we refer to Peter Jarvis' model of the learning processes (Jarvis, 2002, p. 71).

We are interested in measuring the teachers' emerging knowledge, as it will appear through their ability to reflect on their own teaching. Our point is that it is the degree of reflection that determines the degree of the teachers' competence development. We hereby link learning and competencies and competence development together in one.

By using the described tools (the log) we are able to tell whether the teachers use, what they have learned, and we can tell if they are able to give reasonable explanations on why they are doing something else compared with what they usually do. The crucial point however is: Is it possible to tell if there is a progression in the teacher's way to reflect? Is it possible to measure whether there is an improvement in the quality of the reflection. If so, we are able to describe the learning process and the learning progress. If not we are only able to tell whether they use the learned teaching method and how often they use what they have learned. The research challenge is to find a method to describe the progress in the written reflections.

4.2. The indirect way to measure the effect of the teacher training

We have the opportunity to compare the teacher's progress in learning and action with the outcomes of the students. The use of the CL-method is supposed to have an impact on the student's behaviour and outcome.

CL is assumed to have a positive effect on the following three objective goals: decrease in the drop out, decrease in the student non-attendance and on the grades. The variables are examined by comparing with existing data from former classes attending teaching at the centre and by comparison with comparable classes. Some of the centre class compositions allow us to make a comparison between an experimental class having had CL as a pedagogical method and a control class who hasn't. We will try to adjust for variables, which complicates the comparison in order to achieve quasi-experimental conditions.

CL is also assumed to have a positive effect on the following more subjective goals: social competences, communicative competences and motivation.

The subjective goals will be measured in relation to the change that occurs to the students during the process. The measurement is carried out through:

- *Questionnaires*: Must be filled out three times in the project, which follows the students from fall term 2009 to spring term 2010. End October 2009, end January 2010, end March 2010.
- *Focus group interviews*: Focusing on the differences over time, trying to make the students elaborate on their experiences. A total of two student groups from two centers. Interviews start October 2009, start January 2010.

Literature

- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education policy analysis archives*, 8(1).
- Darling-Hammond, L. (2006). Assessing Teacher Education: The Usefulness of Multiple Measures for Assessing Program Outcomes. *Journal of teacher education*, 57(2), 120-138.
- Darling-Hammond, L., Youngs, P. (2002). Defining "Highly Qualified Teachers": What Does "Scientifically-Based Research" Actually Tell Us? *Research News and Comment*, December 13-25.
- Jarvis, P. (2002). *Paradoxes of Learning: on becoming an individual in society*: San Francisco: Jossey-Bass.
- Johnson. (1974). Instructional Goal Structure: Cooperative, Competitive, or Individualistic. *Review of Educational Research*, Vol. 44, (No. 2).
- Johnson. (1992). Implementing Cooperative Learning. *Contemporary Education*, 63(3).
- Lindsey, A. J. (1969). *A Program of Professional Readings for Secondary School English Teachers. Interim Report*. (J. Alfred J. Lindsey, English Department, Western Illinois University, Macomb, Illinois 61458. Sponsor: Office of Education (DHEW), Washington, DC.
- Madgar, E. (1999). *Implementation of a Procedure Manual To Improve Teacher Performance. Action Research Monograph*. (No. ED440227): A Section 353 Project of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.
- Marlowe, M. (1991). *Adult Basic Skills Instructor Training Project (1988-1991). Phase I (1988-1989) and Phase II (1989-1990) Report*. Appalachian State University, Boone, N.C.
- Persichitte, K. A. (1993). *Instructional Strategies for Metacognitive Development: An In-service Design*. Paper presented at the Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division.
- Prebble, T., Hargraves, H., Leach, L., Naidoo, K., & Suddaby, G. a. Z., N. (2004). *Impact of Student Support Services and Academic Development Programmes on Student Outcomes in Undergraduate Tertiary Study: A Synthesis of the Research. Report to the Ministry of Education*. from http://www.educationcounts.govt.nz/publications/tertiary_education/5519
- Rivers, J. (2005). *Academic Staff Development: A summary of a synthesis of research on the impact of academic staff development programmes on student outcomes in undergraduate tertiary study. Summary Report to the Ministry of Education*. from http://www.educationcounts.govt.nz/data/assets/word_doc/0003/9219/academic-staff-development-summary.doc
- Slavin, R. E. (1996). Research for the future. research on Cooperative Learning and Achievement: What We Know, What We Need to Know. *Contemporary Educational Psychology*, 21, 43-69.

Notes

¹ The empirical research from the area of elementary school shows that the content of teacher education reflecting the educational disciplines, subjects and practical training are vital to the development of teacher pedagogical, didactic and personal competencies. *"Looking across studies, several aspects of teachers' qualifications have been found to bear some relationship to student achievement... (...)... such as basic skills and general academic ability, knowledge about subject matter, knowledge about teaching and learning, and some teaching experience"* (L. Darling-Hammond, Youngs, P., 2002, s. 16). And further we know from research in elementary schools, there is significant relationship between teacher education and student performance. *"Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status"* (L. Darling-Hammond, 2000, abstract). *Studies employing national, state, and other data sets have reported significant relationships between teacher education and certification measures and student performance at the levels of the individual teacher*" (L. Darling-Hammond, Youngs, P., 2002, s. 16). Much empirical research from primary school determines that the teacher represents a crucial factor in students' learning. *"Student achievement gains are much more influenced by a student's assigned teacher than other factors like class size and class composition"* (L. Darling-Hammond, Youngs, P., 2002).

² Following clearinghouses produces systematic reviews regarding educational topics. Searches made May 15. 2009 in British EPPI-Centre <http://eppi.ioe.ac.uk/cms/>. Canadian Council of Learning: <http://www.ccl-cca.ca/ccl> the American What Works: <http://ies.ed.gov/>. New Zealand Education Counts: <http://www.educationcounts.govt.nz/>, and in Danish Clearinghouse for Educational research: <http://www.dpu.dk/site.aspx?p=9882>

³ Grounded the limited amount of time available the search query was limited only to show the results with free published works found in full text directly from ERIC, which naturally narrows the hits down. The period of search ranged from the earliest to 2009. The educational level was chosen to be "unlimited" because I didn't want to exclude possible studies by selecting only the "adult basic education" or "adult education". Likewise I did not exclude the keyword "secondary school" or "high school" or "college" to secure the inclusion of teaching young adults. I did neither exclude the descriptor "In-service teacher training" to make sure not to miss any that could have something to do with a more formal teacher training program. ERIC's descriptor for the words effect, output, impact, recommend using: "Teacher Effectiveness", which contain: "Degree to which teachers are successful in satisfying their objectives, obligations or functions". The first search query was: DE=((**teacher training**) or (**teacher education**)) and DE=(**Teacher Effectiveness**) and DE=**adult*** and not DE=((**elementary school**) or (**elementary education**) or (**primary school**)) and not DE=**child***. This query gave only 13 published hits. I therefore expanded the search query a bit by defining adult* to be a keyword (KW) rather than the narrow term descriptor (DE). Keyword in ERIC means that the search will include studies where the word is mentioned in both the title and the abstract. The new but still narrow search query was: DE=((**teacher training**) or (**teacher education**)) and DE=(**Teacher Effectiveness**) and KW=**adult*** and not KW=((**elementary school**) or (**elementary education**) or (**primary school**)) and not KW=**child***.

⁴ It has not been possible to find a follow up study from the researcher in ERIC, where she was to deliver the final results and effect of the in-service program.

⁵ All the findings indicate that the field of teacher training contains a great deal of in-service programs. When looking at the descriptors of the studies analyzed from the search eleven studies are marked with "In-service Teacher Education". Which ERIC defines: Additional professional development, usually through formal course work and practical application, of persons currently employed as classroom teachers, to use for "In-service teacher Training".

⁶ The purpose of the National Center for Competence (NCK) is to strengthen adult education and in-service training and adult guidance in Denmark. www.ncfk.dk

⁷ VUC stands for the Centre for Adult Education (VUC means **V**oksen **U**ddannelses **C**enter in Danish terms).

⁸ The teaching in Cooperative Learning is carried out by external expert trainers.

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Raymond Setiawan The Effectiveness of Teacher Training in Indonesia: A practice by Sampoerna Foundation Teacher Institute (SFTI)

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/doks/ase0920.pdf>

Published: 10.06.2009

State of information: June 2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Contents

1. Abstract:	3
2. Introduction	3
2.1. Brief Introduction on Indonesia.....	3
2.2. The effect of decentralization policy to educational sectors.....	3
2.3. Teacher certification program.....	4
2.4. Issues concerning the teachers professional development program.....	5
3. Practice by the Sampoerna Foundation Teacher Institute (SFTI)	5
3.1. Introduction of SFTI.....	5
3.2. Professional development program delivered by the SFTI.....	5
3.2.1. Needs analysis	6
3.2.2. Designing the program.....	6
3.2.3. Implementation of the program	7
3.2.4. Program monitoring and evaluation	7
4. Conclusion	9
References	9

Raymond Setiawan

Sampoerna Foundation Teacher Institute, Indonesia

1. Abstract:

The quality of education depends on the quality of the teachers. This axiom is very well known among educators, including in Indonesia. A lot of teacher professional development has been delivered all across the Indonesian archipelago. Hence, the delivery of the program is more into 'hit and run', where teachers' professional development is conducted but not followed by proper monitoring and evaluation. Furthermore, the training delivered was usually not preceded by appropriate professional development needs analysis. Consequently, this approach raised issues of how well the trainings answered the teachers' needs, and how effective those trainings to the teachers in doing their day to day activities. The conditions described earlier, brought the Sampoerna Foundation Teacher Institute (SFTI), a professional philanthropic organization that specializes in providing teachers and school leaders in Indonesia with pedagogical and school management professional development programs, into awareness of the importance of the well planned monitoring and evaluation programs to measure the effect of teacher training. This paper describes the condition of the teachers' professional development through training programs in Indonesia and the practice by the SFTI.

2. Introduction

2.1. Brief Introduction on Indonesia

The archipelago is located in the South East Asia region spread over two million square kilometers with 17.508 islands (consisting of 5 major islands and around 6.000 inhabitant islands). It is the fourth most populated country in the world with around 237.5 million people comprising of around 300 distinct native ethnicities, encompasses more than 742 different languages and dialects (Gordon, 2005). Nevertheless, the country has one national language, Indonesian, which is used across the country.

The country proclaimed its independence on August 17, 1945 after being under the Dutch colonialism for three and a half decades. Indonesia now consists of 33 provinces, and effective since 2001 has implemented the decentralization policies under the Law No. 22, 1999 on "Local Government" has devolved central government powers and responsibilities to local governments in all government administrative sectors except for security and defense, foreign policy, monetary and fiscal matters, justice, and religious affairs (Usman, 2001).

2.2. The effect of decentralization policy to educational sectors

Consequently, the decentralization policy affected the educational reformation in Indonesia, in which each province has its independence, to implement the national educational policies according to the province's priorities, resources and financial capability. Furthermore, each regent within the province has the autonomy to implement its local policies in various sectors. For example, in terms of teacher professional development activities, the program depends on the local regency Department of Education (DoE) along with the provincial level DoE and the 'LPMP'

(educational quality assurance body). In addition, in each regent there are some teachers' professional groups and principals' professional groups for the educators to share their skills and knowledge, including conducting professional development activities. However, in reality, not all teachers' and principals' professional groups are active. Based on the SFTI experiences working in various locations across Indonesia, many of the teachers and principals' professional groups are dormant and have not had any significant activities for the last couple of years. Nevertheless, in other parts of Indonesia, the teachers' and principals' working groups are relatively active. Yet, the main activities in the teachers' and principals' working groups are predominantly focusing on the administrative aspects of education or socialization of the new curriculum or government's policies, and rarely put professional development activities as the focal point.

2.3. Teacher certification program

The issue of professional development programs becomes more relevant, since 2005, when the central government launched the Teacher and Lecturer Act, one of the ground-breaking legislations and government regulations in the education sector deliberated during the Susilo Bambang Yudhoyono (current president) administration. With this new legislation, the government tried to enhance the teachers' quality through the teacher certification program. Since 2007, millions of in-service school teachers in Indonesian public and private schools have participated in the national teacher certification program. This is part of a nation-wide educator certification system that aims to improve teachers' and lecturers' professionalism and welfare. To qualify for the program, a school teacher must first of all have a four-year diploma or an undergraduate degree from a recognized tertiary institution. Junior teachers with achievements are encouraged to take part in a teacher certification program through teacher training that lasts two semesters; senior teachers are required to take part in teacher certification through portfolio assessment. These two types of teacher certification are conducted in more than 35 in-service teacher certification centers throughout Indonesia. The majority of these centers are located in state and private universities that were once teachers' colleges and are still running teacher training programs. Successful participants receive an "Educator Certificate" entitling the holders to, among other things, financial incentives and improved chances for career promotion (Anonymous, 2009).

Nevertheless, the process to become certified teachers is not that simple because of several factors. First, at present Indonesia has more than 2,6 million teachers. Among which, 1.4 million or 54% of teachers are still under qualified (do not have an undergraduate degree). As a comparison, the proportion of underqualified secondary teacher back in year 1997 was 25% (Thair & Treagust, 1997), after twelve years, the proportion has decreased by only 7% to the level of 18% underqualified secondary teacher (Ministry of National Education, 2008).

Additionally, among the other 1.2 million teachers who have undergraduate degree, less than four hundred thousand teachers (approximately 15% of the total teachers in Indonesia) are certified based on the teachers' portfolio (Ministry of National Education, 2008). Secondly, the teacher certification program is not in operation yet. The central government's DoE is still constructing the program and it is expected to be launched in September of 2009. In this framework, the teachers' professional development programs are highly valued by teachers to enrich their portfolios and taken into account with high credit points for the teacher's certification process, which in the end will bring financial reward for teachers, who are already certified, in the form of receiving two times of basic salary.

2.4. Issues concerning the teachers professional development program

Ironically, this phenomenon created another issue, in which teachers try to attend as many 'training sessions', 'seminars', and any other professional development activities as possible, even though for those who live in remote areas, the opportunity is very scarce. On the other hand, many training providers, either government or private, try to provide various professional development activities through seminars, trainings and workshops without really focusing on the quality of the programs delivered. For example, the majority of the programs are 'one shot' programs without any monitoring or evaluation process. As a consequence, no valid data or any measurement of the effectiveness of the professional development (PD) programs are exhibited. In other words, many teachers only concern relate to the quantity aspect (number of hours) of the PD programs attended, because it will be counted for the teachers' certification process, and not necessarily the quality of the programs, not to mention the impact of the programs for the students in the classroom setting.

On the other hand, many training providers also focus on the quantity aspect of the PD programs or number of workshops/training delivered, rather than the quality of the programs. For example, it is not uncommon to find that the workshop's programs are 'squeezed' and cut from three days to only two days.

3. Practice by the Sampoerna Foundation Teacher Institute (SFTI)

3.1. Introduction of SFTI

The SFTI is part of the Sampoerna Foundation: a professional philanthropic organization and a service provider with a focus in education. SF has awarded more than 32,000 scholarships to students of good academic standing with demonstrated financial needs at elementary through to graduate school level.

The Sampoerna Foundation Teacher Institute is one of the key pillars of the Sampoerna Foundation. Central of the vision of the Sampoerna Foundation is through quality education we are able to produce competent leaders with good moral fiber.

The teacher is the key resource to identify within the classrooms of Indonesia the potential leaders of the future. The Sampoerna Foundation Teacher Institute provides the teachers of Indonesia with quality professional development programmes to increase their knowledge, skills and abilities in order to enable them to best meet the needs of youths in Indonesia.

3.2. Professional development program delivered by the SFTI

There are two main goals of the PD programs delivered by the SFTI. First, is to have real changes happen in teachers and school leaders as reflected in their daily practices that give positive impact upon students' learning behavior and results. In order to achieve this, and by considering the complexity and the diversity of the stakeholders involved, a well planned course of action on what and how to best answers the teachers' needs, has to be prepared carefully and systematically. In addition, SFTI also believes that the PD program is not something that is separate from the daily life of the teachers, but must be part of the daily work of the teachers.

This view is in line with the research findings that stated that over 75% of teachers shared the same belief (Bliss and Bliss, 2003).

Secondly, the sustainability of the program is another core issue. Having limited resources combine with challenging geographical areas and the vast number of teachers in Indonesia, the SFTI attempts to build teachers' capacity through PD program sustained, by utilizing and revitalizing the teachers' and principals' professional groups. Consequently, strong commitments from the participants and the local DoE are required. Therefore, lucid roles and expectations from different stakeholders are clearly defined at the initial stage of the program, and according to Kusek and Rist (2004), this is one of the critical components for a program's sustainability.

In addition, SFTI believes there are several factors also influencing the effectiveness of the professional development for teachers and school leaders. For example, the intense and open communication with various stakeholders involved in the planning of the needs analysis process in the region, the program's development and implementation and so on. Therefore, the SFTI always follows a systematic approach in delivering the PD for teachers and school leaders. This approach consists of a procedure of conducting the needs analysis, followed by designing the program with the logical framework, then the programs' implementation with the monitoring of the program along the line, and ended with the evaluation of the programs.

3.2.1. Needs analysis

As a consequent of the basic beliefs mentioned earlier, a comprehensive needs analysis is always conducted before a PD program is delivered. A team of three to five staff, depending on the size of the targeted area, is sent to the location. Then, a variety of data are gathered from different stakeholders by using various techniques, such as interview (school leaders, teachers and sometimes students), focus group discussion, classroom observation and reviewing the school's documents. To action this process support from the local head of DoE and the regent is critical. Thus, the needs analysis process is always preceded by communicating and coordinating with the local authorities.

The needs analysis is considered the first and essential step before any further plan is developed. This is because Indonesia is so diverse in terms of cultures and customs which are reflected in the daily teaching practices. Moreover, the needs analysis result is also very crucial in determining the length, content and the mode of delivery of the program to best meet the needs of the teachers and other stakeholders in that particular vicinity, and for that reason, careful data analysis and interpretation are demanded. (Silberman and Auerbach, 1990).

3.2.2. Designing the program

This step is taken after the full needs analysis report and suggested program are produced and presented to the main stakeholders, in this case, the sponsors and the local DoE. This particular stage is fundamental to assure that the PD program is part of a larger coherent plan for building change in educational sector of that particular region (Kelly and McDiarmid, 2002). Then, if all parties agreed with the suggested program, the MoU between the local regent and the SFTI is signed, followed by signing the cooperation agreement which is legally binding.

As a next step, a logical framework matrix that consists of the activity descriptions, rationale, assumptions and indicators is developed (AusAid, 2005). This step is

usually prepared by a small team of three to four staff with one PIC for the program. Moreover, in developing the logical framework, the staff from the research and development unit is usually involved to give input, particularly on the indicators and how to measure them.

3.2.3. Implementation of the program

The implementation of the program is sometimes not easy to manage. This is particularly because it involves various stakeholders, namely the sponsor of the program, the local regent, local DoE, and the participants (teachers or school leaders). One of the most common obstacles in the implementation stage is the coordination and the communication between the local DoE and the PD participants. For example, it is a widespread practice in Indonesia, that the participants will only attend the PD activity if they received a formal invitation letter from the head of local DoE. In other words, they have to be 'assigned' by their superior to participate in the program; otherwise, they will not attend the program, even though they feel that they need the program and enjoy the learning process, just because it is not 'officially assigned'.

Furthermore, this issue seems to be common across Indonesia, since SFTI has encountered the situation repeatedly, in which participants did not come because they did not receive any invitation from the local DoE or the invitation came one day or even on the same day of the program implementation. Also, the participants sometimes have to attend other events held by the local DoE, even though they have been informed and had a mutual signed agreement to not have different event on the same day. In that case, the SFTI usually re-coordinate with the local DoE, referring to the MoU and the coordination agreement that have been signed by both parties and asked for their commitment to make the implementation of the program runs efficiently. The implementation of the PD program is always set in staggered, with the intention of giving the participants the opportunity to implement the new knowledge and skills in their own classrooms' or schools' setting. Also, to give the participants time to reflect on what they have put into practice. This reflection is then discussed in the following session, before the program continues. In fact, this ongoing practical based professional development, allowing the participants to receive feedback and support, is regarded as a good teachers' professional development practice (Kelly and McDiarmid, 2002). Yet, this is not a common practice in Indonesia, where a PD program is usually delivered in one instance. For example, one PD program consists of seven days straight of workshop's sessions is quite common.

3.2.4. Program monitoring and evaluation

The issue of program monitoring and evaluation is crucial yet a challenging one. It is crucial because through monitoring of the program, one can ascertain if the program is running as planned, and if the participants develop their skills, knowledge and are trying to implement new practice in their classroom or school. Through the program's evaluation, one can know if the objectives have been accomplished. This is challenging in developing countries like Indonesia, because there is lack of strong evaluation culture and lack of performance orientation in the public sector (Schacter, 2000). Nevertheless, the Indonesian government has started to build the evaluation culture by seeing "evaluation as a tool to correct policy and public expenditure programs through more direct linkages to the National Development Plan and the resource allocation process" (Guerrero, 1999).

Furthermore, it is also challenging because the PD participants themselves are not used to the 'different' practice in which they have to implement, reflect and giving feedback on the changes they try to put into practice at their schools, while at the same time being monitored and evaluated. This is particularly relevant because of the educators' long history of traditional training or 'workshop' formats of professional development, they may have difficulty conceiving of professional development opportunities in alternative formats. This difficulty is referred to as a cognitive constraint. These interpretations become routine over time and institutionalized as part of the identity of the organizations. In other words, they develop an inherent and self-perpetuating nature, as they become characterized as 'the way things are' or 'the way we do things here' (Johnson, 1984, pp. 85, 110).

Despite all the challenges described earlier, SFTI tries to deal with the situation by stating the expectations clearly well ahead before the program begins, so that all participants are all well aware of what are expected from them. On the other hand, enough guidance, support and consultancy are provided to develop the teachers' self confidence in making real changes in their classroom practices, which in the end will give positive impact towards students' achievement. In order to accomplish this objective, there should be a link between the development strategies and modifications in curriculum or teaching practices (Reynolds, et al., 1996).

In terms of evaluating the program, so far the SFTI has already conducted three levels of evaluation out of five or six levels of evaluation (Guskey, 2000; Owen and Rogers, 1999; Phillips and Stone, 2002). The first level of evaluation, which is to evaluate the participants' reaction and satisfaction, is done by giving the evaluation sheet at the end of every session to know the participants' opinion about the activities conducted and feedback for the facilitator. This data is then tabulated and processed further to know the overall response from the participants.

Moreover, the learning results or the transfer of skills and knowledge, which is the second level of the evaluation, is evaluated by reviewing the personal journals, projects or assignments in between the PD sessions. This stage is very important to make sure that the participants really try to apply the new skills and knowledge in daily practice or on a small scale. Discussion and feedback are usually provided in the following session before the program continues.

Finally, the third level of evaluation, which is the application of the skills and knowledge gained from the PD program into the classroom practices or school wide policy. This stage is conducted by visiting the participants' schools, and conduct classroom and school observations, interviews, FGD sessions and reviewing the school's policies. However, if there are many schools participated in the program, numbers of schools are selected randomly as samples. Moreover, the schools' visit is performed to reduce the level of subjectivity through the participants' self reports and reviews (Glover and Law, 1996).

In fact, the fourth level of the evaluation, which is the impact of the PD program for the school as an institution, should be put in place in a measurable way. This stage needs a more careful and comprehensive preparation. At this stage, the SFTI is trying to go to this fourth level of evaluating the PD program.

4. Conclusion

Indonesia is in the process of implementing the education reformation. One of the main objectives is to increase the number of qualified teachers and enhance the teachers' quality through professional development programs. This initiative from the government is aligned with the vision and mission of the Sampoerna Foundation Teacher Institute (SFTI).

In the attempt to augment the teachers' quality through professional development programs, the SFTI tries to conduct the PD programs in a structured and measurable ways. However, there are some challenges and obstacles in implementing a well structured and assessable program, due to the common practices that have been put in place for longer period. Thus, a strong commitment and cooperation between stakeholders involved, is essential to make the program a success and sustainable one.

Correspondence:

Raymond Setiawan, Sampoerna Foundation Teacher Institute, Jakarta, Indonesia (Raymond.setiawan@sampoernafoundation.org)

References

- Anonymous. (2009). *Certified teacher in Indonesia*. Retrieved 2 June, 2009, from http://en.wikipedia.org/wiki/Certified_teacher#Indonesia
- AusAid. (2005, 27 October 2005). *The Logical Framework Approach*. Retrieved June 3, 2009, from <http://www.ausaid.gov.au/ausguide/pdf/ausguideline3.3.pdf>
- Bliss, T. J., and Bliss, L.L. (2003). Attitudinal responses to teacher professional development for the effective integration of educational technology. *Journal of In Service Education*, 29(1), 81-99.
- Burchell, H., Dyson, J., Rees, M. (2002). Making a difference: A study of the impact of continuing professional development on professional practice. *Journal of In Service Education*, 28(2), 219-229.
- MoE Indonesian (2008). *Education statistics*. Retrieved June 4, 2009, from <http://www.depdiknas.go.id/>
- Glover, D., and Law, S. (1996). *Managing professional development in education*. London: Kogan Page.
- Gordon, R. (2005). *Ethnologue: Languages of the world*. Retrieved 2 June, 2009, from <http://www.ethnologue.com/>.
- Guerrero, P. R. (1999). Evaluation capacity development: Comparative insight from Colombia, China and Indonesia. In Boyke, and Lemaire, D. (Eds.), *Building effective evaluation capacity: Lessons from practice*. New Brunswick: Transaction Publisher.

- Johnson, S. M. (1984). *Teacher unions in schools*. Philadelphia: Temple University Press.
- Kelly, P. P., McDiarmid, G.W. (2002). Decentralization of professional development: Teachers' decisions and dilemmas. *Journal of In Service Education*, 28(3), 409-425.
- Kusek, J. Z., and Rist, R.C. (2004). *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington D.C.: The World Bank.
- Owen, J. M., and Rogers, P.J. (1999). *Program evaluation: Forms and approaches*. Sydney: Allen & Unwin.
- Phillips, J. J., and Stone, R.D. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. New York: McGraw Hill.
- Reynolds, D., Bollen, R., Creemers, B., Hopkins, D., Stoll, L. and Lagerweij, N. (1996). *Making good schools: Linking school effectiveness and school improvement*. London: Routledge.
- Schacter, M. (2000). Sub Saharan Africa: Lessons from experience in supporting sound governance. In Kusek, J. Z., and Rist, R.C. (2004). *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington D.C.: The World Bank.
- Silberman, M., Auerbach, C. (1990). *Active training: A handbook of techniques, designs, case examples, and tips*. New York: Maxwell Macmillan International.
- Thair, M., and Treagust, D.F. (1997). A review of teacher development reforms in Indonesia secondary science: The effectiveness of practical work in Biology. *Research in Science Education*, 27(4), 581-597.
- Uskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks: Corwin Press.
- Usman, S. (2001). *Indonesia's decentralization policy: Initial experiences and emerging problems*. Paper presented at the Third EUROSEAS Conference Panel on Decentralization and Democratization in Southeast Asia, London.