Competence development in non-formal education settings in the field of rural extension in the Western Balkans

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Trading at Flower Auction

Workplace requires competent professionals:

- Knowledge
  - product
  - quality
  - market
  - price

- Skills
  - multi-tasking
  - processing information
  - instant decision making

- Attitudes
  - stress-tolerance
  - feeling for sales
Competence – developments in the literature 1/2

- Competence as basic motivation - White, 1959
- Selection and placement, - McClelland, 1973
- Performance Improvement - Gilbert, 1978
- The competent manager - Boyatzis, 1982
- Training and development - Zemke, 1982
- Self assessment and development - McLagan, 1983
- Core competence of the Corporation - Prahalad & Hamel, 1990
Competence – developments in the literature 2/2

- Work-process related competence - Nordhaug, 1993
- Education, learning and work - Dubois, 1993
- Competence of group - Lado & Wilson, 1994
- Professional development - Eraut, 1994
- OECD - Lucia & Lepsinger, 1999
- Conflicting roles and team competence - Quinn et al,
- Competence at work - Sandberg, 2000
- The great eight competencies - Bartram, 2005
Towards institutional use

- Jones & Voorhees, 2002 (USDE)
- Rychen & Salganik, 2003 (OECD)
- European Commission, 2005
- European Social Partners, 2006
Bartram – The great eight

- Leading and Deciding
- Supporting and Co-operating
- Interacting and Presenting
- Analysing and Interpreting
- Creating and Conceptualising
- Organising and Executing
- Adapting and Coping
- Enterprising and Performing

Recent ECS publications on competence – 1/4


Recent ECS publications on competence – 2/4


Recent ECS publications on competence – 3/4


Recent ECS publications on competence – 4/4


Competence development theory generations

1. **Functional behaviorism**: 1970’s-1980’s
   - Detailed skills training - fragmentism

2. **Integrated occupationalism**: 1990’s-2000’s
   - Comprehensive vocational education - performatism

3. **Situated professionalism**: 2010’s ff
   - Learning in the workplace – holism
The course is based on core tasks, working processes and competencies (a qualification profile)

- Core problems/responsibilities are central
- Learning activities take place in different concrete, meaningful situations
- Knowledge, skills and attitudes are integrated
- Participants are assessed in an authentic way
Principles of quality course design – 2/2

- Participants are challenged to reflect on their own learning
- Self-managed learning is stimulated
- The course is flexible
- Mentoring is adapted to the learning needs of the diverse group of participants
- The course pays attention to learning, occupational and societal competencies
Process of course design 1/2

- Target group definition
- Course theme(s) formulation
- Needs analysis
- Rationale development for the course
- Specification of learning outcomes
- Description of learning content
- Specification of learning activities
- Specification of assessment of learning achievement
Process of course design 2/2

- Development of teaching guides
- Development of training materials
- Invitation of participants
- Arrangement of dates and locations
- Assignment of teachers/facilitators
- Course delivery
- Accomplishment of assessment
- Course evaluation
Multi-perspective – multi-actor development approach

- Rural development as intersectoral socio-economic development
- Non-formal training providers
- Educational institutions
- Entrepreneurs/SME-owners
- Employers
- Associations - NGOs
- Governmental agencies
- EU bodies
- Consultants
Non-formal learning issues – 1/4

- **Facilitation philosophy**
  - from individual content transfer to collaborative knowledge construction

- **Trend analysis**
  - for sensing emerging training themes

- **Needs assessment**
  - for identifying learning outcomes
Non-formal learning issues – 2/4

- Job and competence profile development
  - aligning performance requirements with training content specifications
- Course formats
  - specifying course descriptors (including credits)
- Interactive learning methods
  - activating learning behavior (cases, problem-based learning, simulations, projects, etc.)
Non-formal learning issues – 3/4

- **E-learning**
  - limiting possibilities to realistic and useful solutions

- **Teaching guides**
  - Supporting learning activities

- **Learning materials**
  - for the use of learners during the training program
Non-formal learning issues – 4/4

- Formative testing and competence assessment
  - to support the learning process
- Transfer guidelines
  - to scaffold long-term use and transfer
Needs assessment WB-partner states by SWG, Skopje, Macedonia

- Katerina Dzartovska
- Albania, Bosnia and Herzegovina, Macedonia and Serbia
- The needs assessment was delivered to the 2 SWG delegates from the 4 participating countries
- Some SWG delegates also delivered the questionnaire to other colleagues in the rural development sectors
- Final results will come
<table>
<thead>
<tr>
<th>Topic</th>
<th>Importance (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of structure and diversification of rural economy and rural livelihoods</td>
<td>18.33%</td>
</tr>
<tr>
<td>Changing role and structure in the rural economy in national development in European countries and the World Bank</td>
<td>16.66%</td>
</tr>
<tr>
<td>Innovations and technology for the development of the rural economy</td>
<td>13.33%</td>
</tr>
<tr>
<td>Analysis of opportunities for activities for added value in identifying opportunities to improve entrepreneurship and groups to benefit from it.</td>
<td>13.33%</td>
</tr>
<tr>
<td>Topic</td>
<td>Importance (%)</td>
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<tr>
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<tr>
<td>Local benefits from sustainable management of ecosystems (biodiversity, climate change prevention, promotion of traditional knowledge, quality of food / slow food, handmade products, production of renewable energy)</td>
<td>25.49%</td>
</tr>
<tr>
<td>Managing natural resources</td>
<td>23.52%</td>
</tr>
<tr>
<td>Assessment of basic natural elements of the ecosystem (soil, water, air, forests, lakes, rivers, plants, animals, people)</td>
<td>11.76%</td>
</tr>
<tr>
<td>Participatory management of natural resources (role of different stakeholders in the sector)</td>
<td>11.76%</td>
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<tr>
<td>Topics</td>
<td>Importance (%)</td>
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<tr>
<td>Rural culture: tradition, local knowledge, transfer of knowledge between generations, innovative processes, religions, culture as a source for local development</td>
<td>21.42%</td>
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<tr>
<td>Sociological and demographic structures of rural areas (migration, depopulation, demographic transition)</td>
<td>19.64%</td>
</tr>
<tr>
<td>Social groups in rural areas: an older population, young population, problems</td>
<td>14.28%</td>
</tr>
</tbody>
</table>
## Prioritized topics in Managing Rural Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Importance (%)</th>
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</thead>
<tbody>
<tr>
<td>Sources and procedures for financing of rural development</td>
<td>24.13%</td>
</tr>
<tr>
<td>Project Management Planning and Evaluation</td>
<td>17.24%</td>
</tr>
<tr>
<td>Social and economic challenges and opportunities in rural areas</td>
<td>13.79%</td>
</tr>
</tbody>
</table>
Needs assessment Bosnia and Herzegovina

- Agencija za saradnju, edukaciju i razvoj - ACED
- Miodrag (Miki) Matavulj
- 36 stakeholders (16 stakeholders from REDAH side plus 20 stakeholders from ACED)
- Below are the joint results
- Separate results available too
Prioritized topics in Rural economy

- Theory and practice of entrepreneurship in rural areas, and the creation of business plans (marketing and markets of rural products, farm accounting)
- Innovation and technology in rural economic development
- Analysis of opportunities for value adding activities in the rural economy, including techniques of market analysis to identify opportunities and facilitation skills to encourage rural entrepreneurs and groups to take advantage of them.
Prioritized topics in Rural ecology

- Local benefits from sustainable management of ecosystem (biodiversity, human wellbeing, traditional knowledge promotion, climate change prevention, good quality food/slow food, hand-made products, slow tourism, local renewable energy production).
- Sustainable management of natural resources
- Human impact on ecosystem (agriculture and husbandry, forestry, fishing and hunting, mining, hydro energy plants, infrastructure (buildings, roads and settlements), tourism, military activities).
Prioritized topics in Rural sociology

- Rural culture: tradition, local knowledge, transfer of knowledge between generations, innovation processes, religion, culture as a resource for local development
- Social groups in rural areas: elderly people; rural youth – situation, problems.
- Concepts of extension work
Prioritized topics in Rural development management

- Sources and procedures for funding for rural development (IPARD)
- LEADER model and case studies (best practices)
- Project planning, management and evaluation
Needs assessment Republic of Macedonia

- Marija Gjoseva Kovacevic
- FFRM
Prioritized in rural ecology

- Local benefits from sustainable management of ecosystem (biodiversity, human wellbeing, traditional knowledge promotion, climate change prevention, good quality food/slow food, hand-made products, slow tourism, local renewable energy production)
- Sustainable management of natural resources
- Human impact on ecosystem (agriculture and husbandry, forestry, fishing and hunting, mining, hydro energy plants, infrastructure (buildings, roads and settlements), tourism, military activities)
Prioritized in rural development management

- Sources and procedures for funding for rural development
- Role of the state, private sector and civil society in rural development; models of partnership
Prioritized in rural economy

- Role of natural resources in the economy and economic development of rural areas
- Theory and practice of entrepreneurship in rural areas, and the creation of business plans
Prioritized in rural sociology

- Rural culture: tradition, local knowledge, transfer of knowledge between generations, innovation processes, religion, culture as a resource for local development
- Extension methods (individual, group, mass)
- Social groups in rural areas: elderly people; rural youth – situation, problems
Needs assessment Republic of Serbia

- Associations “Moba” and “Natura Balkanika”
- Katarina Lazić, Moba Ljig
- Respondents of 12 organisations and 3 rural entrepreneurs which are active on local and regional level in Western, Central and Eastern Serbia
- Respondents are potential candidates as future trainers
- Respondents were explained that non-formal education beneficiaries would be rural population in wider sense, so the training programme should be quite concrete, practical and applicable, and in accordance with beneficiaries’ interests, as well as their educational and professional background
3 groups of open questions

- What do I need to gain/improve my competencies as a trainer?
  - *practical teaching methodologies and skills*

- What knowledge do I have to have to provide non-formal education on topics I find as relevant?
  - *learning topics*

- What kind of knowledge/practice do my target groups need or are they interested in?
6 Questions

- Are you interested in being involved in future ToT Workshops with an obligation to disseminate gained knowledge to other rural stakeholders?
- What is your target group for trainings to be directed to?
- What is your target group interested in?
- What topics do you/your organization find interesting and important?
- What kind of skills you need for providing non-formal education?
- What could you offer to the implementation of non-formal education?
Results

- All respondents are interested in ToT courses
- Target groups
  - Rural households that have or are about to have concrete products (food, vegetables, flowers, etc.) or provide services (rural tourism, recreation, etc.)
  - Local organizations and institutions
  - Rural entrepreneurs
Rural economy – 1/2

- Direct marketing
- Rural Tourism – starting and improving touristic facilities
- Adding value to farming sector (standards, labelling etc.)
- Diversification of rural economy in practice
- Traditional handicrafts and souvenirs as a subject of rural economy
- Starting business - Business plan creation for farmers, small entrepreneurs and craftsmen
- Establishing and managing associations and cooperatives
Rural economy – 2/2

- Improvement of agricultural production applying new technologies
- Improvement of food processing on farms
- Placement of products
- Promotion and marketing tools
- Common agricultural policy
- EU funds and economic trends
Rural development

- Project planning, management and evaluation
- Sources and procedures for funding for rural development
- Public-private partnerships – establishing and management
- LEADER model – examples and case studies
- Regional rural development governance
Rural ecology

- Renewable resources of energy and how it could be applicable on farms (compost)
- Impact of farming and rural tourism on ecosystem (decreasing of negative impact)
- Sustainable management of natural resources
- Waste management
- Preserving biodiversity
Rural sociology

- Rural culture: cultural and historical heritage, tradition, transfer of knowledge between generations etc.
Also interest in

- Improvement of system for providing relevant information and technical support in applying for subsidies to farmers
- Improvement of advisory service in agriculture
- Organic agriculture
- Solving rural area problems caused by continuously decreasing number of its inhabitants in the same time as population is getting older
- Methodology in sociological studies in rural areas
- Practical ways of linking sport and tourism together with inclusion of youth
Personal skills needed for ToT trainers/developers

- Teaching skills:
  - Public appearance;
  - Creation of teaching and learning materials;
  - Moderation and facilitation;

- Animation skills
About stakeholders

- Interviewees have professional background
  - many years of experience working with rural population or in a field of rural development, already gained certificates from different fields.
  - Majority of them are involved in various projects implementation.
  - A very few of them have experience in public appearance or in moderator role.

- „Moba“ and „Natura Balkanika“ have their own premises for maintaining of trainings.
  - They also posses various printed materials on the rural development topics.
  - Their staff attended several international courses in a field of rural development.
  - „Natura Balkanika“ is in a possess of a space and equipment for craft courses such are: weaving, carpentry, pottery etc.
Next steps and issues for discussion

- Are learning needs general or region-specific?
- Can every country select one theme and share that with the others (task division)?
- Further content-related learning needs of the facilitators?
- Pan-western Balkans workshop design and learning methods workshops of facilitators?
- Compliance with EU regulations
  - ECTS (units of 28 hours)
  - EQF-levels
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
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</thead>
<tbody>
<tr>
<td><strong>The learning outcomes relevant to Level 1 are</strong></td>
<td><strong>The learning outcomes relevant to Level 2 are</strong></td>
<td><strong>The learning outcomes relevant to Level 3 are</strong></td>
<td><strong>The learning outcomes relevant to Level 4 are</strong></td>
</tr>
<tr>
<td>- basic general knowledge</td>
<td>- basic factual knowledge of a field of work or study</td>
<td>- knowledge of facts, principles, processes and general concepts, in a field of work or study</td>
<td>- factual and theoretical knowledge in broad contexts within a field of work or study</td>
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<tr>
<td><strong>SKILLS</strong></td>
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<td>- basic skills required to carry out simple tasks</td>
<td>- basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</td>
<td>- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</td>
<td>- a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</td>
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<td><strong>COMPETENCE</strong></td>
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<tr>
<td>- work or study under direct supervision in a structured context</td>
<td>- work or study under supervision with some autonomy</td>
<td>- take responsibility for completion of tasks in work or study</td>
<td>- exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</td>
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<tr>
<td></td>
<td></td>
<td>- adapt own behaviour to circumstances in solving problems</td>
<td>- supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</td>
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</tbody>
</table>

In the context of EQF, knowledge is described as theoretical and/or factual.

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

In the context of EQF, competence is described in terms of responsibility and autonomy.
<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>5*</td>
<td>The learning outcomes relevant to <strong>Level 5</strong> are</td>
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<tr>
<td></td>
<td>comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</td>
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<td></td>
<td>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</td>
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<td></td>
<td>exercise management and supervision in contexts of work or study activities where there is unpredictable change</td>
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<td></td>
<td>review and develop performance of self and others</td>
</tr>
<tr>
<td>6**</td>
<td>The learning outcomes relevant to <strong>Level 6</strong> are</td>
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<tr>
<td></td>
<td>advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</td>
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<td></td>
<td>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</td>
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<tr>
<td></td>
<td>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</td>
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<tr>
<td></td>
<td>take responsibility for managing professional development of individuals and groups</td>
</tr>
<tr>
<td>7***</td>
<td>The learning outcomes relevant to <strong>Level 7</strong> are</td>
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<tr>
<td></td>
<td>highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</td>
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<td>critical awareness of knowledge issues in a field and at the interface between different fields</td>
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<td>specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</td>
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<td></td>
<td>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</td>
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<td></td>
<td>take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</td>
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<tr>
<td>8****</td>
<td>The learning outcomes relevant to <strong>Level 8</strong> are</td>
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<td></td>
<td>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</td>
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<td></td>
<td>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</td>
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<tr>
<td></td>
<td>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</td>
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</tbody>
</table>