

## Module 1

# The context of education, training and development practices

## Where are you in the process?

**MODULE 1:**  
**The context of Education, Training and Development Practices**

**MODULE 2:**  
**Training Needs Assessment**

**MODULE 3:**  
**Planning and Design of Outcomes-based Learning**

**MODULE 4:**  
**Facilitating and assessing learning**

**MODULE 5:**  
**Methods, media and technology in facilitating learning**

**MODULE 6:**  
**Management and Evaluation of ETD practices**

**MODULE 7:**  
**Continuous occupational expertise development**

# Module 1:

## Contents

<b>Learning outcomes</b> .....	<b>7</b>
<b>Aim of the module</b> .....	<b>8</b>
<b>Structure of Module 1</b> .....	<b>9</b>
<b>Key trends that are influencing training</b> .....	<b>10</b>
Economic.....	10
Political and social.....	11
Education and training.....	12
The lifelong learning paradigm.....	13
<i>Activity 1.1: Your perspective on these contextual trends</i> <i>influencing public service training</i> .....	15
Skills shortages and their relationship to other problems.....	17
Steps towards reducing skills shortages.....	18
The main sectors in an economy.....	19
<i>Activity 1.2: The profile of your organisation/department</i> <i>in relationship to the labour market</i> .....	20
The importance of developing people.....	23
Why do we develop people?.....	24
People development priorities for the 21st century.....	26
Government human resource development strategies for the public service.....	26
Batho Pele principles.....	28
<b>The impact of the education and training trends</b> .....	<b>29</b>
The adoption of outcomes-based qualifications frameworks.....	29
<i>Activity 1.3: Your country's plans about qualifications</i> <i>frameworks</i> .....	30
Typical principles of national qualifications frameworks.....	31
The implementation of national qualifications frameworks in Africa.....	33
Ghana.....	33

Namibia.....	33
Egypt.....	33
Tanzania.....	34
Kenya.....	34
Uganda.....	34
The Southern African development Community (SADC) countries.....	35
<i>Activity 1.4: Your perspective on qualifications frameworks and their likely influence on public service training.....</i>	36
The South African National Qualifications Framework (NQF).....	38
Structure of the South African NQF.....	38
National Qualifications Framework.....	39
Standards and credits.....	40
Standards Generating Bodies.....	40
<b>Identifying appropriate qualifications.....</b>	<b>41</b>
<i>Activity 1.5: What qualifications does your Management Development Institute have, need or offer?.....</i>	42
<b>Thinking about adult learning.....</b>	<b>43</b>
Characteristics of adult learners.....	43
<i>Activity 1.6: Our experience as adult learners.....</i>	44
Who are adult learners.....	46
The need for active learning.....	49
The concept of experiential learning.....	50
What is experiential learning?.....	50
How do we learn from experience?.....	50
What is the difference between experiential learning and learning in a formal training class?.....	51
Why does experiential learning help adults learn?.....	51
<i>Activity 1.7: Myself as an adult learner.....</i>	52
Specific conditions for effective learning.....	53
<i>Activity 1.8: What makes for a good learning experience?.....</i>	54
Learning styles.....	56
<i>Activity 1.9: What learning style am I most comfortable with?..</i>	58
The necessity for immediate practice.....	60
Practice not practised.....	60
Problems with practice.....	60
Practice and role modelling.....	60
Some recommendations about practice.....	60
Resources needed for practice.....	61
Assessment of practice.....	61

<i>Activity 1:10 How is practice done in your public service training situation?</i> .....	62
<b>Training principles</b> .....	<b>63</b>
Sector and workplace skills plans.....	65
Sector skills plans.....	65
Workplace skills plans.....	66
Characteristics of effective training practice.....	66
The training paradox.....	66
Choosing an organisational training and development strategy.....	68
What is your training role?.....	70
The role of the trainer.....	73
<i>Activity 1.11: Assessment of trainer roles in the new context</i> .....	74
<i>Activity 1.12: Review of Module 1</i> .....	78
<i>Activity 1.13: Group discussion on applying your learnings</i> .....	79
Checklist for competencies.....	80
Evaluation of Module 1.....	81
<b>References</b> .....	<b>82</b>



# Learning outcomes

After completing this module, you should be able to:

- ◆ Identify key trends in the contemporary context within which training occurs
- ◆ Explain the outcomes-based approach to education and training
- ◆ Describe and explain standards
- ◆ Describe the concept of a National Qualifications Framework (NQF)
- ◆ Develop a broad plan for implementing an NQF within an organisation
- ◆ Identify appropriate qualifications in the training context
- ◆ Describe key features of adult learning
- ◆ Identify basic principles of training
- ◆ Describe some key roles of trainers

# Aim of this Module

The aim of **Module 1** is to introduce you to the national, social and educational context of training and development in the public service.

A **national perspective** on skills development can give direction and guidance to all training and development efforts (both formal and non-formal) in government and private sectors. For government, skills development is viewed as an important vehicle through which the capacity of people in the **public service** can be enhanced. Training managers in government need to understand the purpose of such development efforts and the challenges facing such people. This understanding will enable managers to determine skills development objectives and targets that will not only help improve the capacity of public service employees, but also bring about desirable changes in their attitudes, commitment and the manner in which they engage with the people they serve.

When one talks of a national perspective one is including such things as national **Skills Development Strategies** and **Human Resources Development Strategies** as they apply to the public service, as well as the general frameworks which govern **qualifications** and **skills training**. Overall, such a national perspective guides the public service towards better coordination and alignment of its people development initiatives with national needs and goals. As a very important spin-off of such training and development, it is expected that public servants, who make up a significant proportion of most African countries' workforces, can play an increasingly important role in their respective communities to accelerate the achievement of the broad goals for national development.

**Module 1** also aims to introduce you to the role of education and training frameworks, policies and practices within the broader context of people development. It will also look at the training principles and processes that underlie this Training of Trainers programme.



# Structure of Module 1

This module is divided into the following sections:

The first section looks at the context in which training occurs and asks you to identify the **key trends that are influencing training** in the public service. These trends are international, national and local and impact on economic, political, organisational and educational sectors.

The next section focuses on **education and training trends** and the current strong influence of competency or outcomes-based education and training and the various systems by which such an approach is supported and regulated. These systems and mechanisms include the use of internationally comparable standards that describe or specify education or training achievements or competencies, the use of qualifications frameworks to regulate and make clear the various levels of qualifications and the routes by which learners may gain qualifications.

Section three looks at the need for training managers to align their organisation with such qualification frameworks and **identify appropriate qualifications** that their training should offer.

Section four looks at current thought about **adult learning** and **adult learners** and how practice and the appropriate use of learning objectives/outcomes can help learning.

The fifth section shows how our understanding of the adult learning influences the **basic principles of training** and the design of training courses.

# Key trends that are influencing training

The world as we find it and it finds us

## *Economic*

All training in the public service now takes place in the context of massive changes in the global economy (from which no country is exempt). These changes have radically changed the way businesses operate throughout the world and neither governments generally, nor the public service specifically, are exempt from these influences.

What are some of the key changes? We have seen an unprecedented globalisation of the world economy and the integration and deregulation of worldwide markets. Governments have had to become more responsive to market trends and usually there has been strong pressure for less government regulation and subsidisation. However, in developing countries this trend is being challenged by a perspective in which provision is made for strong and appropriate state capacity in order to ensure the interests of the polity as a whole, rather than those of private sector companies and individuals only.

This globalisation has been driven by the massive production of goods and fierce competition among the producers of wealth. Computers and the Internet have speeded up business to business communications. Information and communications technology (ICT) reaches into every corner of the world, moulding ideas, identities and the consumption of goods.

New forms of business and business organisation have evolved. Privatisation of previously state owned assets, labour law reforms, and the outsourcing of non-core business have all influenced the way people live and organisations operate. Working patterns have changed with a growing stress on a mobile, rapidly adaptable workforce that is well educated and trained to operate in what is increasingly described as an “information or knowledge economy” – where the creation, storage and exchange of information is increasingly the way in which wealth is generated (the immense wealth of the Microsoft Corporation is an example of wealth generated through the production and leasing of information, in this case computer software codes).

For poorer countries (and Africa is on the whole the poorest continent in the world) issues such as the transfer of technology and the outsourcing of production to poorer countries are vitally important matters.

## ***Political and Social***

Apart from the economic changes there have been major changes to the way countries, governments and political parties and movements now operate. While globalisation has made the world seem to be a much bigger and more complex environment, it has also made it smaller. Alongside this globalisation of the economic system is another form of globalisation in which there is a growing harmonisation among the countries of the world in terms of world polity, that is, a common sense of such things as human rights, models of democracy and good governance and the need to fight corruption. Issues of accountability are now extremely important, as is the concept of the public service having to respond to citizens as clients rather than subjects. Many domestic policies are now heavily influenced by global frameworks, captured in the many international and continental treaties and agreements that are in place. Equally so, many of the really challenging policy problems, e.g. poverty, crime, health epidemics and food security, cannot be solved within the confines of the nation state, but need broader engagement across borders and other traditional boundaries.

Further, we have to recognise the growth of globalisation in the form of world culture (dominated as it often is by the popular media of the rich Northern countries).

For training in the public service these economic, polity and cultural developments present great challenges, including the challenges of coordination and integration across a very intricate web of players in which governance has to connect state, market and civil society. How can public service employees become able, flexible, adaptable and mobile workers in an information economy where quick, responsive interaction with a constantly changing environment is necessary? It is an environment moreover that also places greater and greater stress on accountability. Training of staff to handle routine, unchanging, low-order tasks will rapidly disappear from this world. Traditional bureaucracies with long line management ladders of decision making will also no longer survive in the tough modern environment in which teamwork and networking are required to keep organisations functioning effectively and in which organisations themselves are described as having to be “learning organisations”.

The use of ICT has enabled regional, local and minority interests to make their presence felt in ways previously considered impossible. Public servants now have to be able to interact with the public and the media in very direct ways, ways that out of date and increasingly obsolete organisational structures do not prepare them for.

At another level, the rapid changes in the nature of work and the growth of unemployment have made major, and often negative, impacts on the lives of people. Unemployment because of a lack of higher order skills or because of outsourcing or the closing of uncompetitive enterprises using obsolete technology, creates serious social dysfunction. Clearly, effective training of the public service can help mitigate these problems, both within the public service and within the broader community served by public servants.

## ***Education and Training***

Alongside these economic and social forces there have been great changes in education and training. These changes have impacted in two ways. They have impacted, firstly, on our understanding of how adults learn and are motivated to learn. Secondly, they have impacted on how instruction and the facilitation of learning are conceptualised, framed and delivered through specification in standards and descriptions of competencies and packaged in so-called modules of instruction, and on how instruction and facilitation of learning are recognised through national and internationally recognised qualifications. Many of these developments have been largely determined by governments and the private sectors in the richer countries and their ultimate efficacy is still disputed.

More broadly, the conception of Lifelong Learning has forefronted the idea of the learner who, adequately prepared by initial schooling in “learning how to learn”, will constantly upgrade his or her knowledge and skills to survive and flourish in this rapidly changing world and information economy (one in which change is taking place at an incredible pace and information and skills can become obsolete virtually overnight). In this world one has to know how to access information and examine it critically, rather than know specific things. However, the concept of Lifelong Learning is also a contested one. Is the onus on lifelong learners to take full responsibility (including financial) for their own learning? Or does the state bear major responsibility for providing lifelong education and training to all its citizens? But clearly, for the trainer in the public service, seeing all staff as lifelong learners has challenging implications.

Naturally all these global trends will impact on national and local contexts. National governments respond in various ways to capitalise on positive trends and to ameliorate the effects of negative ones.

Much of the impact of the aforesaid economic, social and training trends is captured in this statement from the South African *White Paper on Education* of 1995 on the education and training requirements of a successful economy and society:

Successful modern economies and societies require the elimination of artificial hierarchies, in social organisation, in the organisation and management of work, and in the way in which learning is organised and certified. They require citizens with a strong foundation of general education, the desire and ability to continue to learn, to adapt to and develop new knowledge, skills and technologies, to move flexibly between occupations, to take responsibility for personal performance, to set and achieve high standards, and to work co-operatively.

## The Lifelong Learning paradigm

In the previous pages, we looked at the effects of globalisation on the kinds of learning and teaching and we introduced you to the concept of lifelong learning as a learning paradigm. The new globalised economic and social order demands new, wider and more complex competencies for people to be able to understand, anticipate and deal with new and changing social realities. The realities of the poor are not excluded from these changes. They have to address acute knowledge needs to cope with the impact of globalisation and, in almost all African countries, with low levels of education. The latter are exacerbated by problems including drought, famine and increasing poverty, illiteracy, racism, unemployment and work instability, violence, conflict, environmental degradation and the impact of HIV/AIDS, all of which contribute to furthering the poverty and knowledge gap. Moreover, as Rosa-Maria Torres (2005:47) points out, with transnational corporations “running the world” beyond national and regional boundaries, new forms of social exclusion and poverty and an increasing gap between the rich and the poor globally and within each country are common.

It is for this reason that we stress the importance of **education, basic education for all and lifelong learning** in the shaping of the new social order. However, we argue that **Education for All** is not sufficient, as the social and economic development of a country increasingly depends upon the knowledge and skills of its citizens in the global knowledge economy. Lifelong Learning has been activated today as the key organising principle for education and training systems, and for the building of the “knowledge society” of the 21st century. In this regard, Torres (2005:47) says that the new economic, social and cultural changes mean a change to **knowledge** or **information** societies which require **permanent learning** throughout our lifespan.

It is the poor who are mostly excluded from information and knowledge. Given the growth of relative poverty worldwide, adult basic education has come to be viewed as a key strategy within the overarching goal of poverty alleviation. Torres (2005) refers to the necessity to shift the focus from *education* to *learning* and from time and space-bound education to **lifelong** and **lifewide education**. The term “learning” therefore refers to learning which takes place across a variety of sites and through a variety of modes, and which spans the lives of people. The Lifelong Learning paradigm goes beyond the appeal for Education for All. It stresses the right of all to learn and to *continue* learning as part of the “learning-age population” – giving recognition to learning which cuts across the dimensions of *time* and *space*.

Contemporary adult learning cannot afford to overlook the need for Lifelong Learning. It can be a mechanism both for facilitating development and for exclusion and control. The North/South divide is still prevalent here and Lifelong Learning runs the risk of creating new and powerful inequalities. In knowledge-based economies, those who have the lowest levels of skill and the weakest capacity for constant updating are less and less likely to find paid employment.

Torres (2005:12) explains that Lifelong education is acknowledged as a *need* and a *principle* for education and learning systems worldwide, hence it is being actively embraced by the North, where it plays an enabling role. But it sits uneasily for national governments in the South, which prescribe narrow primary education ceilings for poor countries. Although the Millennium Development Goals (MDGs) stress the importance of universal primary education, they do not speak to issues of quality and to continuing or lifelong education. For this reason, Torres is critical of the MDGs using universal primary education as a benchmark as opposed to Lifelong Learning. Many more developed countries are able to take education beyond this benchmark – hence she suggests that there are diverse benchmarks for diverse countries.

In the South non-formal education continues to be associated with remedial education for the poor. Torres (2005) cautions against the “dual education agenda” which is currently being shaped and in terms of which Lifelong Learning is actively adopted in the North while **basic education** and **completion of primary education** are promoted in the South. This consolidates and deepens the gap between North and South. She argues that Lifelong Learning must be adopted as a paradigm for *all* countries, as a principle for (re)shaping education and learning systems.



**Activity 1.1:** *Your perspective on these contextual trends influencing public service training*

What are your perceptions of the trends and changes related to globalisation, the economy, education and training, and so on that are influencing your training context? What challenges and implications do these findings have for you as a manager of training in the public service?

***Globalisation and the economy***

---

---

---

***Polity and organisation***

---

---

---

***Social***

---

---

---

***Education and training***

---

---

---

*(Continued overpage)*

In what way does the Lifelong Learning paradigm address the human resources development needs of people in your country?

**Managerial or professional levels of personnel**

---

---

---

---

**Officials in the public service**

---

---

---

---

**People with little or no education**

---

---

---

---



## ***Skills shortages and their relationship to other problems***

Governments naturally try and reduce **skills shortages** in key economic sectors, including that of the public service. The existence of such shortages can be the result of historical factors (such as pre-1994 apartheid government policies in South Africa), structural shifts that have occurred in the economy (often as the result of globalisation and technological change) or from planning failures (predicting the future demands for particular skills is a very inexact science). The global and inter-continental labour market also impacts on Africa, particularly in respect of the lure of better prospects for professionals. A major challenge is to ensure that African countries benefit from, rather than become the victims of these markets. However usually there are no quick fix solutions to skills problems that have developed over a substantial period of time.

Typical **indicators** that there are skills problems include the following:

- ◆ **Unemployment**, which remains the key challenge for most countries. Providing training, especially to unemployed youth, could enhance people's prospects of gaining work. Such interventions can also promote social cohesion and build the skills base from which accelerated growth and development can be launched.
- ◆ The proportion of workers with **low educational levels** remains large.
- ◆ The **under-representation** of workers from various regions, language and ethnic groups in certain high skill occupations continues. This problem should form a focal point in linking skills and equity where training can assist chances for promotion and mobility in the workforce. (In South Africa this is a particularly important issue because of the apartheid past.)
- ◆ **Workers with disabilities**, by and large, remain **excluded**.
- ◆ Growth in employment in certain occupations usually indicates that there will be a growing demand for particular skills. In developing countries there is often a growth in employment in **middle level occupations**, such as technical and associate professionals, clerical workers and craft workers and a shift towards **skilled and semi-skilled occupations** in the workforce. There is a corresponding decline in unskilled jobs.

Most countries assume that there is a positive relationship between skills development and economic growth (though it is not a simple relationship and there are numerous other factors that impact on a country's economic performance, such as the level of inequality and access to markets). But it is clear that the availability of skills is an increasingly important factor affecting both the level of investment in any economy and its productivity.

## Steps towards reducing skills shortages

Typical steps that can be taken to enhance the skills of people in the labour market include:

- assisting in the placement of new entrants in the labour market through apprenticeships (learnerships) and internships;
- facilitating the recruitment of skilled foreign workers in areas of critical skills shortages, while ensuring the concurrent development of nationals in those fields;
- providing career guidance and counselling to school leavers to assist them to pursue further studies in fields that are relevant to the needs of the economy and its various economic sectors;
- fast tracking the implementation of the human resource development strategies in all government departments;
- generally raising the educational level of the population through greater support of the education and training system (including adult education).

## The Main Sectors in an Economy

<b>Sector</b>	<b>Sub-sectors</b>	<b>Notes</b>
<b>Primary</b>	Agriculture Mining	Heavily dependent on the natural resources of the country
<b>Secondary</b>	Manufacturing Construction Transport Utilities Other secondary industries	
<b>Service</b>	Social and community services	<p>The biggest employer here is government.</p> <p>Attempts to encourage a culture of delivery within the public service have resulted in a demand for a higher calibre of staff and a more flexible approach to management and service delivery.</p> <p>International demand for key service professionals (especially teachers, doctors and nurses) is growing and thus governments have to compete with both domestic and international employers for skilled labour.</p>
	Business services	<p>Business services, in which information and communication technology is vital, are the fastest growing industry and have overtaken manufacturing in their contribution to GDP (Gross Domestic Product).</p> <p>The business service sector is taking on an increasingly important role, as more and more public and private institutions restructure and outsource some of their non-core functions.</p> <p>Outside government, internationally, the service sector has proved the most versatile and flexible means of generating employment. At the same time, globalisation is placing greater demand on some industries, such as banking and other financial services, to become aligned to international standards in order to remain competitive locally and internationally. This translates into the need for a much more flexible and sophisticated workforce that can adapt quickly to changes in the working environment.</p> <p>Crime levels can lead to significant growth in industries such as private security and insurance services.</p>



**Activity 1.2:** *The profile of your organisation/department in relationship to the labour market*

1. Is there a large pool of unemployed people your organisation or department can recruit staff from? Where does your government recruit its personnel from (both skilled and unskilled)?

---

---

---

2. Are education levels generally low among the people you can recruit from or among those who are already in the department/public service?

---

---

---

3. Are there problems in the representation of women, the disabled or people from particular regional or ethnic groups in the public service? Comment.

---

---

---

4. What kinds of work are of growing importance in your department or organisation and in the public service as a whole?

---

---

---

5. What kinds of higher level skills are in demand?

---

---

---

---

6. Is there provision for apprenticeships, learnerships or internships in the department/public service?

---

---

---

7. Who does your department/public service have to compete with when it recruits?

---

---

---

8. What provision for career guidance and counselling is available for people in your department or organisation or for those who might be recruited by it?

---

---

---

*(Continued overpage)*

9. What are your organisation/department's key challenges in terms of training and development? Comment, taking into account the economic, socio-political and education and training trends affecting your environment.

---

---

---

---

---

---

---

---

---

---

## ***The importance of developing people***

Employee training and development is seen as a key factor in meeting a country's economic goals and the public service's strategic and operational goals. International competition, corporate reorganisation and technological advances, along with social and economic pressures (as explained earlier), increase the importance of employee education, training and development in African workplaces. Managers and human resource professionals are not faced with a making a decision about whether there should be education and training – that question has already been answered. Instead, the specific questions facing them are: which employees should be trained, in what areas, by what methods, by whom, when or how often, what outcomes should be expected and what will be the cost? Will people, after the completion of the training or the obtaining of a qualification, have the ability to put into practice in the relevant context the learning outcomes they have acquired?

The importance of training must not, however, be decontextualised. Training happens within the overall framework of a government's general endeavours to build and develop capacity through a variety of means, of which training is only one. The case for training as a key strategy needs to be examined and justified in each situation with its particular background of organisational culture, systems and processes, etc.

While employee development (through formal education, skills training and continuous development initiatives) generally means the enhancement of employees' applied competence in their jobs by improving their knowledge, skills, abilities and attitudes, it may be useful to define the meaning of the terms, education, training and development in the context of the public service. Is one offering education, training, development or all three?

**Education** is a broad term covering activities that aim at developing the knowledge, values and understanding required in all walks of life. It includes developing people's understanding of the traditions and ideas influencing the society in which they live, of their own and other cultures and of the laws of nature. It also includes the acquisition of language and other skills which are basic to communication. In the context of learning activities in the workplace, education prepares employees for *future*, well-defined jobs in the organisation.

**Training**, by contrast, is a narrower term applied to the systematic development of the attitudes, knowledge and skills required by an individual in order to perform adequately a specific, often vocational, task. Workplace training usually aims to improve performance in a *present* job and usually has clear behavioural objectives (learning outcomes) and a systematic design.

**Development** is about the learning that leads to the general growth of the individual's career development in an organisational and employment context.

While recognising that there are many different types and levels of training and education and development (from a professional degree to structured forms of on-the-job training), the modern tendency is to reject a rigid distinction between education and training that has been inherited from the past, which equated education with knowledge acquisition and training with operational skills development. This division was in the past associated with the split between tertiary education and skills training by training institutions. Training and education should be seen as equally weighted components of the entire learning process.

## Why do we develop people?

There are several major reasons why managers develop people:

1. Improve employee performance
2. Update employees' skills
3. Avoid managerial, professional and critical or scarce technical skill obsolescence
4. Orient new employees
5. Prepare for promotion and managerial succession
6. Satisfy personal growth needs
7. Solve organisational problems
8. Promote employability and sustainable livelihoods
9. Enhance employability of designated groups

1. **Improve employee performance.** Employees who perform unsatisfactorily because of a deficiency in skills are prime candidates for skills training. Although training cannot solve all problems of ineffective performance, a sound training and development programme is often instrumental in minimising these problems.
2. **Update employees' skills.** Managers in all areas must always be aware of technological advances that will make their organisations function most effectively. Technological change means that jobs change. Employees' skills must be updated through education and training so that technological advances are successfully integrated into the organisation.
3. **Avoid managerial, professional and critical or scarce technical skill obsolescence.** Rapidly changing technical, legal and social environments have affected the way managers, professionals and technical experts do their jobs, and employees who fail to adapt to these changes become ineffective.



4. **Orient new employees.** Sometimes a new or newly promoted employee does not have the skills and abilities required to be competent on the job. New workers may undergo training that may last for varying periods.
5. **Prepare for promotion and managerial succession.** One important way to attract, retain and motivate staff is through a systematic programme of career development. Education and training enable an employee to acquire the skills needed for a promotion, and ease the transition from the employee's present job to one involving greater responsibilities. Organisations that fail to provide such training often lose their most promising employees.
6. **Satisfy personal growth needs.** Education, training and continuous professional development can play a dual role by providing activities and opportunities that result in both greater organisational effectiveness and increased personal growth for all employees.
7. **Solve organisational problems.** Organisational problems such as absenteeism, ineffective and inefficient performance, low employee productivity, high employee turnover, labour–management disputes, inefficient bureaucracies and poor service delivery can be addressed in many ways. Employee education and training is one important way to solve many of these problems.
8. **Promote employability and sustainable livelihoods:** Many African countries have high rates of unemployment, which also result in social problems such as poverty and a high crime rate. Governments may provide financial support to companies, non-governmental organisations (NGOs) and community-based organisations (CBOs) to stimulate skills development initiatives. All skills development initiatives include strategies for the placement of individuals in employment, self-employment or social development programmes, or the engagement in further educational studies.
9. **Enhance employability of targeted groups:** Some national skills development strategies specifically target designated groups, such as new entrants, women, the disabled or minority groups, for participation in apprenticeships, learnerships, internships, bursaries and new venture creation initiatives.

## People development priorities for the 21st Century

The following **three issues** are currently receiving the highest priority in the 21st century in stable and developing societies:

1. **Quality Improvement Programmes** have been instituted in response to both the increasingly higher demands for quality from citizens, clients and customers and the need to be more competitive in a global economy. Although in many cases such quality improvement requires higher level and advanced training, basic skills and other remedial training programmes have often become a required prerequisite of other quality programmes because of the skills deficiencies found in the workforce in most African countries.
2. **Technological change-related programmes** will continue to challenge organisations as well. The rate of advancement of technology continues to accelerate, so employers must continue to offer employee development to keep front-line as well as managerial employees from obsolescence.
3. **Service employee development programmes** are now a top priority for organisations that consider themselves service oriented – an ever growing group. Financial, banking, insurance and government (public services) have clearly been placing increased emphasis on service to the citizen or customer as a possible competitive advantage in their sectors. Total Quality Management or Customer Service Excellence programmes focus on the responsibility that each employee has to the citizen or client.

## *Government human resource development strategies for the Public Service*

The public service is faced with the challenge of training and transforming its employees in a manner that will not only benefit government in its quest for excellent service delivery, but will empower the individual employee as well. To enable the public service to realise the above-mentioned people development priorities for the 21st century and help create a better life for all citizens, all governments, at least in principle, want a public service that is guided by the ethos of service and committed to the provision of high quality service.

Various **human resources development strategies (HRDSs)** have been adopted by governments to support a holistic approach to human resource training and development in the public service. These strategies invariably involve the development of relevant training policies, often linked to the delivery strategies of particular departments. They usually call for the enhancement of training to help improve job performance, service delivery and the attitudes of public servants to the public.

Typical human resource strategy objectives for the public service would include those related to:

- commitment to and promotion of a people centred approach;
- information and communications;
- performance agreements with managers and awards for institutions;
- apprenticeships, learnerships and internships;
- mentoring of staff;
- scarce skills recruitment strategies;
- an operational planning framework;
- sector and workplace skills plans;
- plans to make use of legislation, national skills development strategies and various funding sources such as skills levies;
- clear description and prescription of required competencies;
- career development;
- HIV/AIDS strategies;
- effective monitoring of training impact.

The following are **key challenges** in human resources development in the public service:

1. Ensuring effective service delivery
2. Retaining effective managers and people with scarce skills in the service
3. Coping with limited resources
4. Effective financial practices
5. Integration of career and life goals
6. Meaningful advancement of women and the disabled in the public service
7. Coordinating missions and goals
8. Establishing effective management information systems (MISs)
9. Establishing effective linkages between systems
10. Reducing the impact of HIV/AIDS
11. Performance management in the public service

Improving the standards of service (which are heavily influenced by the attitudes of public servants to those they work with and serve) may be set out in various policy documents and codes of practice. Does your country have such a code for guiding public service? Has it ratified acceptance of the 2001 *Charter for the Public Service in Africa* and, if so, is this Charter being implemented?

Take a look at the following example of such a code – the Batho Pele (People First) principles adopted for the public service in South Africa.

### *Batho Pele principles*

The Government of South Africa subscribes to the following principles, known as the **Batho Pele principles**, in the delivery of services to its clients and beneficiaries:

1. **Consultation:** Citizens should be consulted about the level and quality of the public service they receive and wherever possible should be given a choice about the services that are offered.
2. **Service standards:** Citizens should be told what level and quality of public services they will receive so that they are aware of what to expect.
3. **Access:** All citizens should have equal access to the services to which they are entitled.
4. **Courtesy:** Citizens should be treated with courtesy and consideration.
5. **Information:** Citizens should be given full, accurate information about the public services that they are entitled to receive.
6. **Openness and transparency:** Citizens should be told how national and provincial departments are run, how much they cost and who is in charge.
7. **Redress:** If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation, a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic, positive response.
8. **Value for money:** Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

# The impact of education and training trends

In the following two sections we look in more detail at the following trends that have impacted on the training context:

- ◆ the emphasis on competency or outcomes-based education;
- ◆ the use of competency descriptions or standards to describe desired education and training achievements;
- ◆ the use of qualifications frameworks to categorise levels of qualifications and facilitate their articulation;
- ◆ new ways of thinking about learning, thinking and the facilitation of learning.

## ***The adoption of outcomes-based qualifications frameworks***

In the last few decades the notions of competence and outcomes have become increasingly dominant in education and training. Many countries, including many in Europe, Eastern Asia, Australasia and North America, have moved towards education and training systems (or sub-systems) that are committed to competency or outcomes-based education. Africa is now starting to follow this trend.

An outcomes-based education approach is characterised by the following features:

- ◆ an emphasis on the results of learning (the outcomes), whether knowledge, skills and attitudes;
- ◆ a focus on learning by doing, and on what learners can do as well as learning of content;
- ◆ opportunities for the recognition of prior learning;
- ◆ an emphasis on the applications of learning in new and different contexts.

The stress on the **outcomes** of learning rather than prescription of the **means** or way of learning, suggests that reaching the learning outcomes can take place through a wide range of educational experiences encountered in a variety of contexts. Learners will be able to attain these outcomes at different rates of learning in a wide and rich variety of programmes developed at national, provincial and local levels. This means that government attempts to regulate and bring order to the way education and training provision is done, not through specification of who can provide training or of the content of training (described in a syllabus or course outline or a set of materials), but through the clear specification of outcomes. This specification is often done through so-called **standards**.

An education and training standard is a nationally registered statement of desired

education and training outcomes and their associated performance/assessment criteria, together with administrative and other necessary information. The purpose of a standard is to provide guidance to the learner on what outcomes are to be assessed, to the assessor on assessment criteria, and to the educator who has to prepare the course and learning material to help the learner reach the outcome.

Standards are usually linked to qualifications registered on some kind of national qualifications framework. Typically such a registered standard has a title and number, a level on the qualification framework, a credit rating, statements on its purpose, the learning assumed to be in place before the standard is commenced, the specific outcomes to be assessed and any particular assessment criteria and processes. By their very nature, standards are decontextualised and couched in universally understandable language to facilitate international comparability. (This also means that they are often not particularly helpful in determining what the educator should do by way of course content or methods, though they allow for great freedom in what is actually to be taught and how it is to be taught.)

In a competency or outcomes-based national qualifications system, a qualification represents a planned combination of learning outcomes which has a defined purpose and which is intended to provide qualifying learners with applied competence and a basis for further learning. (By applied competence is meant the ability to put the acquired learning outcomes into practice in the relevant context.)



### ***Activity 1.3: Your country's plans about qualifications frameworks***

You were asked in the pre course material to bring with you information about your country's education and training policies. Do your country's policies refer to a qualifications framework?

---

---

---

---

### Typical principles of national qualifications frameworks

Principle	Consequences for education and training
Integration of education and training, of academic and vocational	Need for unified approach to education and training
Articulation (linkage of different curricula, qualifications and institutions)	Learners must be able, on successful completion of accredited prerequisites, to move between components of the delivery system
Flexibility (different options for entering and progressing through learning and career paths)	Allow for multiple pathways to the same learning ends
Access (easier entry to appropriate learning and career paths)	Provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression
Progression (movement through learning and career paths)	The framework of qualifications must permit individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system
Coherence (the paths should all "hang together" in the overall framework)	Need for a consistent framework of principles and certification
Portability (learners should be able to "carry" appropriate knowledge and skills from one learning programme or context to another, with the knowledge and skills being recognised in the new context)	Easy transfer of credits or qualifications from one learning institution and/or employer to another
Recognition of prior learning (linking informally acquired or unaccredited knowledge and skills to formal provision and accreditation)	Through appropriate assessment credit to be given for learning which has already been acquired in different ways, e.g. through life experience
Guidance of learners (to assist learners to understand and make decisions about entry into and progression through the education and training system)	Provision of counselling of learners by specially trained individuals (who meet nationally recognised standards)
Equality of opportunity (the same standards for entry and progression should apply to all learners)	
Relevance (of education and training to	Qualifications must be and must remain

**AMDIN public sector capacity development: training of trainers programme**

social, economic and political developments and learner needs)	responsive and appropriate to national development needs
Clear description of outcomes (the nature of learning that should be achieved when education and training are provided, expressed in the standards)	Standards are available expressed in terms of a nationally agreed framework and internationally acceptable outcomes
Credibility (the standards should enjoy national and international value and acceptance)	
Legitimacy of qualifications (achieved through democratic participation of all national stakeholders in the planning and coordination of the qualifications framework)	Effective and efficient participation of all national stakeholders in the planning and coordination of standards and qualifications



## ***The implementation of National Qualifications Frameworks in Africa***

While many African countries, such as Uganda, Nigeria and Namibia, are beginning to implement qualification frameworks, a National Qualifications Framework (NQF) has been established in South Africa for a decade. In Botswana and Kenya, the NQF is also still in nascent form. In all these countries the intention of the NQF system is to develop and assess learning in terms of “learning outcomes”. More African countries are developing frameworks and systems for ensuring educational quality, assessment, certification and recognition. In addition, these developments promise the start of a process of recognising prior learning occurring outside of formal educational contexts.

### **Ghana**

Ghana’s national qualifications framework is structured to accommodate compulsory, vocational and higher education and is intended to open learning and achievement to students of all levels and all ages. It was found that an eight-level structure was also the closest match to the main national qualifications structures in many European countries and this structure has met with wide consensus among all European Union member states.

- Levels One to Three reflect the successful completion of compulsory education
- Levels Four to Five are levels of qualifications associated with vocational education and training.
- Levels Six to Eight are levels in higher education with Level Six representing a Bachelor’s degree and Level Eight a Doctoral Degree.

### **Namibia**

In Namibia an NQF following very closely on the South African model has recently been implemented. The Namibia Qualifications Authority (NQA) was mandated to set up and administer a forum for matters pertaining to qualifications; setting the occupational standards for any occupation in any career; promotion of the development (and analysis) of benchmarks; accreditation of persons, institutions and organisations providing education and training courses that meet certain requirements; evaluation and recognition of competencies learned outside formal education (recognition of prior learning or RPL); establishment of facilities for collecting and disseminating information pertaining to qualification; and provision of services for evaluating the qualifications of almost 40 000 Namibians who have obtained qualifications abroad.

### **Egypt**

Egypt is in the process of introducing an NQF that can bring coherence and transparency to education systems which are currently fragmented with a confusing range of qualifications. It aims to improve the chances of individuals to move within the education system from one level or trade to another: making qualifications more transparent also makes it easier for employers to assess the suitability of someone for a specific job. Doing so on a regional level can make it easier for people to look to neighbouring countries as well as their own for better job prospects.

## **Tanzania**

The draft Tanzanian Education and Training Programme (2001) stresses the importance of an NQF to:

Harmonise qualifications both vertically and horizontally across sectors so that the education and training system provides room for upward mobility (i.e. from basic education through academic and vocational/technical progression to higher learning levels), at the same time giving room to across-sector comparability.

Currently there are six subsectors of the education and training system: Basic education, Secondary Education, Folk development education, Vocational Education and Training, Teacher education, and Higher Education.

## **Kenya**

In Kenya, the government has released new proposals that if passed by parliament will bring radical changes in the entire learning system of the country. The proposals provide for, among others, the establishment of a Directorate of Quality Assurance and Standards Board, headed by a Director of Quality Assurance and Standards for the purposes of ensuring standards in basic education and training institutions.

## **Uganda**

The development of an NQF in Uganda is regarded as a way of dealing with many of the difficulties associated with qualifications. The Ministry of Education and Sport argues for an NQF which has two major objectives: occupational standards development and assessment and certification against these standards, to allow for vertical and horizontal mobility while separating quality assurance from training delivery.

Some of the arguments cited for the development of such a qualifications framework are as follows:

- A framework will integrate skills and competence-based standards. This is necessary for meeting the requirements of the world of work and for ensuring career progression.
- A clear system of certification will make it possible to recognise knowledge, skills and competencies acquired at work (or as prior learning).
- A framework will assist in managing the quality and comparability of certificates awarded by various bodies in the public sector, private sector and non-governmental organisations (Ugandan Ministry of Education and Sports: Prof. E. Lugujo August 4 – 6, 2003).

### **Southern African Development Community (SADC) countries**

In 2001, the Southern African Development Community developed criteria to determine the progress made with national qualifications frameworks. At present all member states are engaged in NQF development as follows: (SADC 2005:17-18)

#### Engagement of SADC member states in NQF development

Stage 0	Stage 1	Stage 2	Stage 3a	Stage 3b	Stage 4
No progress made, no reports received	Background work under way; initial discussions in progress	Initial development; teams/ committees established; papers and plans developed	Draft legislation formulated; some structures in place	Legislation passed; structures, procedures, standards established; quality assurance; information system	System functional for five or more years; reviews conducted; adjustments applied
	Angola				
			Botswana		
D. R. Congo					
			Lesotho		
	Malawi				
				Mauritius	
		Mozambique			
					Namibia
					South Africa
		Swaziland			
	U. R. Tanzania				
		Zambia			
			Zimbabwe		

One of the most important outcomes of these qualification framework developments is the likelihood of a growing standardising of qualifications between countries in the continent.



**Activity 1.4:** *Your perspective on qualifications frameworks and their likely influence on public service training*

What qualification system is used to organise qualifications in your country?

---

---

---

What system is used to organise qualifications for public servants in your country?

---

---

---

Do you have entrance examinations for people entering the public service?

---

---

Is training for public servants accredited and recognised?

---

---

Are (skilled) public servants expected to have formal qualifications such as university degrees?

---

---

To what extent is in-service training compulsory for skilled and unskilled people in the public service?

---

---

*Now think about the knowledge and skills you have obtained informally.*

What skills have you obtained informally which are useful to you in your present work?

<b>What skills or knowledge did you acquire informally?</b>	<b>Where did you learn this?</b>

Does your country have a system for the Recognition of Prior Learning (RPL)? If so, how does it function?

---

---

Briefly indicate how an RPL system could be useful to your Management Development Institute?.

---

---

---

## The South African National Qualifications Framework

South Africa provides an interesting case study of the implementation of a national qualifications framework (NQF) which was legislated for in the South African Qualifications Authority Act (No 58 of 1995). This act created a new framework for education and training in South Africa by:

- ◆ creating a single, unified system of education and training qualifications in the country; and
- ◆ creating the institutions to ensure that these qualifications are of a high quality.

This Act establishes a special institution, the South African Qualifications Authority (SAQA), in charge of the NQF. The tasks of SAQA are:

- ◆ to register qualifications and standards on the National Qualifications Framework; and
- ◆ to ensure that the education and training that is delivered helps learners to reach these qualifications and standards.

The SAQA Act tried to end the big split between education and training by recognising both forms of learning within a single integrated system (unlike some other countries which had restricted such qualification frameworks to vocational qualifications). The SAQA Act says that people must be able to move about freely in the education and training system – they must not be stuck on either side of an education and training divide. They must also be able to gain entry into and exit from the education and training system at a variety of different entry, exit and re-entry points.

### Structure of the South African NQF

The South African National Qualifications Framework (NQF) currently has eight levels of learning. Different qualifications fit into the framework according to their focus and how difficult they are. The level of a qualification is based on the exit level – on what a person will know and be able to do when he or she finishes their qualification. This new way of recognising learners' achievements applies to all qualifications, giving education and training the same status. It measures what a person knows and can do, rather than where and how the person learnt.

### National Qualifications Framework

NQF LEVEL	BAND	QUALIFICATION TYPE	
8	HIGHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• Post-doctoral research degrees</li> <li>• Doctorates</li> <li>• Masters degrees</li> </ul>	
7		<ul style="list-style-type: none"> <li>• Professional Qualifications</li> <li>• Honours degrees</li> </ul>	
6		<ul style="list-style-type: none"> <li>• National first degrees</li> <li>• Higher diplomas</li> </ul>	
5		<ul style="list-style-type: none"> <li>• National diplomas</li> <li>• National certificates</li> </ul>	
4	FURTHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• National certificates</li> </ul>	
3			
2			
1	GENERAL EDUCATION AND TRAINING	Schooling Grade 9	Adult Basic Education and Training Level 4
		<ul style="list-style-type: none"> <li>• National certificates</li> </ul>	

## **Standards and credits**

The SAQA Act says that:

- ◆ All skills must be written as learning outcomes which say what learners will know and can do when they are competent. These outcomes will be recognised through national standards and qualifications.
- ◆ The smallest set of outcomes that can be recognised through certification is for a so-called unit standard
- ◆ A qualification is made up of one or usually many unit standards, each of which carries a number of credits. Each credit is equal to an average of about ten notional hours of learning.
- ◆ People can earn their credits without going to a course if they can show that they already have the skills and knowledge required in the standards and qualifications. This recognition of prior learning (RPL) means that people's skills must be recognised even if they have learnt them simply through doing, rather than through a formal course.

The SAQA Act says that standards must be agreed upon in a democratic way so that everyone will recognise them, and so that they will be portable (transferable) from one workplace to another, and from one provider to another.

It is also important that standards are the same across the country so that everyone knows what a particular standard means. So every standard must be registered on the NQF, which is available to everyone.

## **Standards Generating Bodies**

The SAQA Act says that standards must be agreed in a democratic way. A number of standards generating bodies for different education and training sectors have been set up in South Africa with representatives of government, organised business, organised labour, education and training providers, community and learner organisations and other groups. Understandably the bureaucracy involved can be quite cumbersome and the South African NQF and SAQA are currently under review and some simplifications have already occurred.

There are many lessons to be learned from the difficulties in South Africa's implementation. These have arisen mainly from systemic and capacity problems, such as the slow pace of standards development and the practical difficulties involved in the recognition of prior learning.



# Identifying appropriate qualifications

Human resources and line managers have the important task of deciding which outcomes and qualifications they want their staff to achieve.

In a situation where the country has some form of NQF, qualifications can be selected according to level and their articulation with other qualifications determined (at levels below, above and horizontally). The qualifications provided through, or required for posts in, departments of the public service can thus be rationally ordered and aligned with the national framework.

In cases where there is no such national framework, the human resources manager needs to create such a rational order within the organisation. This has enormous benefits in clarifying career paths and routes for skills upgrading.

Ideally all departments of the public service should have at the very least a matrix description of the various levels of qualifications and courses required or on offer, itemised by sector or division within the department.



**Activity 1.5:** *What qualifications does your Management Development Institute have, need or offer?*

Does your department have a schedule, a table or a matrix which describes all the qualifications that staff need to have for certain posts and the training courses that are on offer to staff for work and career development?

If it does, reproduce it below in tabular form. If it does not, try and construct one.

Levels	Divisions, areas or types of work				

Using the table or description you have found or constructed above, what gaps do you find, particularly in relation to the need to respond to the economic, socio-political and education and training trends discussed earlier? Fill them into the table below.

Levels	Divisions, areas or types of work				

# Thinking about adult learning

Over the last half century there has been an enormous growth in the understanding of learning and in particular of learning in adults. This knowledge has slowly percolated into education and training practice and has the potential to significantly improve the facilitation of learning.

In this section some of this knowledge (much of which you will already be familiar with in whole or in part) and its applications to training practice are outlined. We look, in particular, at the following:

- ◆ characteristics of adult learners
- ◆ the need for active learning
- ◆ the concept of experiential learning
- ◆ the necessity of immediate practice
- ◆ the taxonomy of learning outcomes

## ***Characteristics of Adult Learners***

The learners that we meet in our public service training contexts are all adults and there is a growing body of knowledge that takes seriously the following questions that trainers ask:

- Do adults learn in a different way from children?
- What do adult learners expect from their participation in training?
- What things are known to help adult learning?
- Can older adults continue to learn?
- And so on.

Knowing the answers to these questions is important if we are going to be effective trainers or managers of trainers. So this section will begin by looking at some of the most important characteristics of adult learners. Then we will look at **six principles** of training adults and see how they fit with these characteristics of adult learners. Then we will go on to explore two approaches to learning that are particularly suited to adult learners. These two key ideas are an **active learner approach** and an **experiential learning approach**.



## **Activity 1.6:** *Our experience as adult learners*

For many of us, our experience as adult learners, as adult trainees, was considerably different from our experience of initial education

### **School**

- 1(a) What was your most significant learning experience at school?  
What experience(s) do you value most from school?  
What do you remember most vividly from school?)

---

---

---

- 1(b) How did you learn during this experience?

---

---

---

- 1(c) What was important or different about the situation within which you learned during this experience?

---

---

---

**After school**

2(a) What was your most significant learning experience after you left school?  
(What experience(s) do you value most after you left school?  
What do you remember most vividly about this experience?)

---

---

---

2(b) How did you learn during this experience?

---

---

---

2(c) What was important or different about the situation within which you learned during this experience?

---

---

---

Other comments:

---

---

---

---

---

---

Here is a list of ideas from some experienced adult educators and trainers. This list is a summary of what adult learners are like.

This list is important for two reasons:

- ◆ As a *trainer of adults*, it is very important for you to know who your learners are so that you can design your teaching to suit them.
- ◆ You are an *adult learner* in this course. It might also be interesting for you to think about yourself as an adult learner while you read through this list. How many of these characteristics apply to you?

## Who are Adult Learners?

1. Adult learners want to be treated as adults. They will not put up with the criticism or humiliation that schoolchildren often get.
2. Often, even within the workplace, they are volunteers and they recognise the need to learn and are willing to learn. Motivation is generally high too, but can be easily lost if their needs and expectations are not met.
3. Adults come to training with intentions and needs. Some of these are specific, some more general, sometimes related to the subject matter of the course, sometimes not, and sometimes unknown even to themselves. Their motivations may be very varied. (This suggests that adult learners should be encouraged to state their learning needs.)
4. Adults generally want their learning to have immediate results. They want what they learn to help meet some of their immediate needs and solve their problems. They want courses to be relevant to their daily lives. (This suggests that the aims and outcomes of any course should be clearly stated at the beginning. Where training courses are meant to have long-term results the trainees need to be told this. This is particularly important where training is often seen as a preparation for promotion.)
5. They also have other responsibilities and pressures outside the learning situation.
6. Adults already have their own learning styles or set patterns of learning (which may be difficult to change).
7. Adults bring with them a rich store of experience and values. They have knowledge of the world and their place in it. They may have extensive knowledge of the workplace (possibly even more than that of the trainer). They can use their experience and existing knowledge in the learning process but the willingness of individuals to do this may differ. Adults tend to view and interpret ideas, skills and knowledge by comparing them with what they have experienced in their own lives. Adults like to test new ideas in real life settings.

8. Adults will also have entrenched beliefs, opinions, prejudices and positions. New ideas and material may question their existing knowledge, beliefs and world-view. In the workplace or office new ideas or training in new procedures may threaten their sense of being in control of their working lives. This means that they may well experience learning as painful and risky. (This suggests that training programmes should always take feelings into account and ensure that the relevance of what is being learnt is clear – adults may be willing to bear learning pain if the end result is worth it in their own working life.)
9. They come to a course with different expectations about the learning process. Some may expect to be taught everything (as in a formal school or in their previous training) and some may wish to find out everything by themselves. They will have different assessments of what they can and cannot do as learners.
10. They often lack confidence in their ability to learn.
11. Adults often like to be given some control over the course plan.
12. They often like to be active and do things with a clear purpose. People learn best when they are actively involved.
13. Adults usually prefer non-competitive training situations.
14. Adult learners like examples, samples and resources.
15. They may learn at different speeds.
16. They often need to ask questions and discuss freely.
17. They need to see that they are making progress and achieving something. They appreciate reassurance, positive reinforcement and helpful feedback. (This suggests that courses, and in particular assessment, should be designed to give regular, helpful feedback to the trainees.)
18. Adults may be of different ages and older adults may suffer from a number of physical disabilities, particularly in relation to hearing and sight.
19. Adults may be tired from their ordinary work.

### **A note about whether older adults can still learn**

We all know that as people get older their bodies do not function as well as when they were young. Does this mean that as we get older we cannot learn as well as we used to? The evidence collected by scientists is that adults can actually continue to learn perfectly well until they are very old.

The physical decline in older people can be handled through glasses, hearing aids (and less noise in the classroom). Lighting in adult learning centres should be bright and venues should be suitable for the hard of hearing. Adult education students, especially illiterate or poorly educated ones, may need to have their eyesight tested as many have problems with their vision.

Older people may process information at a slower pace because they are filtering it through many more years of experience than a young person. They may need an increased time for learning (and also slower presentation of new ideas).

Studies have shown that older adults can learn and that intelligence does not drop significantly with age, though young people perform best on tasks requiring quick insight, short-term memorisation and complex interactions. As people get older, they accumulate knowledge and develop perspective and experience in the use and application of it.

Memory is an important part of learning and memory is also relatively stable as long as material is learnt well and new information is related to previously learnt material. Older people have problems with meaningless learning (they have no motivation to do it) and with complex learning (it takes longer to sort out especially if new information is inadequately associated with what they already know).

There is often a need to reassure older adults that they are still capable of learning.



## The need for Active Learning

Learning is about much more than merely memorising information; it is about genuine change in a person's knowledge, skills and attitudes. Such learning is active, for it involves the full engagement of the person.

Active learning is often referred to as action learning. Action learning involves learning about learning, and using this to learn. There is no single definition of "action learning" that is accepted generally. Yet, there is an agreed understanding of the nature of action learning. The main characteristics of action or active learning are:

- ◆ learning by doing;
- ◆ experiential learning;
- ◆ reflecting on practice;
- ◆ being open;
- ◆ sharing ideas;
- ◆ collaborating;
- ◆ synergy;
- ◆ learning to learn;
- ◆ lifelong learning; and
- ◆ learning in the ordinary activities, such as in the workplace.

There are many forms of active learning. Experiential learning and problem-based learning are two types that are often cited. All forms of active learning focus on the centrality of the learner in the learning process (though this does not mean that this makes the trainer unnecessary, as learning without the advantage of a guide or instructor is usually a slow and frustrating way to learn). Trainers have a crucial role in providing challenges, encouraging risk taking, correcting errors and providing frameworks and context.

Typical examples of active learning activities include: class discussion, small group discussion, debates, posing questions to the class, think-pair-share activities, and short written exercises. Generally, all forms of active learning suggest that though trainers may guide their trainees in the early stages of learning, they then need to let them practise their newly learnt skills or apply new information. Unless learners practise it is unlikely that they will acquire the mental frameworks or schema necessary for long-term learning.

## The concept of Experiential Learning

### What is Experiential Learning?

According to the *Oxford English Dictionary*, the word **experience** is defined as “actual observation of or practical acquaintance with facts or events” or an “event that affects one”.

So an experience is:

- ◆ an event or a happening
- ◆ that you either see or participate in, and
- ◆ that has an impact on you.

So, the most basic idea behind experiential learning is learning that you gain from watching or participating in some event or happening that has an impact on you. It is learning you gain from an experience or experiences.

Here is a definition of experiential learning produced by Titmus et al (1979:45):

Learning which derives either from the general life-experience or from specific activities of the learner.

Learning derived from the feelings and thoughts aroused in the learner while or after undergoing such experiences.

Thus experiential learning rests firmly on the experience of the learners (any education and training relying on it has to be relevant to the learners' everyday lives and genuinely make *use* of that life experience).

Experiential learning also engages the learner in specific activities and much of the learning would be derived from the feelings and thoughts aroused by experiencing these activities.

### How do we learn from experience?

Sometimes we learn something very quickly and never forget it. For example, as children we may have been told by our parents not to play with a fire or boiling water. If we then painfully burn ourselves we never forget that strong learning experience.

However, we don't learn all things that quickly and we often soon forget what we learn unless we **practice it** or **reflect** on what was learnt. In other words, mostly, in order to learn something from an experience and to remember it, we need to **return** to the experience and **revise** or **practise** what we learnt.

Learning is something that happens to us all the time, yet we are seldom aware of it. If you are aware that you are learning or preparing to learn, you will learn better. **Learning is more effective when you are aware that you are learning something.** But it takes time to be aware when you are learning something and trainers need to make time for trainees to reflect on what they are learning. The next section on practice reinforces the importance of this point.

### **What is the difference between experiential learning and learning in a formal training class?**

Experiential learning is much broader than classroom learning. This is because it includes learning that you gain from a much wider range of sources. In a formal classroom you are most often limited to learning from what the teacher or trainer says and writes on the board or displays on the screen, from the training materials you may read, and from discussions you may have with your fellow learners. But experiential learning can include any learning you may do both inside and outside of the classroom.

### **Why does experiential learning help adults learn?**

Adult learners come with their heads, hearts and hands already full. They come to any learning situation with ideas and knowledge, attitudes and values and beliefs, and skills and abilities that they have gained throughout their lives. They are not blank slates waiting to be written on for the first time, they are not empty vessels waiting to be filled up with new knowledge, values and skills.

We also know that they want the new things that they learn to be relevant. This means that any new learning must equip the learners with real knowledge, skills and values that are useful in their real work.

So, experiential learning is often suited to adult learners because:

- ◆ It helps learners to reflect upon and learn from the wide range of real life and work experiences that have already had and will continue to have.
- ◆ It makes sure that what the learners are learning is relevant because it is rooted in real experiences.
- ◆ It helps the trainer to find out about what the learners already know, believe and can do so that learning can build on this.



### Activity 1.7: *Myself as an adult learner*

1. Read through the table below. You will see that you can rate each learning outcome on a scale from 1 (Not important) to 8 (Very important). Rate each outcome according to its importance to you.

Expected outcome	Importance					
	< Less			Very >		
<b>Personal development</b>						
- To acquire more self-confidence	1	2	3	4	5	6
- To broaden my horizons	1	2	3	4	5	6
- To experience thinking through new ideas	1	2	3	4	5	6
- Motivation for self-study	1	2	3	4	5	6
- To link new knowledge with past experiences	1	2	3	4	5	6
- To express newly formed ideas	1	2	3	4	5	6
<b>Programme-related</b>						
- To gain a higher education qualification	1	2	3	4	5	6
- To acquire new skills	1	2	3	4	5	6
- To be engaged in the learning process	1	2	3	4	5	6
- To process new information by rehearsing the skills I have learnt	1	2	3	4	5	6
- To reach another level of understanding	1	2	3	4	5	6
- To demonstrate learning by teaching others what I have learnt	1	2	3	4	5	6
- To reflect on what I have learnt and to monitor my reflection in a reflective journal	1	2	3	4	5	6
- To prioritise my own targets and strategies in the learning process	1	2	3	4	5	6
- To link new knowledge with past experiences	1	2	3	4	5	6
- To express newly formed ideas	1	2	3	4	5	6
<b>Work related</b>						
- To improve my career opportunities	1	2	3	4	5	6
- To better my current employment	1	2	3	4	5	6
- To improve my promotion possibilities	1	2	3	4	5	6
- To make up for having missed out on education when I was younger	1	2	3	4	5	6

2. Now look at your rating of the learning outcomes. Which ones did you grade as very important? Select two of them, and reflect on them again. Why are they so important to you?

---

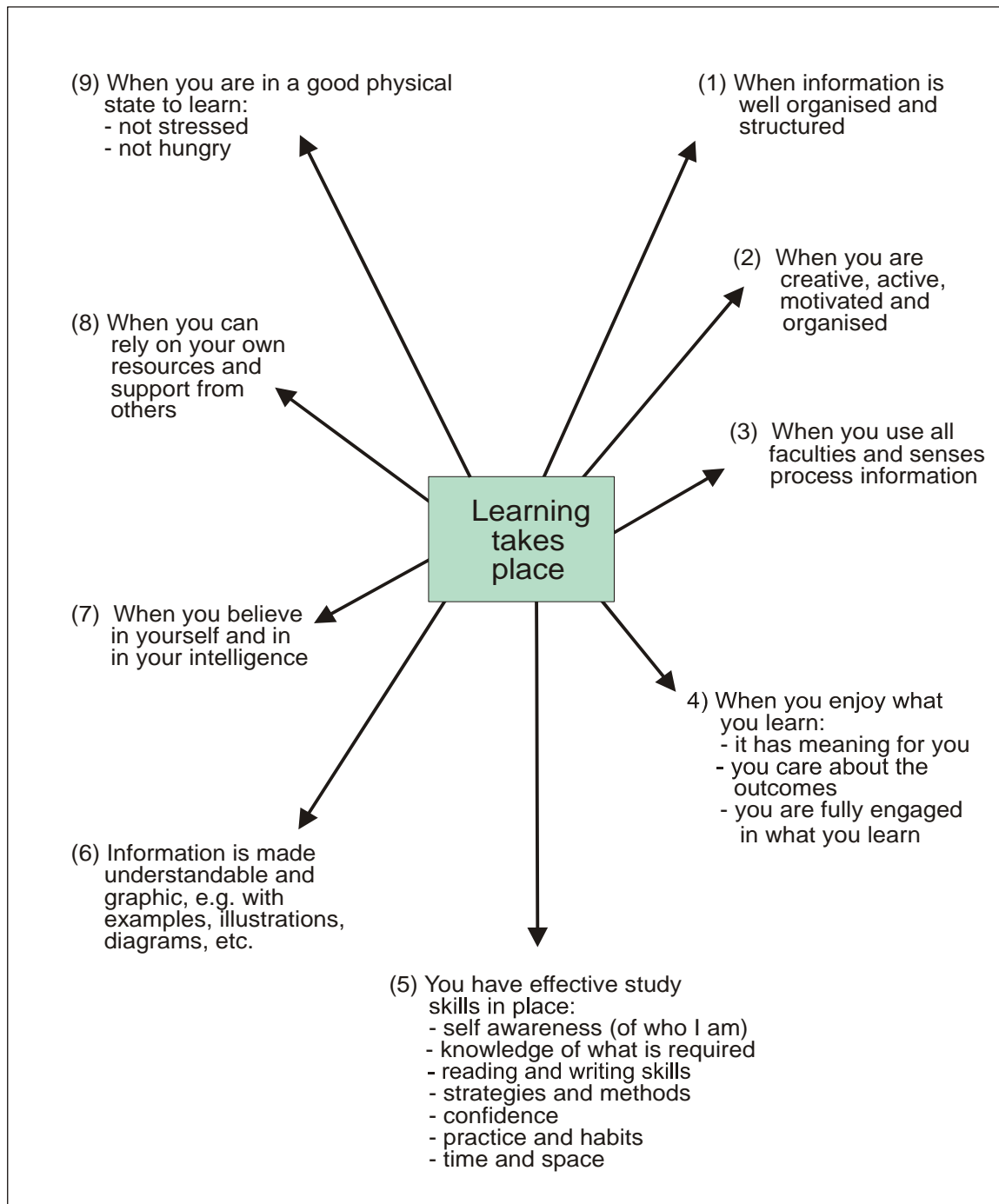
---

---

---

## Specific conditions for effective Learning

What are the right conditions for effective learning to take place? Let us take a look. Look at the diagram below and decide under what circumstances you think good learning experiences take place. Then complete the activity on the next page.





**Activity 1.8: What makes for a good learning experience?**

- Rank the conditions in the diagram on the previous page with the ranking order of your good learning experience, for example:

- 4 Very important
- 3 Important
- 2 Not that important
- 1 Not important

<i>Condition under which learning takes place</i>	<i>Importance</i>			
	<i>&lt; Not</i>			<i>Very &gt;</i>
Information is well organised and structured	1	2	3	4
Feel creative, active, motivated and organised	1	2	3	4
Use all faculties and senses	1	2	3	4
Enjoy learning as meaningful and engaging	1	2	3	4
Effective study skills in place	1	2	3	4
Information made meaningful with examples and illustrations, etc.	1	2	3	4
Believe in oneself and intelligence	1	2	3	4
Can rely on own and others resources	1	2	3	4
In good physical state	1	2	3	4

- Think of something that you would like to add to diagram on the previous page. What condition or conditions are lacking?

**Feedback**

You may have marked all nine items as important, as we did. Certainly some conditions should always be in place. As a potential trainer you have probably realised that you have to keep this in mind when you plan your training.

## ***Learning Styles***

A learning style can be defined as the particular way in which someone learns. Although most learners can make sense of the same learning content, it does not happen in the same manner. How this is done is determined by the individual's style.

Various theories are used to explain why people learn in particular ways. Some of these theories relate it to the use of different parts of the brain (the left brain/right brain theory of Roger Sperry and the triune (three part) brain theory of Paul McLean) or of multiple intelligences (Howard Gardner). An earlier and well know theory is that of David Kolb who theorised that people tend to be strongest in one or two of the four phases of a typical learning cycle. In such a typical cycle the learner:

1. has an immediate **concrete experience**
2. **observes** and **reflects** on this experience
3. builds these observations into a **theory** or **concept** (which may be quite abstract)
4. use this theory or hypothesis to guide future **action** and **experimentation**.

Kolb developed a *Learning Style Inventory* often used in training to identify individuals' characteristic styles of learning (Kolb, 1985). Kolb noted that ideally effective learning requires all of these phases of the cycle. A learner should be able to to involve him or herself fully, openly, and without bias in new experiences (Concrete Experience), be must be able to reflect on and observe these experiences from many perspectives (Reflective Observation), be able to create concepts that integrate these observations into logically sound theories (Abstract Conceptualisation), and be able to use these theories to make decisions and solve problems (Active Experimentation).

People whose dominant learning comes from Concrete Experience rely on feeling-based judgments related to people. They find theoretical approaches unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. They benefit most from discussion with their fellows.

Those for whom Reflective Observation is dominant tend to be tentative and impartial. They make judgement only after careful observation and prefer learning situations such as lectures that allow them to take the role of impartial objective observers.

Those who score high on Abstract Conceptualization rely heavily on logical analytical thinking and are oriented towards things and ideas rather than towards other people. They learn best in authority-directed, impersonal learning situations that emphasize theory and systematic analysis. They do not respond well to unstructured "discovery" learning such as exercises and simulations.

Those who learn best from Active Experimentation like to engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. They want to solve problems and implement. Managers often tend to use this style.



Another categorisation was developed by Joyce McKnight who distinguished between those who learned best from **instructor-driven instruction**, **student-driven instruction**, or a mix of the two, **collaborative instruction**.

Those who prefer **instructor-driven instruction** prefer that the teacher or trainer takes the time and effort to make expectations clear and that he or she takes ultimate responsibility for the learning experience. Such learners enjoy the traditional classroom setting or a distance education program where goals, methods, and means of assessment are defined from the beginning.

If you like **student-driven instruction** you prefer to work with a teacher and/or fellow students to define the course. You would probably like discussion groups, seminar-type classes, or independent study that allows for frequent interaction with the teacher.

Those who favour **collaborative instruction** prefer to set your own goals, but to work with the teacher to choose ways of reaching that goal, and may wish to leave assessment (grading) up to the teacher - or any other combination in planning, implementation and assessment.



**Activity 1.9: What learning style am I comfortable with?**

Look at the following model on learning styles (based on Kolb) and think about which phase you feel most comfortable in. Write down and say why you feel most comfortable in this phase:

	Phase 1 Having an experience <b>[Active Experienter]</b>	
Phase 4 Planning the next steps <b>[Practical experimenter]</b>	<b>A simplified version of Kolb's model</b>	Phase 2 Reviewing an experience <b>[Observer and Reflector]</b>
	Phase 3 Concluding from an experience <b>[Theorist and Conceptualiser]</b>	

---



---



---



---



---



---

Remember that there is no right or wrong style. We tend to prefer to learn in particular ways and each way or style, on its own, has its particular strengths and weaknesses when compared with the other styles. What we need to do is capitalise on our strengths and correct for and compensate for our weak areas.

## **Feedback**

We cannot know where you placed yourself. You may have identified more than one learning style that you feel comfortable in. It is rare to find trainers/learners who consciously discipline themselves to engage in all four of the above phases. Depending on their learning style preferences they tend to stay in the phase in which they feel most comfortable, for example:

- ◆ Phase 1: They rush around, have lots of experiences, keep frantically busy, never bother to review or plan. An activist that is ready for anything, always asking “what’s new?”
- ◆ Phase 2: The reflector might avoid stage 1 by learning from other people’s experiences rather than their own. This reduces the risks of making mistakes. They like time to think about every experience and to record, analyse and question information.
- ◆ Phase 3: The theorist likes to conclude from an experience by estimating or predicting theories, models or hypotheses. They always want to know how something relates to something else.
- ◆ Phase 4: The pragmatist is concerned about how he or she can apply this in practice. He or she is always wanting to experiment or implement.

As a trainer you must cater for all the different learning styles, while encouraging the learners to see the value of all phases and styles.

## ***The necessity for immediate practice***

Practice is one of the most effective forms of learning, and **immediate** practice is usually the most effective form of practice. Practice enabling one to apply newly acquired knowledge, skills and attitudes as soon as possible needs appropriate scheduling, steps, supervision, assessment and follow-up. To provide such immediate practice requires suitable course designs that set up the appropriate procedures and processes.

### **Practice not practiced**

Practice, the seemingly obvious component of any training process, is often not done because of bad time management and bad prioritisation, or it is done at inappropriate times (such as long after the actual training event, in contradiction of everything known about the psychology of learning). Often the pressure to present content and complete that presentation is the worst enemy of actual learning. Even training programmes that claim to teach practical skills often provide completely inadequate practice in these skills.

### **Problems with practice**

Nowadays the problem of practice is not an easy one to solve, particularly in training environments with a strong stress on learning **content** (whether theoretical or technical) rather than on the **process** by which matter is learned. Also, the choices of whether to go for quality learning versus quantity, or of real competence in a smaller area versus shallow competence over a wider one, are ones not easily decided.

### **Practice and role modelling**

A crucial point about practice is that practice as a training method is something that trainers need to show by example and modelling. It cannot just be spoken about as “a good thing” and never practised! It necessarily follows that training courses that are meant to encourage trainers to build practice time into their courses should themselves have practice built in.

## **Some recommendations about practice**

Generally, in any course, practice should be done within, as well as after the course (the latter in well-planned assignments to be done in real situations with adequate feedback and assessment procedures).

Training courses should have realistic amounts of time budgeted for practice (an estimate of at least 40% of available time may well be a minimum). Ideally, the practice should cover all the aimed for learning activities in the training event, with full coverage of the knowledge, attitudes and skills acquired on the course.

Practice methods used should emphasise specific learning within realistic settings and step-by-step guidelines (particularly for complex skills), and should be accompanied by

immediate feedback and assessment. The methods used should also encourage flexibility and improvisation.

Trainers should be encouraged to design practice exercises that will test and consolidate knowledge, attitudes and skills learnt as soon as practically possible after the learning has taken place. There may well be a need for trainers and trainees to spend more time in planning and designing, and some courses will need to be longer.

## Resources needed for practice

A commitment to practice in training is often hampered by lack of resources. Practice may require space, time, materials, finance, design expertise and better continuous assessment procedures and instruments.

An important trainer skill is the ability to mobilise such resources and to enhance participants' skills to do likewise. Ideally resources need to be equitably distributed. This often requires considerable ingenuity on the part of the trainer. The best available resources are often simple, locally appropriate and affordable and sustainable ones that encourage creative learner participation in using them.

## Assessment of practice

Practice needs to be assessed. Learners need to get feedback on how they are doing. Unfortunately, many trainers consider that it is very difficult to assess learners in training situations in which participatory and empowering processes are used. Indeed some see such processes as hostile to the very idea of assessment. The corollary is that what can be assessed is what is considered technical and value free.

We need to develop ways of assessing learning (and particularly practice of learned skills) and reporting on it in participatory and collaborative ways.

Assessment methods need to be developed that pay special attention to whether trainees show appropriate affective behaviour in their activities.



**Activity 1.10:** *How is practice done in your public service training situation?*

What practice is done and when is it done?

---

---

---

How is practice and its assessment integrated into training courses?

---

---

---

What are the difficulties and constraints that prevent practice from being used effectively?

---

---

---

What possibilities are there for practice and what changes would be needed to realise these possibilities?

---

---

---

# Training Principles

From the foregoing section on adult learning some obvious training principles suggest themselves. These principles are that public service learners will learn best when:

- ◆ There is good adult-to-adult rapport (good relationships).
- ◆ Participation is encouraged and a participatory environment is created.
- ◆ They are encouraged and assisted to be independent learners.
- ◆ Their individual differences are recognised and provided for.
- ◆ The learning is relevant and meets their needs.
- ◆ They are encouraged to compare the new learning with their own experiences and ideas.
- ◆ The environment, materials and teaching methods are appropriate
- ◆ There is a coordinated approach to people development including access and all public servants will be entitled to ongoing and meaningful opportunities for training and education when they are recruitment and throughout their working lives.

These laudable principles need to be offset against the reality that many trainers are working in environments that exhibit the following:

- ◆ A fragmented and uncoordinated approach to training and education across the public service resulting in the absence of resources and accountability for ensuring that public servants are empowered and developed to take on the challenges they face.
- ◆ The lack of a strategic, needs-based, outcomes-based and competency-based approach to public service training and education, directly related to the development needs of the public service.
- ◆ The inappropriate nature of the education and training that is provided by many in-service and external providers and trainers.

It is clear that effective trainers need to be supported by the following:

- a. **Needs analysis** – programmes of training and education will be based on the detailed assessment of the needs of individual organisations and employees.
- b. **A competency-based approach to learning outcomes** – the new approach to public service training and education will focus on outcomes rather than inputs, with particular reference to the competencies required at different levels to build individual and organisational capacity.
- c. **Integration between policy formulation, strategic planning and transformation** – far from being marginalised, as in the past, it will be expected of government departments that they systematically link training and education to the broader process of policy formulation, strategic planning and transformation, at national, departmental and regional levels, particularly in relation to service delivery, institution building and Human Resources Development.
- d. **Adequate resourcing** – will be vital for the success of the training and education system, and will be ensured in particular by integrating plans and priorities for training and education as a central element in the budget planning process, at national, departmental and provincial levels.
- e. **Flexibility and decentralisation** – to ensure that programmes of training and education are designed flexibly to meet the individual and changing needs of particular departments and regions, responsibility will be decentralised as much as possible, within agreed national norms and standards.
- f. **Career pathing** – programmes of training and education will be targeted in particular at facilitating career paths for all staff that promote progression (vertical and lateral) and productivity, and for this reason such programmes will need to be positively related to policies on recruitment, promotion, grading, remuneration and performance appraisal.
- g. **Lifelong learning** – public service training and education will promote lifelong learning and the development of portable skills and competences.
- h. **Learning organisations** – training, education and development will be promoted in ways which enable public service institutions to become “learning organisations”, capable of continuous development and adaptation through the creative integration of learning with work at all levels.
- i. **Quality and cost-effectiveness** – will be promoted through the effective utilisation of available resources; the avoidance of duplication; the establishment of effective structures and mechanisms for the coordination of training and education at national and provincial levels; the introduction of improved forms of standard setting and accreditation; and the targeting of training and education at activities that add value by developing skills; knowledge and attitudes that can be readily transferred to the job.



- j. **Equity and empowerment** – training and education will be linked to broader plans and programmes for promoting employment and occupational equity and will be targeted in particular at the empowerment of historically disadvantaged groups.
- k. **Consultation and participation** – to ensure broad commitment and support at all levels within the public service, plans and programmes for training and education will be formulated, implemented and evaluated with the full participation and involvement of the public service unions and all other relevant stakeholders.
- l. **Information and communication** – information about training and education opportunities will be collected and collated, and effectively disseminated at all levels throughout the public service.
- m. **Effective design and delivery** – programmes will be designed and delivered to enhance the relevance, quality and cost-effectiveness of training and education.
- n. **Monitoring and evaluation** – in order to ensure that plans and programmes of training and education are carried out throughout the public service in accordance with the above principles, effective mechanisms for ongoing monitoring and evaluation will be put into place.
- o. **Elevating the status of training and trainers** – to ensure that training, education and human resource development more generally play an increasingly strategic and integral part in building a new public service, the position, role and status of trainers as human resource specialists will need to be significantly redefined and enhanced.

## ***Sector and Workplace Skills Plans***

Training managers in the public sector need some kind of sectoral and workplace skills plan (at both the whole sector level as well as for their particular department or division) and in some countries legislation and training systems make formal provision for such. NEPAD is busy developing a Capacity Development Framework for Africa that will contain some form of country skills plans.

## **Sector Skills Plans**

Sector skills plans, that cover the whole sector, from the biggest to the smallest business unit, are necessary to ensure that those responsible for the coordination of training know their sector and understand how it is changing and what skills are needed to support growth.

Such plans should include a profile description of the sector, including current education and training happening within it. The plan should also look at factors affecting future

changes. On the basis of both the current situation and expected changes, it must see what the employment and skills needs are. The plan must include a vision of where the sector hopes to be in a few years' time, how it will get there, and how it will measure success. It must also include a budget, and methods for monitoring, reporting and evaluation.

Sectoral skills plans can be implemented through setting up various forms of recruitment, apprenticeships, learnerships and so forth, by approving the more specific skills plans from departmental workplaces in the sector, through allocating funds and grants, and by making provision for monitoring education and training in the sector.

## Workplace Skills Plans

The public sector includes many workplaces. Workplace skills plans are like sector skills plans, but for one workplace instead of a whole sector. Like a sector skills plan, a workplace skills plan describes what skills are needed, who needs the skills, how they will get the skills, and how much it will cost. But the workplace skills plan goes into more detail than the sector plan about all these things.

## ***Characteristics of Effective Training Practice***

Four characteristics seem to distinguish companies with the most effective training practices:

- ◆ Top management is committed to training and development; training is part of the organisational culture.
- ◆ Training is tied to overall strategy and objectives and is linked to results.
- ◆ A comprehensive, systematic approach to training exists; training and re-training are done at all levels on a continuous, ongoing basis.
- ◆ There is a commitment to invest the necessary resources, to provide sufficient time and money for training.

## The Training Paradox

Some businesses and government departments, small and large, shy away from training because they think that by upgrading the skills of the workforce their employees will be more marketable to competitors. That is true. However, there is an interesting paradox here that affects both employee and employer. That is, if employees take charge of their own employability by keeping their skills updated and varied so they can work for anyone, they also build more security with the current employer – assuming the organisation values highly skilled, motivated employees.

At the same time, if an organisation provides lots of training and learning opportunities, it is more likely to retain workers because it creates an interesting and challenging environment. The statement, “Train them to the point where you may lose them, and then you won’t lose them.” is a training paradox: Increasing an individual’s employability outside the organisation simultaneously increases his or her job security and desire to stay with the current employer.

## ***Choosing an organisational training and development strategy***

There are a number of possible training and development strategies that can be implemented within a public service environment. They include:

### **Organisation Development**

Intended to change the culture of the organisation or workgroup.

### **Non-employee Development**

Intended to improve relations between an organisation and groups outside it with which it deals. It could include training given to unemployed people.

### **Employee Development**

Intended to improve the collective skills of a work unit and enhance the responsibilities assigned to the unit by the organisation.

### **Education**

Intended to help individuals achieve their future career objectives.

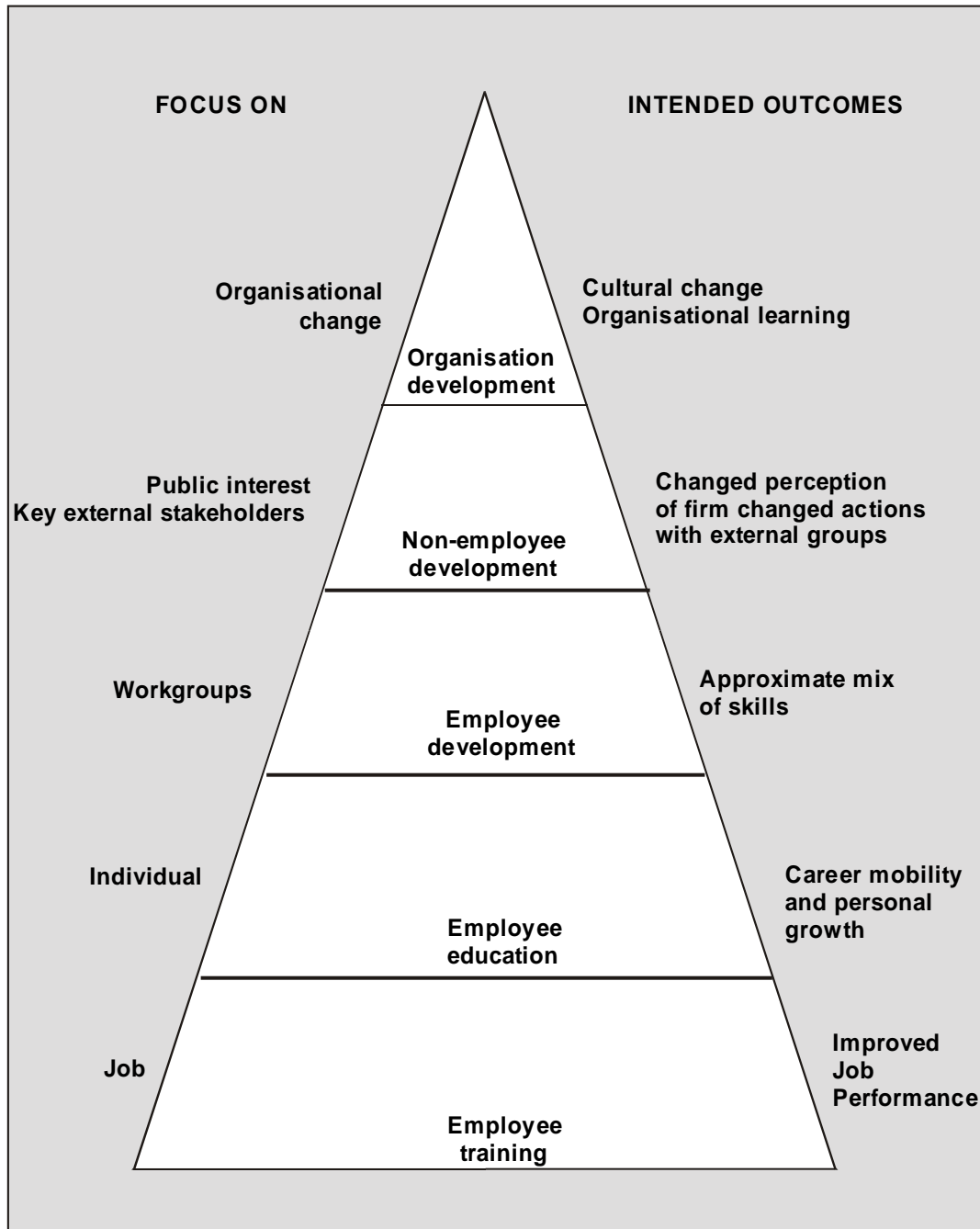
### **Training**

Intended to furnish people with knowledge and skills needed to perform their current jobs.

The diagram on the next page ((Loedolff, 2002) portrays these possible strategies schematically:

It is clear that training and development in the 2000s organisation is seen as more far-reaching than course development and presentation, which was traditionally the centre of training and development efforts. In training and development, the emphasis is on the continuous integration of all the preparatory, evolutionary and after-care aspects within the Human Resources Development intervention system, which forms an integral part of the strategic plan of the organisation.

### Training and development strategies



## What is your training role?

The table below gives an overview of the most important characteristics of the current information era that have a profound impact on training and development practices. From this table one can then see that the requirements for education, training and development practitioners today are not limited to those of the past industrial era, with the emphasis on controllable functions and activities. On the contrary, trainers today must develop holistic thinking, become future-oriented, and act in an anticipatory, participatory, integrative and creative manner to meet the constantly changing requirements and new developments.

### Comparison of demands on trainers' circumstances and requirements of the industrial era and the information era

What is to be done	Past Industrial Era	New Information Era
<b>Line manager</b>		
<b>Role</b>	<ul style="list-style-type: none"> <li>To ensure that procedures exist and that employees follow and execute them.</li> <li>To reduce uncontrollable results and the uncertainties of individual judgement.</li> </ul>	<ul style="list-style-type: none"> <li>To manage a network of resources within a holistic context to achieve the strategic objectives of the organisation.</li> <li>Such a network of strategic objectives requires total ownership in the case of subordinates who bring their own judgement into the involvement and planning of self-development.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Primarily controlling in nature: management with budget and procedural limits; passes exceptions on for top-level decision making.</li> </ul>	<ul style="list-style-type: none"> <li>The critical management task is to synchronise the formal structure and the human resources systems to aspire to the strategic objectives of the organisation.</li> </ul>
<b>Indicators of maturity and success</b>	<ul style="list-style-type: none"> <li>Procedural handbooks, task descriptions, activity lists and quantitative measurements systems.</li> </ul>	<ul style="list-style-type: none"> <li>Outputs: reaching future-oriented objectives of the organisation.</li> </ul>

What is to be done	Past Industrial Era	New Information Era
<p><b>Post and organisational designs</b></p>	<p>Focus on:</p> <ul style="list-style-type: none"> <li>• Controlled and controllable borders between posts</li> <li>• Specification of work tasks and steps (in job descriptions)</li> <li>• Procedures which control the largest part of the post</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on output (products and services) rather than on prescribed tasks and activities</li> <li>• Flexible – linked to changed strategies of the organisation and to changed authorisation distribution at the workplace</li> <li>• Supplies guidance for exercising judgement</li> <li>• Reflects strategies and future needs of the organisation</li> </ul>
<p><b>Working conditions and job contents</b></p>	<ul style="list-style-type: none"> <li>• Relatively stable</li> <li>• Conditions and job contents are determined by organisational design</li> </ul>	<ul style="list-style-type: none"> <li>• More dynamic due to fast changing external and work environment</li> <li>• Conditions and content are determined by nature of need</li> </ul>
<p><b>Determinants for decisions and actions in the post</b></p>	<p>Judgement:</p> <ul style="list-style-type: none"> <li>• Precedent and procedure</li> <li>• Little judgement is permitted as work is carried out and controlled as prescribed</li> <li>• No control of exceptions is applied</li> <li>• Uses historical information (in reports)</li> <li>• Fragmented decisions</li> <li>• Reacts on immediate needs</li> </ul>	<p>Judgement:</p> <ul style="list-style-type: none"> <li>• Precedent and procedure</li> <li>• Judgement is the most important driving force of decisions and actions (on all levels: from management to assembly line, for example)</li> <li>• Exceptions, opportunities and competitive advantages are taken into account</li> <li>• Processes and reacts to real-time information</li> <li>• Total organisational decision making</li> <li>• Reacts on anticipated future needs</li> </ul>

	Past Industrial Era	New Information Era
<b>Training</b>		
<b>Terminology</b>	<ul style="list-style-type: none"> <li>• Instruction and training: concentrates on improvement of knowledge, skills and attitudes in present posts (emphasis thus on current execution of task)</li> </ul>	<ul style="list-style-type: none"> <li>• Training and development concentrates on career opportunities integrated with strategic plan of organisation (partially includes organisational development of broad knowledge and skills)</li> <li>• Manages a system of learning resources</li> <li>• Network linking over functional borders – integrated with other systems in the organisation</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Planning, scheduling and execution of instructional activities</li> <li>• Functions separately, often in isolation from other personnel functions</li> <li>• Training is a staff function and has a service orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources Development is a line management responsibility with the personnel of the training department in a supportive partnership relationship. The Education, Training and Development practitioner acts as consultant</li> </ul>
<b>Time focus</b>	<ul style="list-style-type: none"> <li>• Often reactive (past-oriented)</li> </ul>	<ul style="list-style-type: none"> <li>• Future focus anticipation: handling of the “unexpected” problem</li> </ul>
<b>Nature of training intervention</b>	<ul style="list-style-type: none"> <li>• Packaging of training course for a large population – test until course is “perfect”</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous development and adaptation of intervention to address even individualised needs</li> <li>• Outcomes-based education and training (focus on applied competency)</li> </ul>



## The role of the trainer

Trainers are responsible for:

- orchestrating opportunities for learners to engage in relevant learning experiences in order to achieve the desired learning outcomes;
- providing opportunities for self-assessment, as well as feedback activities, to encourage reflection on, and open discussion of, these experiences; and
- creating opportunities for the application of learned knowledge and skills in the training room, in a real-life context through project work or practical assignments, and in the workplace.

Trainers/facilitators of learning must have the following expertise and competencies:

- experience in learning programme strategy design;
- experience and proficiency in experiential learning facilitation skills;
- expert knowledge of the subject matter;
- expert knowledge of the qualifications frameworks, standards, outcomes-based training, assessment and moderation principles;
- an in-depth awareness of the sector and department in which the training is being conducted;
- a thorough understanding of the process involved in achieving the learning objectives and outcomes of the learning programme;
- expert knowledge of the curriculum involved in the learning experience (a prerequisite for assessing learner evidence of applied competence against the assessment criteria specified for the learning outcomes; and
- competence as a curriculum assessor in order to conduct the assessment of learner achievements.



**Activity 1.11: Assessment of trainer roles in the new context**

1. Discuss the core roles of the trainer in the public or civil service in your country at present. What is the public or civil service's approach to the roles of education, training and development? What are the benefits and disadvantages of this approach?

---

---

---

---

2. What is the current legal framework for employee training and development in your country?

---

---

---

---

3. What are the benefits of the outcomes-based training and development approach in your context?

---

---

---

---

4. Explain the following concepts in your own words:

**Education**

---

---

---

---

---

**Training**

---

---

---

---

---

**Development**

---

---

---

---

---

5. What is the impact of the information era requirements on current training and development practices in the public or civil service.

<b>Information era requirement</b>	<b>Impact on current training and development practices</b>

6. The trainer may play several different roles during presentation of a course, such as presenter, facilitator, manager, specialist, leader; assessor, and many more. All are inter-related. List the roles you think a trainer could play and indicate which ones you have strengths in and which need building up.

---

---

---

---

---

---

---

---

---

---

7. Describe and explain the concepts of a national qualifications framework and standards and how they could be used in your context:

---

---

---

---

8. Explain how you would go about implementing a qualifications framework within the public service:

---

---

---

---

9. What are the characteristics of a professional trainer? Is this the current profile of your organisation's trainers. What can be improved? How can you enhance the professional profile of your trainers?

---

---

---

---

---

---

---

---

---

---



**Activity 1.12: Review of Module 1**

Review what you have learned against the outcomes of the module.

What were the significant learnings for you?

---

---

---

---

What will you apply?

---

---

---

---

How will the be the first practical steps you take in applying them?

---

---

---

---



**Activity 1.13: Group discussion on applying your learnings**

In groups discuss how you will apply what you have learned in this module in your own training activities and workplace and what further actions you can take to increase your knowledge, understanding and skills regarding the context of education, training and development practices.

Actions I can take	Who can assist me?	When should I review my progress?	Comments




## Checklist for Competencies

### *Module 1: The context of education, training and development practices*

Name: \_\_\_\_\_

Assess your own skills by indicating with a ✓ how you rate yourself on each aspect mentioned.

<i>I can ...</i>	<i>Poor</i>	<i>Fair</i>	<i>Excellent</i>
Describe some key contemporary trends that impact on training			
Explain the outcomes-based approach to education and training			
Describe the concept of a National Qualifications Framework			
Describe and explain the purpose of education and training standards			
Develop a broad but simple plan to implement a National Qualifications Framework within your			



<i>I can ...</i>	<i>Poor</i>	<i>Fair</i>	<i>Excellent</i>
organisation			
Identify appropriate training qualifications within your training context			
Describe key features of adult learning			
Identify some basic principles of training			
Describe some key roles of trainers in your context			



***Evaluation of Module 1***

What did you like about the module?

---



---



---

What did you not like?

---



---



---

What would you like to change?

---



---



---

Any other comments

---

---

---

---

## References

Kolb, D. (1985). *Learning style inventory*. Boston, Massachusetts:: McBer and Company.

Ministry of Education (South Africa). *White paper on Education*. Pretoria: Ministry of Education

Ministry of Education (Tanzania). (2001). *Education and Training Programme (Draft)*.

Torres, R-M.. (2005).

(2001). *Charter for Public Service in Africa*.

Southern Africa Development Community. (2004).

Ugandan Ministry of Education and Sports: Prof. E. Lugujjo August 4 – 6, 2003