



ECS Bulletin Social Sciences Group

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Martin Mulder

WOORD VOORAF

Geachte lezer. Voor u ligt het eerste nummer van de tweede jaargang van het ECS Bulletin. Zoals u wellicht weet geeft de leerstoelgroep ECS dit bulletin twee keer per jaar uit. Eén in het najaar, na de start van het nieuwe academische jaar, en één in het daarop volgende voorjaar. Het doel van het ECS Bulletin is leden van het professionele netwerk van de leerstoelgroep te informeren over activiteiten van onze leerstoelgroep. Het ECS Bulletin wordt daarom verspreid naar een grote groep contacten van de leerstoelgroep, zowel binnen als buiten Wageningen Universiteit en Researchcentrum. Studenten en oud-studenten kunnen het Bulletin ook ontvangen. Een mailtje naar het secretariaat van de leerstoelgroep is voldoende (office.edu@wur.nl). Dit emailadres laat zien dat de afkorting ECS voor de leerstoelgroep Educatie en Competentie Studies nog niet integraal is doorgevoerd binnen Wageningen Universiteit. Besloten is de afkorting EDU gedurende het lopende academiejaar 2004-2005 te handhaven in verband met de herkenbaarheid daarvan. Voor het onderwijs van de leerstoelgroep blijft ook de code EDU voorlopig nog gehandhaafd. Het is immers een betekenisvolle afkorting. Natuurlijk is het wel zo dat de term Competentie daarmee niet in de afkorting van de leerstoelgroep verschijnt. Maar dat is voor studenten nu minder van belang. Van groter belang is voldoende herkenbaarheid te houden in het woeste geweld van de zeer vele veranderingen die de laatste jaren binnen Wageningen Universiteit hebben plaatsgevonden.

Integratie van onderwijs en onderzoek

De activiteiten van de leerstoelgroep bestaan grofweg uit twee delen: onderwijs en onderzoek. Vandaar dat in ieder Bulletin nieuws wordt vermeld t.a.v. beide deelgebieden. Overigens wordt hard gewerkt aan de verdere integratie van het onderwijs en het onderzoek van de leerstoelgroep, uitgaande van het thema competentieontwikkeling als kern.

Het oriëntatieprogramma in de lift

Op het onderwijsgebied is er een interessante ontwikkeling te noemen: er wordt geklaagd! Niet vanwege de gebrekkige onderwijskwaliteit. Integendeel, de kwaliteit van het onderwijs van de leerstoelgroep behoort al jaren tot de top van de universiteit (gemeten naar de Muggen-enquête, de standaard-vakkenevaluatie van Wageningen Universiteit). Onlangs heeft het College van Bestuur onze leerstoelgroep zelfs een bonus toegekend voor de geleverde onderwijsprestaties en -kwaliteit gedurende de afgelopen jaren. Nee, het gaat om de capaciteit voor het onderwijs. De belangstelling voor het Oriëntatieprogramma voor de Universitaire Lerarenopleiding (i.c. de vakken Didactiek en Communicatie en Schoolpracticum) stijgt gestaag, en de doorstroom naar de Universitaire Lerarenopleiding stijgt eveneens. Dat is uiteraard verheugend. Echter, de belangstelling stijgt zo sterk dat het huidige team docenten de vraag maar amper aan kan. Er zijn wachtlijsten ontstaan en er is scherper gekeken naar de motivatie van de studenten die zich inschrijven voor het vak Didactiek en Communicatie. Het ligt in de rede om studenten die willen doorstromen naar het Schoolpracticum en de Universitaire Lerarenopleiding voorrang te geven. Studentenorganisaties en Opleidingscommissies vinden dit niet fijn. Zij zouden liever zien dat de capaciteit voor dit onderwijs zou worden uitgebreid. Dat gaat ook gebeuren. Er is een nieuwe docent voor het Oriëntatieprogramma benoemd, en hopelijk is dit voldoende.

Nieuwe vakken

Over onderwijs en onderzoek valt nog veel meer te zeggen, zoals de succesvolle introductie van het nieuwe vak Human Resource Development/Learning and Career Development, het toenemende aantal afstudeervakkers en stagiairs, alsmede de lopende en nieuwe onderzoeksprojecten. Daarover leest u in dit Bulletin meer.



Bijdragen in het Engels

Het werk van de leerstoelgroep heeft een internationaal karakter. Dat blijkt uit de publicaties en presentaties van medewerkers in internationale tijdschriften en op internationale conferenties, maar ook uit het toenemende aantal buitenlandse promovendi. Vandaar dat delen van dit ECS Bulletin in het Engels zijn geschreven.

Tot slot

Zoals gezegd, het doel van het ECS Bulletin is het professionele netwerk (alsmede studenten en oud-studenten) van de leerstoelgroep te informeren over haar activiteiten. Daarbij zoekt de leerstoelgroep voortdurend naar mogelijkheden voor verdere verbetering van dit medium. Reacties op dit nummer van het Bulletin zijn daarom van harte welkom. De redactie wenst u veel leesplezier.

Martin Mulder ◀

EEN BERICHT UIT THESSALONIKI

Martinus Jan Mulder

Zoals ik in mijn inaugurele rede op 11 maart reeds heb aangegeven, verblijf ik tot augustus 2005 voor een jaar bij het Cedefop in Thessaloniki. Ik ben er nog maar net, maar ik ben ook al meteen een naam rijker. Bij de water-, electriciteits-, en telefoonmaatschappij, allemaal organisaties die je nodig hebt als je in Griekenland een huis gaat huren, is de eerste vraag of je je wilt identificeren. Met het paspoort voor de neus van de beambte is dan de volgende vraag: 'Wat is de naam van uw vader?' Dat is wel even een rare vraag als je vader al in 1975 is overleden. Dat maakt de beambte echter in het geheel niets uit. Hij of zij wil de naam weten. Dus is het antwoord: 'Jan'. Geheel gerustgesteld vult de beambte dan de naam in: Martinus Jan Mulder. Zo komt je vader dan opeens weer tot leven.

Cedefop

Het Cedefop is het Europees Centrum voor de Ontwikkeling van het Beroepsonderwijs, maar dan op zijn Frans: het Centre Européen pour le Développement de la Formation Professionnelle. In officiële termen is het een agentschap van de Europese Unie, waarvan er nog meer zijn op aangewezen beleidsterreinen, waaronder de recent opgerichte Europese Voedsel Autoriteit. Op het gebied van het beroepsonderwijs is Cedefop niet de enige Europese organisatie. In Turijn zit de European Training Foundation (ETF). Het ETF richt zich meer op de nieuwe landen van de Europese Unie, en andere landen in Oost-Europa, het Midden-Oosten en Noord-Afrika rond de Middellandse Zee. Cedefop richt zich op de landen van de Europese Unie. Vanwege de uitbreiding van de Europese Unie is het werkgebied van Cedefop breder geworden, maar uiteraard zit er veel expertise over het

beroepsonderwijs in de nieuwe landen in het ETF. Het zal derhalve duidelijk zijn dat er veel communicatie en samenwerking is tussen beide instituties.

Activiteiten van het Cedefop

Het Cedefop zal bij velen bekend zijn als de organisatie die al sinds jaren internationale studiebezoeken organiseert. Zelf heb ik daar in mijn begintijd aan de Universiteit Twente ook een aantal keren gebruik van gemaakt. Zo ben ik destijds op bezoek geweest bij instellingen voor beroepsonderwijs in Engeland en Schotland, Duitsland en (jawel) Griekenland. Deze studiebezoeken vinden meestal plaats in een groep en er wordt een programma samengesteld waarbij rekening wordt gehouden met de wensen van de deelnemers. Na afloop van de reis wordt van de deelnemers een verslag gevraagd. Voor het groene onderwijs is het interessant om te weten dat Cedefop het programma voor de studiebezoeken heeft uitgebreid met het landbouwonderwijs. Geïnteresseerden kunnen zich richten tot het hoofd van de afdeling 'Exchange and supporting partners', Ms. Marie-Jeanne Maurage (mjm@cedefop.eu.int). Voor verdere activiteiten van het Cedefop zie www.cedefop.eu.int of de European Training Village (ETV).

Mijn activiteiten bij het Cedefop

Zelf zal ik mij bij het Cedefop met een aantal zaken bezig houden. Het belangrijkste is een project op het gebied van de landbouw en voeding in Europa. Mijn voornemen is na te gaan welke instituties zich binnen de EU bezighouden met het landbouw- en voedingsonderwijs, en op welke wijze deze sectoren omgaan met de transformaties die voortvloeien uit de noodzakelijke systeeminnovaties en welke rol het betreffende beroepsonderwijs hierbij speelt. Uiteraard zal ik mij hierbij moeten beperken tot enkele deelsectoren binnen de landbouw en voeding, en wellicht ook tot een aantal landen, anders zal dit project moeilijk te behappen zijn. Ik zie dit project als een diepte-investering van de leerstoelgroep op dit terrein binnen Europa. Mij lijkt namelijk dat de nieuwe landen van de EU kunnen profiteren van de ervaringen van Westeuropese landen, met name Nederland, die wat betreft de landbouwkennisinfrastructuur een uitstekende reputatie heeft binnen (en buiten) de EU. Bovendien zijn er ongetwijfeld ook inzichten uit andere landen die in Nederland kunnen worden benut. Bij dit werk speelt op de achtergrond de zogenaamde 'Lisbon-declaration' (waarin is gesteld dat Europa een leidende kenniseconomie moet worden) een rol, en de zogenaamde 'Copenhagen-declaration' (waarin is gesteld dat het beroepsonderwijs hierin een uiterst belang-

Lisbon Declaration

'The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion' (European Council, Lisbon, March 2000)



Copenhagen Declaration

'Over the years co-operation at European level within education and training has come to play a decisive role in creating the future European society... Strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development. Developing a knowledge based Europe and ensuring that the European labour market is open to all is a major challenge to the vocational educational and training systems in Europe and to all actors involved. The same is true of the need for these systems to continuously adapt to new developments and changing demands of society. An enhanced cooperation in vocational education and training will be an important contribution towards ensuring a successful enlargement of the European Union and fulfilling the objectives identified by the European Council in Lisbon' (The Copenhagen Declaration, 30 November 2002).

rijke taak heeft). Ik verricht de activiteiten voor het Cedefop in 75% van mijn tijd, de overige 25% besteed ik aan werkzaamheden voor de leerstoelgroep.

In het volgende ECS Bulletin hoop ik al enige vorderingen te hebben gemaakt met betrekking tot mijn hoofdproject en wat meer te kunnen vertellen over de inhoudelijke kant daarvan. ◀◀



Foto: Ton van den Born

Wouter Gerstel

INTERVIEW

De coöperatie: een uitnodiging voor samenwerking

Renate Wesselink & Thomas Lans

In de concept-nota 'Naar een coöperatie voor het agrokennissysteem', schetst Wouter Gerstel van het ministerie van Landbouw, Natuurbeheer en Voedselkwaliteit (Directie Wetenschap en Kennisoverdracht) vanuit welk kader het agrokennissysteem in Nederland de toekomstige ontwikkelingen moet gaan aanpakken. Gerstel, van huis uit onderwijskundige en meester in de rechten, geeft aan dat er veel kansen liggen tot onderlinge versterking. De versterking kan enerzijds tot stand komen tussen onderwijsinstellingen van de verschillende niveaus (bijvoorbeeld in de vorm van doorlopende leerlijnen), anderzijds tussen instellingen voor bekostigd onderwijs en onderzoek alsmede private instellingen die kennisoverdracht verzorgen in de vorm van advisering en voorlichting (zoals dat bijvoorbeeld tot uitdrukking komt in het thema kenniscirculatie). De

term coöperatie duidt daarbij zowel op de samenwerking ofwel regie als op de institutionele vormgeving van die samenwerking. De coöperatie betreft in principe alle instellingen die zich bezighouden met het agrokennissysteem: WUR, de HAO's, de AOC's, voorlichtingsorganisaties en intermediairen, waaronder onderwijsondersteunende instellingen.

Stroomlijning

Op de vraag of Gerstel een concreet beeld kan schetsen van hoe de coöperatie er in de toekomst gaat uitzien, reageert hij voorzichtig: 'Dat is niet of nauwelijks mogelijk'. Hij is van mening dat de vorming van de coöperatie een dusdanig complex en dynamisch proces wordt, dat de coöperatie niet in één vat te gieten is, laat staan dat hij een gedetailleerd beeld kan schetsen over de toekomst ervan. Eigenlijk wil hij dat ook niet: 'Dan gaan instellingen weer met dat beeld in het achterhoofd aan de slag. Het is juist de bedoeling dat de coöperatie op een natuurlijke wijze tot stand komt'. Gerstel noemt wel drie belangrijke doelen van de coöperatie. Ten eerste ziet hij een belangrijke rol weggelegd voor de coöperatie als het gaat om onderwijskundige vernieuwing en innovatie. Er lopen nu reeds vele initiatieven, maar die kunnen meer worden gestroomlijnd, zodat de innovatiekracht van de sector alleen maar kan toenemen. Ten tweede ziet Gerstel als doel de bevordering van de kenniscirculatie. Doordat verschillende partijen meer in contact met elkaar komen, zal de kennis beter circuleren. Tot slot ziet Gerstel als doel de herpositionering van de ondersteunende diensten. 'De belangrijkste vraag die nu moet worden gesteld in dit kader is of de huidige ondersteuning nog functioneel is. Vele verschillende grote en kleine partijen bieden hun ondersteuning aan binnen de sector. Dit moet hoog nodig worden gestroomlijnd'.

Van sturing naar uitnodiging

Uit de overigens overwegend positieve reactie van het onderwijsveld sprak echter ook de vrees dat het Ministerie van LNV via de coöperatie een verkapt manier een top-down structuur voor samenwerking wil gaan vormgeven. Gerstel geeft toe dat de nota op deze manier kan worden geïnterpreteerd, maar dat het tegenovergestelde waar is. Hij zegt: 'De rol van het ministerie is van oudsher vrij sterk sturend geweest. In internationaal perspectief is meerdere malen gebleken dat Nederland beschikt over een zwaar geïnstitutionaliseerd stelsel. Dit gaat veranderen. De rol van het ministerie zal in toenemende mate overgaan van zorgen voor, naar zorgen dat. Het ministerie gaat zorgen dat er een kader komt, waarbinnen de overige instellingen uit de sector worden uitgenodigd samenwerkingsverbanden te zoeken'.

Optimalisatie van samenwerkingsverbanden

Veel kennisinstellingen hebben al samenwerkingsverbanden met elkaar, zowel verticaal (zoals bijvoorbeeld het conglomeraat WU-Larenstein/Van Hall) als horizontaal (zoals bij-



voorbeeld binnen de hogeschool INHOLLAND). Ondanks de kracht van deze samenwerkingsverbanden geeft Gerstel aan dat het belangrijk is dat door dergelijke initiatieven bepaalde instellingen niet in een voorrangrol worden geplaatst. 'Instellingen die niet in het samenwerkingsverband zijn opgenomen, moeten toch kunnen profiteren van de voordelen van de samenwerking. Bestaande samenwerkingsverbanden zijn vaak ook vanzelfsprekende of logische samenwerkingsverbanden (inhoudelijk dan wel regionaal)'. De coöperatie maakt het volgens Gerstel mogelijk dat minder voor de hand liggende samenwerkingsverbanden ontstaan. Daarnaast is een trend waar te nemen dat leerlingen en studenten in toenemende mate buiten de eigen onderwijsinstelling op zoek gaan naar leermogelijkheden. Het is dus zaak na te gaan hoe de sector de ontwikkeling van deze leerlingen en studenten kan organiseren en het is dus niet zozeer de vraag hoe de onderwijsinstellingen moeten worden georganiseerd. Doorlopende leerlijnen en competentiegericht leren moeten concreet vorm krijgen in samenwerkingsverbanden.

De rol van ECS

Gerstel heeft een duidelijke rol voor ogen voor de leerstoelgroep Educatie en Competentie Studies. Onderzoek en ontwikkeling zijn en blijven belangrijke activiteiten. Daarnaast zou hij graag in toenemende mate zien dat er actieonderzoek wordt gedaan. Dit gebeurt reeds, maar het is eigenlijk nooit genoeg. Gerstel stelt dat het daarbij met name gaat om de thema's onderwijsinnovatie en kenniscirculatie. Projecten in het kader van bijvoorbeeld Plan Dienstverlening kunnen één op één in de coöperatie worden opgenomen. Thema's uit de projecten die nu lopen, zoals competentiegericht onderwijs (zowel initieel als post-initieel) en toetsen passen naar zijn idee zeer goed binnen de coöperatie. Daarnaast ziet hij een belangrijke rol voor de leerstoelgroep in de coöperatie voor wat betreft de wetenschappelijke reflectie op de initiatieven en samenwerkingsverbanden die plaats (gaan) vinden binnen de coöperatie. Het lopende programma Kenniscirculatie en Kennisdoorstroming (420) kan hiervoor wellicht handvatten bieden.

Als alle mogelijke participanten vanuit het uitnodigend perspectief dat is geschetst de mogelijkheden tot samenwerking met beide handen aangrijpen, belooft de coöperatie een veelbelovend en krachtig initiatief te worden. ◀

ECS THESIS SUMMARY

How do Chinese students learn?

Marc van Mil

Do Chinese students learn in a different way than Dutch students do? That was my question in Spring 2003 when I

heard about the joint programs of Wageningen University with China Agricultural University (CAU) in Beijing. In these 4-year BSc-programs Chinese students study for 2 years in China to learn English and some of the basic knowledge of the program; they continue in Wageningen for 2 years to get their Bachelor of Science (BSc) degree. In the academic year 2003-2004 the first 3 groups of about 30 Chinese BSc-students arrived in Wageningen to follow one of the regular BSc-programs of Wageningen University: Biotechnology, Food Technology and Environmental Science. During the 2 years in Wageningen they are studying together with the Dutch students in the 2nd and 3rd year of the BSc program.

Research questions

Being a biotechnology student myself, I tried to imagine how it would be for a Chinese student to do the Dutch biotechnology program. I asked some teachers and students what they thought about Chinese students, and it seemed that everyone had an opinion, but little was known about the Chinese educational system and the learning style of Chinese students. Do Chinese students have a different learning style (a question that is a bit generalistic, considering there are about 1 billion Chinese people, and their learning styles may also considerably differ, but anyway, this was my main question)? Do they have a different view on what learning is and what do they expect from the education that is offered to them? These questions are very relevant currently, since the year 2003-2004 was the first year in which such large groups of foreign students are integrated in the educational programs of Wageningen University at BSc-level. I decided to do a research project about this subject at the Education and Competence Studies group to get an answer to these questions.

Methods

To compare the learning style of Dutch and Chinese students, students were asked to complete the Inventory of Learning Styles (ILS) created by Jan Vermunt. In addition to this, Chinese students were interviewed about their view on learning, the way they study and the differences between the educational systems of China and Wageningen.

Results

The results of the study can be summarized as follows. Chinese BSc-students experience a big difference between the educational systems in China and Wageningen. The Chinese study approach is predominantly focused on reproduction. Reproduction of knowledge is encouraged by teachers and tested in exams; students memorize course content to achieve this. Chinese students are not used to guide their learning process themselves. In China they get very strict guidance by teachers, who exactly tell what is important and what should be known to pass exams.

When they start using this reproduction-directed learning style in Wageningen, they soon find out that it is not suc-



cessful. The educational system in Wageningen is much more focused on understanding and insight and to achieve that, students need a learning style that is more meaning-directed. In addition, students in Wageningen have to regulate their learning process themselves. They have to judge on what information they should focus and how it should be mastered.

Some Chinese students manage to change their learning style to a more meaning-directed approach themselves. These students have good results in the meantime. Study advisors expect them to pass through the study program successfully. However, for a lot of Chinese students it seems difficult to find a more successful learning style on their own. In China it was not difficult for them to pass exams, but in Wageningen their results are disappointing. The learning style they were used to is not successful anymore, but they do not see a way to change their learning style to a more successful one. These students need help to change to a more meaning-directed learning style.

Based on the information above, it seems necessary that teachers and study advisors are aware of the difference in learning styles. It is important for them to know how they can actively support the Chinese students in the desired change. Special training programs might be very useful to show the Chinese students how they can use deep information processing strategies when studying and apply self-regulation techniques in learning processes. In the beginning Chinese students will need extra guidance, but showing them how to regulate the learning process themselves will soon lead to a more successful study approach.

Discussion

The questions remains now as to whether Wageningen University, that is known for its open mind, tolerance and free choice of students, should turn around the learning styles of Chinese students. Or should the teaching style of Wageningen teachers be more flexible so that different needs of different student populations can be served in a culturally sensitive way? Why should the Wageningen pedagogical methodology be better than the Chinese? Wageningen University should be careful and not preach ethnocentric pedagogy. Furthermore: the intention is that most Chinese students will go back to their country when they are graduated. And then? Do they have to adapt their learning style back again? Or should they be ambassadors of Western philosophies of teaching and learning? Would this be a mission or just ignorance or arrogance? It is a difficult dilemma indeed. How far will the university go in requiring adaptation? Many American universities and programs probably have less problems with this dilemma. Many of them just impose their system on their sometimes culturally even more diverse student population. This is something that needs further thought. It seems as is it is obvious for teachers of Wageningen University student need to adapt. However, as said, last year was very tough for many Chinese students. Repeatedly disappointing study results

caused a lot of doubt. It is apparent that the learning styles of the respective students do not match the ways in which exams are taken. A Chinese student needs not to be turned around, but the programs and teachers in Wageningen University for the time being will remain requiring the same standards. Wageningen University needs to find a way of letting students from different cultures productively study together. The solution for this problem may be found in cherishing the differences in stead of trying to get all students in that one and only Procrustus bed, and internally differentiate programs so that differences in learning style may be productively used in inter-culturally responsible teaching practices. Needless to say this is easier said than done.

Further information

For more information on this subject and my research I refer to my thesis which will be available at the Education and Competence Studies group. You can also send an e-mail to: marc.vanmil@wur.nl. An interesting article about "the Chinese Learner" is provided at www.wur.nl/owu. ◀

ECS THESIS ARTICLE

The combat for competence in Kenya

Manon Joosten, Martin Mulder & Thomas Lans

Since the Kenyan government declared primary education free in 2001, many pupils are able to go to primary school. Unfortunately, for many Kenyans the education cycle ends after finishing primary school. In addition, the unemployment rate in Kenya is high and a secondary school degree is becoming the minimum requirement for obtaining a job at the formal labour market. Today, a large number of unemployed graduates are searching for non-existent jobs. As a result, many Kenyans are forced to create their own jobs and become small independent entrepreneurs. Not only does a rather jobless economy call for entrepreneurship, it also calls for competent people in order to be successful.

Competencies for entrepreneurship

To succeed in entrepreneurship, and to grow from a survival type of entrepreneur to a growth orientated, and thus more successful entrepreneur, it is assumed that he or she must have the following competencies: need for achievement, need for autonomy, creativity, initiative, risk taking, opportunity seeking, goal setting, self confidence, internal locus of control and persistence. Since primary school level is the end of formal education for many young Kenyans, it is vital they are aware of the importance of the competencies mentioned, and were possible, have acquired those competencies.



Developments in the curriculum in Kenya

In 1985, Kenya introduced a curriculum which was focussed on developing knowledge and skills both for and on business among primary school pupils. The intention of this more practically orientated curriculum was to promote self-reliance among learners after leaving school. The examinable subjects that aimed at developing this business mind and skills were 'Home Science', 'Music', 'Arts & Craft', 'Business Education' and 'Agriculture'. Even within other subjects like 'Science', awareness was created regarding the world of work. Providing every school with the necessary equipment, materials and skilled teachers, appeared to be very difficult, so the implementation of this curriculum was limited. However, the intention of preparing pupils for entrepreneurial life was there. Currently, the situation is quite different. The once examinable practical (business) subjects are deleted from the curriculum as single subjects and are supposed to be incorporated into other core subjects. But, as expressed by King & McGrath (2002,p.74), 'the idea that key elements of subjects such as Business Education, Agriculture, and Home science can be

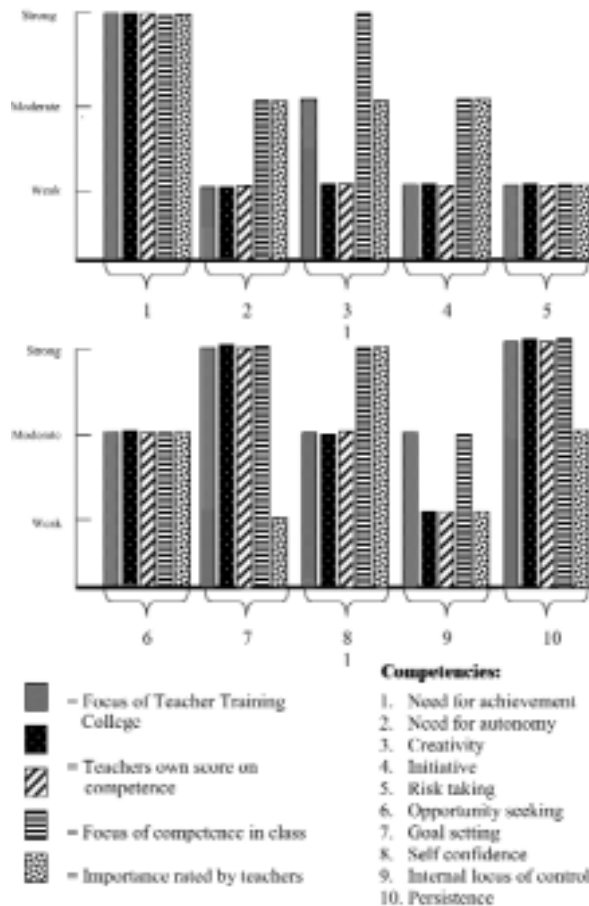
taught through the core subjects is wildly optimistic without there being a thorough curriculum review process for these core subjects.'

Research question and study design

Of great importance in a pupil's education career is the teacher. The implementation of the curriculum is largely depending on his or her efforts. Specifically on the development of pupils for an independent economic role in society after primary education, the entrepreneurial competence of teaches themselves is at stake. On this problem area, a Master's project of Wageningen University was conducted in Kenya (in the coast town Malindi). The central research question of the research carried out was: 'To what extent do teachers at primary school level contribute to the development of entrepreneurial competence among their pupils, which they need in order to become self-supporting in an economically sustainable way?'

A qualitative research approach was followed. A literature study and document analysis was done on the education in Kenya and the curriculum for primary

Figure 1. Emphasis on entrepreneurial competencies by teacher training college, teachers' perceptions of own mastery of the competencies, emphasis in the competencies in the classroom, teachers' beliefs on the importance of the competencies, and the emphasis on the competencies in the formal curriculum.





education. In total twenty five interviews were held, five with entrepreneurs, eight with experts, and twelve with teachers. Semi-structured interviews were held, and a list with the ten competencies mentioned before was used to get information about the extent to which the teacher training college was paying attention to them, the self-perception of teachers about the level of mastery of these competencies by themselves, the level of attention to the teaching of these competencies in the classroom, teachers assessment of the importance of the competencies for the education of elementary school pupils, and the level of attention to the competencies in the formal curriculum. The competencies were precisely defined and explained to the respondents were needed. The interviews were video-taped, and other video-registrations were made to five illustrations of the educational context and entrepreneurship in the community where the study was conducted. The interviews were transcribed and analyzed.

Results

The results of the study are summarized in Figure 1. The results show that the competencies 'Need for achievement', 'Risk taking' and 'Opportunity seeking', are rated the same from all perspectives. The need for achievement is rated consistently high, opportunity seeking in the middle, and risk taking low. The latter is interesting, since it is obvious that pupils should be taught to take risks in business or in life other than warning them for health risks, while for some of the interviewed entrepreneurs risk taking is seen as very important for an entrepreneur in order to grow.

Furthermore, there many interesting differences between the formal curriculum, the focus on the development of the competencies in the class room, the teachers' own mastery of the competencies, and the focus on the teacher training institute on the competencies. The differences will not be elaborated here, they are all presented in Figure 1, and speak for themselves.

The central role of the teacher

It is evident that the teacher plays a vital role in the development of the ten competencies. What makes a teacher decide to alter the formal curriculum and implement it differently in the classroom by putting more or less emphasis on the development of a certain competency? A cause of the difference is the belief of teachers on the importance of the competencies concerned. Since they are rated as important teachers decides to put more emphasis on the development of these competencies despite the lesser focus on them in the formal curriculum. But is it entirely true that the discrepancies found between the formal curriculum and the operational curriculum result only because of teachers' beliefs? Or do other factors also influence teachers'

decisions on the extent of developing these competencies? As demonstrated by the competencies creativity, initiative, self confidence and internal locus of control, the teacher needs to be seen in a context, and the role of the environment can not be left unmentioned.

Conclusion

It is fortunate that teachers, in their quest for high exam results, certificates and diplomas, do develop some of the competencies such as 'Need for achievement', 'Goal setting' and 'Persistence', which are necessary in entrepreneurial life. However, many other competencies such as 'Creativity', 'Initiative', 'Risk taking' and 'Internal locus of control' are also of importance. Especially the weak focus on developing the competencies 'Risk taking', 'Opportunity seeking' and 'Internal locus of control' has a negative impact on the chance of a pupil to move away from being a survival entrepreneur towards a more growth orientated entrepreneur. Given the results of the study, it can be questioned whether a teacher is able to teach all competencies that are regarded as being important for entrepreneurship, but in Kenya several teachers are engaged in entrepreneurial activities, and thus are small entrepreneurs themselves. Unfortunately, teachers do not teach their pupils about their experience and knowledge related to their business since it is officially forbidden for them to be engaged in any other activity besides teaching. So this source of experience remains untapped. The leaver of elementary education however could benefit from the teachers' business experience and knowledge if only they would be encouraged to talk about it and to reduce the strong pace towards high exam results. In addition, for the development of Kenya it is vital for the Government to look outside the boundaries of the two big cities Nairobi and Mombasa and to reconsider their focus on preparing students for the industrialising process which takes place in the developed countries. It might be true that the two cities are becoming more industrialised, however in the smaller cities, towns, even manyata's or other tribal villages in Kenya this industrialisation process is far away from the present situation.

Focusing on competence: a combat

This study showed many discrepancies between competencies needed for starting an independent, entrepreneurial life after elementary education, a life that is reality for the majority of children that will not go to secondary education. It is clear that due to the examination pressure, the formal curriculum, the circumstances under which teachers are working, their own expertise, and teacher training, a lot of opportunities for competence development are being underused. Changing the curriculum towards a more societal relevant curriculum, which focuses on the improvement of entrepreneurial competence which could considerably the micro-eco-



conomic situation of school leavers of elementary education will be a combat, since this is not a easy process, because of the many factors involved. However, the combat for competence needs to go on, it is worth the fight, since small entrepreneurship seems to be the most common, needed and promising occupation in Kenya at present.

Reference

King, K. and S. McGrath (2002). *Learning-led Competitiveness: Education, Training & enterprise in Ghana, Kenya and South Africa*. Edinburgh: University of Edinburgh, Centre of African Studies. ◀

RECENT PUBLICATIONS

Work-related lifelong learning for entrepreneurs in the agri-food sector.

Thomas Lans, Renate Wesselink, Harm J.A. Biemans and Martin Mulder. In the *International Journal of Training and Development* 8, 1, 73-89. (2004).

The Dutch agri-food sector is one of the most successful export sectors in the Dutch economy, with floriculture (the flower industry) as by far the largest exporters, responsible for about 65% of world exports of cut flowers. How can a sector, in a country that has several natural disadvantages (in terms, for instance of climate and lack of space), be a world leader in the flower industry? One of the most important factors in this success is a special kind of entrepreneurship. Entrepreneurship is crucial for competitiveness in a period characterized by globalization, expansion of the importance of information, increased use of communication technology (ICT) and the emergence of technological dynamism (e.g. biotechnology, environmental technologies, computer supported decision systems). The European economy is increasingly knowledge-based and knowledge driven. Human resources are major determinants of the creation of new knowledge and dissemination of research and development activities. Creating a successful knowledge-based economy supported by entrepreneurship requires the development and implementation of strategies and opportunities for lifelong learning.

Learning and entrepreneurship

This article focuses on the learning of entrepreneurs in the context of lifelong learning. This focus is not merely driven by economic and political interests but also by a scientific interest. Much of the recent literature concerning Human Resource Development (HRD) and workplace learning focuses on the learning of employees, supervisors and managers. Literature on (workplace) learning of entrepreneurs is limited. Furthermore, research on entrepreneurship itself continues to neglect the relationship between learning and entrepre-

neurship. Hence, more insight is needed in the workplace learning of entrepreneurs. It could be questioned whether current formal education and training activities provide a sufficient basis for the lifelong learning of entrepreneurs. There is a need for a thorough re-thinking of existing learning activities and introducing new ones where necessary. It is a major challenge to assist small organizations in developing their human resources. From a political point of view, putting lifelong learning into practice usually implies efforts to stretch funding to cover new areas of lifelong learning. But of more importance, what does the learner want for him (or her) self? What items are, according to the learners themselves, of importance in the future? Which changes are desirable? How do learners see their own lifelong learning paths being developed? Answers to these questions have to be found in order to stimulate and support lifelong learning in practice.

Learning needs, preferences, motivation and conditions

Therefore, learning needs, learning preferences, learning motivation and conditions in the context of lifelong learning were identified among 25 entrepreneurs in three different sub sectors: vegetable growers (2), ornamental culture (6) and floriculture (17). The results indicate that technology, IT and enterprising competencies will become of increasing importance in the future. According to the respondents there are many learning possibilities to develop these competencies. Especially learning outside the 'formal' educational institutes plays an important role in the competence development of entrepreneurs. Study groups, business visits, research and development institutes, professional journals, pre-entry experience, learning on-the-job, learning from colleagues and self-analysis and reflection are the most powerful forms of learning. Networks outside the enterprise seem to be very important for the learning of entrepreneurs, although the entrepreneurs themselves indicate that the current networks outside the agri-food sector should be improved. Supporting learning in a personal way is a critical factor in stimulating lifelong learning. The increasing need for competencies such as courage, risk taking, creativity, conflict management and value clarification puts more emphasis on self-analysis, reflection and personal development in the broadest sense.

Discussion

The results of this study might provide some important starting-points for the support of lifelong learning in practice. Investment in new, different, work-related learning arrangements than have been undertaken hitherto, is a high priority. Workplace learning for entrepreneurs in the context of lifelong learning should take place in settings where (new) knowledge is constructed in dialogue with the entrepreneurs' environment and where personal competence development is facilitated by experts in learning. However, this structuring should not conflict with the unique character of learning in informal settings. The learner should still be able to design or change his or her own learning environment.



Learning environments in which education and training institutes, research and development institutes and (groups of) entrepreneurs co-operate and fulfill the above mentioned conditions are being developed at this very moment. Such arrangements can create very powerful learning arrangements both in the working careers of entrepreneurs and in the context of lifelong learning. «

NIEUW BOEK!

Wals, A.E.J., Caporali, F., Pace, P., Slee, Sriskandarajah, N. & Warren, M. (2004). Education and Training for Integrated Rural Development: Stepping stones for curriculum development. The Hague: Elsevier Overheid/Reed Business Information, 88 p.

De afgelopen twee jaar heeft Arjen Wals, samen met collega's uit Denemarken, Engeland, Malta en Italië, een onderzoek gedaan naar de aard, inhoud, structuur en didactische processen die Europese opleidingen op het terrein van integrale rurale ontwikkeling kenmerken. Het onderzoek vond plaats in het kader van het AFANet, een netwerk van Europese universiteiten en hogescholen die zich voornamelijk richten op landgebruik, visserij, bosbouw en voeding (zie: www.afanet.info). Het onderzoek kende twee hoofdfasen: een inventarisatie van de verschillende opleidingen aan de hand van een on-line survey en een viertal case studies (Czech Agricultural University, Praag, Czech Republic; University College, Dublin, Ireland; University of Cordoba, Spain en University of Tuscia, Viterbo, Italy). Doel van het onderzoek was het identificeren van 'best practices' op het terrein van education and training for integrated rural development. De vier cases hebben gemeenschappelijk dat zij er in lijken te slagen hun opvattingen over integrale rurale ontwikkeling onderwijskundig te vertalen. Deze vertaling leidt tot een multi-disciplinair curriculum waar interdisciplinaire projecten in verweven zijn. De didactische accenten liggen op zelfontdekkend, probleemgericht leren in authentieke leeromgevingen, waarbij het ontwikkelen van 'systeem denken' steeds wordt benadrukt.

Aangezien alle 500 exemplaren van het boek inmiddels hun weg naar het onderwijswerkveld gevonden hebben en er nog steeds vraag naar is, heeft AFANet de opdracht gegeven het boek opnieuw uit te geven maar dan in combinatie met een eerder AFANet-boek over de integratie van duurzaamheid in groen onderwijs. Ook bij dit laatste boek was Arjen Wals betrokken als co-auteur samen met de Australiër Richard Bawden. Dit nieuwe boek zal de titel "Curriculum Innovations in Education for Sustainable Agriculture and Integrated Rural Development" dragen en wederom uitgegeven worden door Elsevier. Het zal nog dit jaar nog verschijnen. «

EDUCATION

The ECS Educational Programme for Graduate and Undergraduate Students

Arjen Wals

Many of the Bachelor and Masters programmes offered at the university request that the chair group Education and Competence Studies (ECS) contributes to their courses and/or programmes. After all, learning and competence-development are core themes within Wageningen University. Our graduates will be operating in a very dynamic society, characterised by diverging values, interests, and demands. This dynamic is particularly evident in the Wageningen domains like sustainable land-use, environment, food-safety, agri-business, water management, and international development.

In order to navigate the force-fields students will encounter in their professional lives and to deal with the inevitable complexity, change and uncertainty that characterises our world, they can no longer rely on knowledge alone. They will also need to work together, present themselves and their work to multiple audiences, deal with conflict, develop cultural sensitivity, use ICT and digital information sources, engage in project-based learning, just to name a few new competencies. Hence, many of our courses focus on competence development in theory and in practice, both on increasing students' own competencies and in teaching them how to develop such competencies in others.

ECS offers a range of courses at both graduate and undergraduate level. The courses can be grouped in three categories: teacher training courses, competence development courses and specialisation courses.

Teacher training

The *teacher training courses* prepare students to become teachers in a high school, vocational or higher education setting. The courses focus on the development of didactic skills in both controlled and authentic teaching and learning environments. Students who discover during their studies at the Wageningen University that a career in teaching is an attractive option, can become certified teachers by completing a number of credits with ECS, followed by the completion of a number of courses and internships facilitated by the University of Utrecht (IVLOS).

Competence development

The *competence development* courses are generally taught in modules that are integrated in courses taught by other, more discipline or subject oriented chair-groups. ECS teaches modules on information literacy, oral presentations, report writing, communication skills, facilitating learning and cross-cultural sensitivity.



Specialisation courses

The *specialisation courses* are tightly interwoven with the ECS research themes, such as competence development and entrepreneurship in agri-business, education for sustainable development, and education and development. Examples of specialisation courses include: Learning and Career Development, Human Resource Management, Applied Environmental Education and Communication, and Education in Developing and Changing Societies. Students taking these courses can also further specialise in Education and Competence Studies by opting for an ECS-Thesis and/or an ECS-Internship.

Thesis and Internship examples

Below, some examples are given of thesis projects and internships.

- Jeroen Nolles and Sjieuwke Wind – development of study material for Van Hall agricultural college
- Jochem van der Beek - activating didactics in geography education
- Irene van Dorp - needs assessment in alumni networks of senior secondary agricultural colleges
- Daniel Sabai - community-based management of urban wetlands in Tanzania
- Tiromsa Sinaga - community-based participation in household waste collection in Bogor, Indonesia
- Noortje Schadenberg – evaluation of study coaching within the educational institute technology and nutrition
- Sanne Schaafsma – competence-oriented education in the classroom
- Manon Joosten – the role of the elementary school teacher in the acquisition of entrepreneurial competencies in Kenya
- Nikky Heerens – comparison of public and private institutes of higher education in transition countries: Croatia, Slovenia and Serbia
- Gemma Koning – elementary education in Tanzania
- Petra Heida - International Network for Bamboo and Rattan Beijing, China
- Louise Willemen - International Network for Bamboo and Rattan, Ecuador
- Arjan Schoonhoven - Colegio Atahualpa, Peru
- Bart van Hees - Pallas Athene College
- Cecile Custers – Foundation Nature Conservation Surinam
- Meike van Roekel – Curriculum development elementary education in Peru
- Esther Brunsveld – Learning in micro-enterprises in West-Africa – Benin. ◀

HIV/AIDS, EDUCATION AND RURAL LIVELIHOODS: GENDER DISPARITIES IN UNIVERSAL PRIMARY EDUCATION IN UGANDA.

Doris M. Kakuru

This project is aimed at doing an investigation into the inter-relationship between HIV/AIDS, education and rural livelihoods. The major purpose is to understand whether and how the impact of HIV/AIDS on rural livelihoods translates into gender disparities in primary education in Uganda.

Access to education

The need to increase children's access to education was a matter of concern for the World Conference on Education for all (WCEFA) that took place in Jomtien in 1990 where the goal for Universal Primary Education (UPE) was first specified. In Uganda, the implementation of UPE begun in 1997, and the need to increase equality of access was among the key objectives of its implementation.

Gender disparities

Hence, UPE was aimed not only at increasing access to primary education but also at ensuring equity through eradicating gender and regional disparities. Indeed, Government policy in Uganda provides for equal opportunities in education for both sexes. However, gender disparities in UPE persist despite government's deliberate efforts to eradicate them. This research was therefore mainly proposed to investigate reasons for this persistence. A major assumption behind the study is that the impact of HIV/AIDS on the livelihoods of the rural poor is largely responsible for the persistence of gender imbalances in UPE. I assume that HIV/AIDS has compelled rural poor people to devise livelihood strategies to cope with its social economic impact, which strategies may not be compatible with girls' education in a patriarchal setting.

Goal of the study

The study is thus aimed at investigating the interrelationship between HIV/AIDS, education, rural livelihoods and gender. The goal of the study is double fold. Theoretically, the study will develop a framework for understanding the persistence of gender disparities under UPE in the era of HIV/AIDS. And practically, the study will provide recommendations on how to curb gender disparities in primary education given of the impact of HIV/AIDS.

The specific objectives of this study are:

1. To establish how household livelihood strategies to cope with HIV/AIDS affect investment in girls' education under UPE.
2. To find out how household livelihood strategies to cope with HIV/AIDS affect girls' human capital accumulation under UPE.
3. To find out school specific factors that hinder gender parity in UPE.



- 4. Propose a framework for understanding the persistence of gender disparities in UPE and improving gender parity.

HIV/AIDS and education

The available literature shows that with an increasing HIV/AIDS related morbidity and mortality, rural livelihood vulnerability context worsens thereby compelling households to devise coping mechanisms which may not necessarily be compatible with girls' education. The consequences will thus include increased school dropout, poor school attendance, and performance for girls. Unfortunately, HIV/AIDS vulnerability will then increase for females in the long run and hence a vicious cycle of HIV/AIDS and gender disparities in education. Uganda in the past qualified to be called a high prevalence country with a rate of more than 25%. Yet, very little systematic empirical research has been undertaken to address the actual impacts of HIV/AIDS on the education sector or specifically on gender parity in UPE. This lack of actual evidence sometimes leads to anecdotal generalisations that cannot be properly relied upon for proper interventions. This study is an in-depth investigation whose findings will provide a comprehensive understanding of the relationship between HIV/AIDS, gender, education and rural livelihoods.

Research methods planned

The research strategy includes a combination of data collection techniques such as participant observation, life history interviews, key informant interviews and in-depth interviews. In addition to the collection of secondary data, I will work as a volunteer teacher at the selected schools to enable me to observe classroom and school environments as well as community life. I will also conduct life history interviews or oral histories with AIDS afflicted households whose children are either attending the schools or have dropped out. In addition, in-depth interviews will be held specifically with school teachers, head teachers, members of the school management team and some parents. Key informant interviews are to be conducted with officials of the line ministries and NGOs working in the area of education and HIV/AIDS. With school children, classroom consensus panels will be used to get their opinions about the impact of HIV/AIDS on gender parity in UPE. In addition other methods such as children's dream collections, worries' scale, and drawings of lifestyle shall be employed. Last but not least, a validation survey shall be conducted. Using a statistically representative sample of the selected district, a questionnaire with standardised questions shall be administered to validate the qualitative data. ◀

VAKKEN VAN DE LEERSTOELGROEP ECS 2004-2005

Zie voor verdere informatie over deze vakken: <http://csa.wau.nl/bois2004/>

| Subject | Description |
|--------------|---|
| EDU-20806 | Didactic Skills |
| EDU-31306 | Becoming a Teacher |
| EDU-31806 | Applied Environmental Education and Communication |
| EDU-51306 | Human Resource Development |
| EDU-51806 | Education in Developing and Changing Societies |
| EDU-52901 | Information Literacy |
| EDU-53301 | Scientific Report Writing |
| EDU-53801 | Writing Research Proposals |
| EDU-56303 | University-based Teaching and Learning |
| EDU-56306 | Secondary School-based Teaching and Learning |
| EDU-56801 | Presentation Skills |
| EDU-57206 | Human Resource Management |
| EDU-57803 | Special Topics in Education and Training |
| EDU-70424-39 | Internship Educational Studies |
| EDU-80818 | Extended Essay Educational Studies |
| EDU-80912 | Extended Essay Educational Studies |
| EDU-81303 | BSc Competencies for Nutrition and Health |



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