Second Road Learning
Supporting the Continuing and Lifelong Development of Individuals in Online Learning Networks

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TENCompetence.org

• IST/TEL Integrated Project 2005-2009
• Aim: Building The European Network for Lifelong Competence Development
• To be used by any individual, school, team or organisation that has a need to (further) develop the competences (of their members) in a formal and/or informal way
• The system will integrate and develop open source software based on the principles of web services (demonstrated with various clients (rich clients, web clients))
About jobs and personal lives...
I had a study friend in 1974...

radio telegraphy operator

31 December 2002
New Jobs

New Knowledge

Obsolete jobs

multidisciplinary teams

Mobile Worker

New Technologies

New Functions

complexity

Changed jobs

New Lifestyles

knowledge worker

New Markets

Open Universiteit Nederland
Our personal lives...

our grandparents

our parents

we

our children
Importance of Learning

- All these changes also have an impact on the importance and position of learning in society
- learning of persons during life must be intensified because learning is *the way to cope with all the changes* in jobs, tasks and technologies
- and learning is also a *requirement for the continuous innovation* in industry and society (change requires learning and vise versa). [*remark: often forgotten!!!*]
But...

- Our beliefs about education and learning are still quite traditional. These are institutionalized in society in what I would refer to as 'first road learning'
The First Road: what it is?

- Assume parents with a child of about 1 year old

- How does s/he envisage the future development of the child?
Typical dreams about a future career within the First Road

Primary Education

Secondary Education

Post-secondary Education

First real job!

Other jobs, Better functions

Retirement
Actual situation

- Primary Education
- Secondary Education
- Post-secondary Education
- First real job!
- Other jobs, Better functions
- Retirement
- Drop-out!
- Placement & selection
- Selection
Problems with the first road

- Drop-out of the system: in the EU about 15% = **6 million young people** between 18-24 years old have left this road prematurely
- 23% of the young people **do not attain a start qualification** from this first road
- About 20% of the young people <15 years achieved only the **lowest levels of reading proficiency** (maybe related to dyslexia)
- The first road does **not support you after post-secondary education** during the rest of your life, although knowledge, jobs, tasks keep changing
OECD Report

- With respect to higher education in the Netherlands:

"... there are many thousands of [...] students who might have benefit from an academic education, but who are streamed away from it at an early age, and do not find their way back. Because of limited opportunities to track upwards and the absence of an infrastructure for lifelong learning at scale there are few second chances."
And also...

- How many people (maybe including yourself) have not followed the ideal dream of the first road anyway, have experienced difficulties at school, had to work hard to come back (or even failed to do so?)

- When you look at the young generation, they are doing many more things outside this first road that is not taken into account by schools or employers (not visible, not accredited)
The Second Road

- Has always been there, but not supported and only attainable by some individuals
- (all these guys that sing “I did it my way”)
- Maybe it starts similar as the first road, but slowly it diverges to other alternatives in which learning integrates into working and living.
Some key skills required on 2nd road

- Search for and act in various new and challenging situations (*simulations/games*)
- Connect to others and collaborate (*social software*)
- Exchange experience and information (*knowledge sharing, blogging*)
- Solve problems (*meta-cognitive skills*)
- Be able to search for information when needed (*information literacy*)
- Develop adaptive expertise instead of routine expertise (*deep understanding*)
- Be able to plan your personal growth and career development (*lifelong learning skills*)
Formal, informal and non-formal learning combined at the 2\textsuperscript{nd} road

- The second road is a mixture of formal, informal and non-formal learning
- 80\% of it is non-formal/informal
- Accreditation of non-/informal required
- Personal Development Planning needed
Summary of Second Road Learning
How to support Second Road Learning?
Competence Descriptions; databases

- Create a common mechanism to describe the knowledge, skills & attitudes of a person, independent of courses and diploma's and company context

=> Describe jobs/functions/hobbies etc. in terms of required competences at various levels

e.g. Within a city, region, country, Europe

=> Management, Digital Cinema, etc.
# Kwalificatiedossiers

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<tr>
<td>Aankomend verkoopmedewerker</td>
<td>Baggermeester</td>
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<td>Adaptatietechniek</td>
<td>Bedrijfsautotechniek</td>
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<td>Administrateur</td>
<td>Bedrijfsmanagement Mobiliteitsbranche</td>
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<td>Aviation operations officer</td>
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## Koopvaardij officier alle schepen

### Deel B: De kwalificaties - Proces-competentie-matrix Kerntaak 1: Navigation

#### 6.1 Proces-competentie-matrix Kerntaak 1: Navigation

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<tbody>
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<td>Beslissen en activeren</td>
<td>Aansturen</td>
<td>Begeleiden</td>
<td>Aandacht en begrip tonen</td>
<td>Samenwerken en overleggen</td>
<td>Ethisch en integere handelen</td>
<td>Relaties bouwen en ontwikkelen</td>
<td>Overtuigen en behalen</td>
<td>Presenteren</td>
<td>Formuleren en rapporteren</td>
<td>Vakdeskundigheid toepassen</td>
<td>Materialen en middelen inzetten</td>
<td>Analyseren</td>
<td>Onderzoeken</td>
<td>Creëren en innoveren</td>
<td>Leren</td>
<td>Plannen en organiseren</td>
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### Werkprocessen

1. **Maakt een reisvoorbereiding**
2. **Voert navigatiewacht uit**
3. **Manoeuvreert het schip en reageert op nautische noodsituaties**
4. **Bedient technische systemen**
Competence Assessment

- When most learning is informal or non-formal, people can not show degrees or diploma's
- Diploma's and degrees also are often also not suitable to describe whether someone is suitable to do a certain job
- We are developing procedures for APL (Assessment of Prior Learning). The OUNL has recently be accredited to perform APLs for adults in higher education
Procedure at OUNL

Application for APL on Degree Programme

Self-Assessment: create portfolio

Assessment of portfolio

Personalised Degree Programme
Restriction of this procedure

- Still very much focussed on exemptions in the standard curriculum
- Not independent of a specific curriculum
- Not transferable to other institutes
- The resulting plan does not use offerings of other institutions when they are more suitable
- The resulting plan does not contain non-formal and informal learning (expressed as intentions)
- Furthermore: it is based on designers views and doesn't use experience of similar others (communities)
Personal Development Planning

- Instead of focus on curricula, create personal development plans based on goals
- Goals can be based on:
  - career plans (competences based on jobs)
  - personal objectives (self defined)
- The plan can contain a mixture of:
  - formal degrees, courses from multiple institutions
  - informal learning intentions
  - non-formal workshops, conferences, etc.
- Is personal and based on assessment of current competences
Support for Recurrent Goals

1. I want to keep up-to-date
2. I want/must attain a new set of competences
3. I want/must upgrade my current competences to a higher level
4. I want/must match my competences on other job profiles, because my current job is not in demand any more
New Procedure (TENCompetence)

Community

- Formulate Goal (eg function profile)
- Self-Assessment: create portfolio
- [optional] Assessment of portfolio
  - generate / adapt / create / share
- Personal Development Plan
1. Select Goal  
2. Self-Assessment  
3. Planning  
4. Blog progress
Experiments, pilots, etc.

- Digital Cinema area
- Management & ICT training
- Region in the Netherlands (matching, PDP)
- Staff of libraries in the Netherlands
- Pedagogical Qualification of University Professors
- ...

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To summarize

- Second road learning becomes more and more important in our modern society
- Career development in the second road uses informal and social learning means along with formal education
- Key factors are:
  - availability of common competence language
  - periodic competence assessment/qualification
  - continuous personal development planning
  - within the context of professional communities
More information? Want to be connected?

- www.ou.nl
- www.tencompetence.org