

Farewell address Prof.dr. Martin Mulder  
October 20th, 2016

# Competence for life

A review of developments and  
perspective for the future



**WAGENINGEN**  
UNIVERSITY & RESEARCH

# Parts of the Farewell address

1. Introduction.
2. Turbulent history of the chair group.
3. Alignment of the mission of ECS with WUR.
4. The genesis of the competence construct.
5. ECS competence research.
6. Competence overviews and syntheses.
7. Competence for life.
8. Conclusions.
9. Words of thanks.

## 2. Turbulent history of ECS

# A la Mort Subite

NOS SPECIALITES  
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TARTINE 1900  
TARTINE FROM.BLANC

BRASSERIE

VOSSEN

ME DE BIÈRES

7

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I had a lot of support of colleagues...



WHAT MATTERS MOST  
IS HOW YOU SEE YOURSELF.



# A professor with luck, a professor with bad luck

## Een professor met mazzel, een professor met pech

Van de 105 hoogleraren van de Wageningen Universiteit blijven er na de reorganisatie nog maar 81 over. Een gesprek met een gelukkige en een onfortuinlijke professor.

door HÉLÈNE VAN BEEK

WAGENINGEN – Prof. dr. ir. F. Kok, hoogleraar Voeding en Epidemiologie aan de Wageningen Universiteit, kan zich tot de gedoken rekenen. In zijn hoek, opleiding Voeding en Gezondheid, valt geen enkele klap. De vier hoogleraren die zich op die manier met voeding bezig houden, mogen blijven. Van de geveer honderd personeelsleden hoeft ook niemand het veld ruimen. En voeding is ook bij identen heel populair.

Kok: „Wij zijn, na Biologie, de eede studierichting van Wageningen. Jaarlijks stromen er tussen de 70 en 90 studenten in. Wij zijn ook studenten die zijn geloot voor medicijnen. Dit is idelijk een groeigebied.”

edding en gezondheid zijn in- gisch dat daarvoor op de uni- versiteit veel ruimte wordt ge- taakt. Kok: „De levensmidde- lindustrie in Nederland heeft grote multinationale onderne- mingen als Unilever, Campina, esland-Coberco en Numico. Industrie raakt steeds meer. ordrongen van het feit dat de nsument wat aan zijn gezond- lid wil doen. Het onderzoek in ingeniering richt zich mede daarop. Niet voor niets zit hier Technologisch Topinstituut voor Voedselwetenschappen. ingeniering heet ook wel *Food ley*.”

De populair de afdeling van Kok is, blijkt uit de cijfers. Tussen 60 en de 70 procent van het dat komt uit de tweede en derde stroom, geld dat niet recht- eeks afkomstig is van een mi- terie, maar van bedrijven of fondsen. „Dit illustreert dat er een enorme markt is voor onze oearch. Maar wij doen geen attractonderzoek. Als bedrijven willen, zeggen wij: Ga liever



F. Kok, de professor die blijft: „Dit ondernemingsplan is een terecht recht- trekken van wat eigenlijk al veel eerder had moeten gebeuren.”

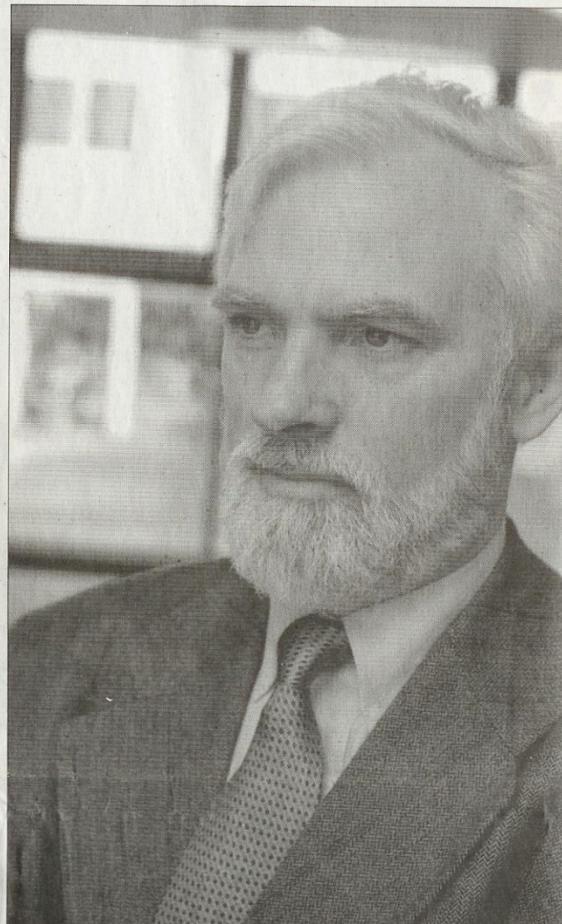
Foto: Petra Kuypers

WAGENINGEN – Prof. M. Mulder is hoogleraar in de Onderwijskunde met bijzondere aandacht voor het agrarisch onderwijs aan Wageningen Universiteit. Maar niet lang meer. Mulders leerstoel verdwijnt door de reorganisatie. Al met al is Mulder precies zes weken onbezorgd professor geweest. Een persoonlijk drama.

„Ik ben begonnen op 1 oktober 1998. Zes weken later, op 19 november, kreeg ik te horen dat deze leerstoel zou verdwijnen.” Mulder lacht besmuikt: „Ik was totaal verbijsterd. Ik vind het onbegrijpelijk. Niets wees erop dat het zou gebeuren. Deze leerstoel is tien jaar lang tijdelijk bezet geweest. Toen ik werd aangesteld, werd het weer een vaste plaats. Bij ‘agrarisch onderwijs’ hadden ze het gevoel dat ze eindelijk uit de zorgen waren.”

Niets is minder waar. De half-tijds baan van de professor en de banen van zo’n 35 medewerkers worden geschrapt. Mulder: „De bedoeling was dat ik me zou gaan bezighouden met na- scholing van docenten, met ver- nieuwen van opleidingen, met teleleren, de invoering van het BSc-MSc-model en met pro- bleemgestuurde onderwijs. Daar zijn ze in Wageningen al tien jaar mee bezig, maar het komt niet echt van de grond. Ik zou me tevens richten op het Hoger Agrarisch Onderwijs. De ver- nieuwingen in de agrarische sector hebben ook gevolgen voor het onderwijs.”

Het gaat niet door. Mulder is niet boos, zegt hij. „Wel teleur- gesteld.” Nadat het slechte nieuws hem had bereikt, startte hij een reddingsoperatie. „We hebben een *plan de campagne* opgezet.



M. Mulder, de professor die gaat: „Ik vind het onbegrijpelijk.”

Foto: Fotobureau Kistemaker/Mart-Jan Bakker

# Research questions of ECS

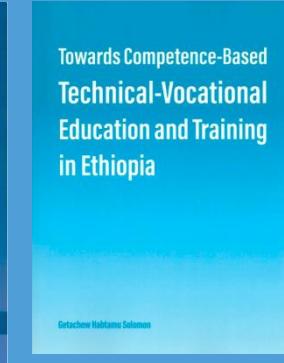
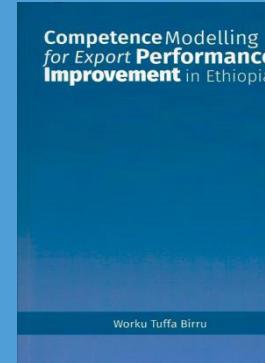
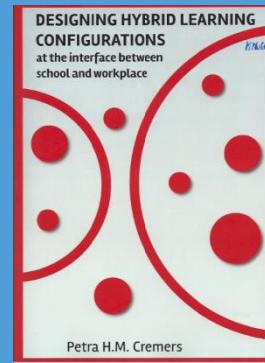
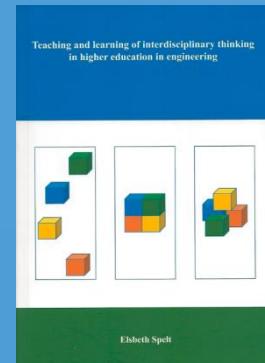
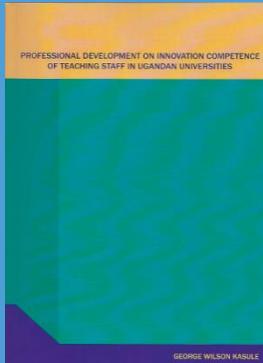
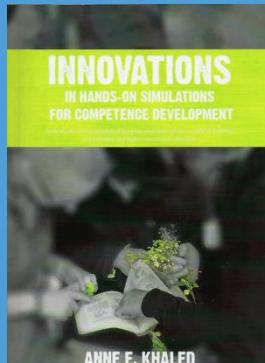
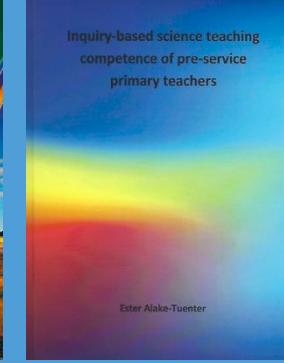
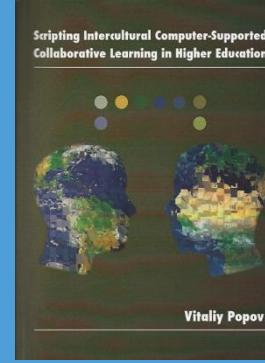
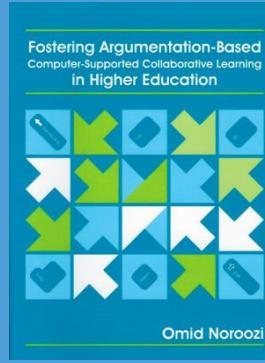
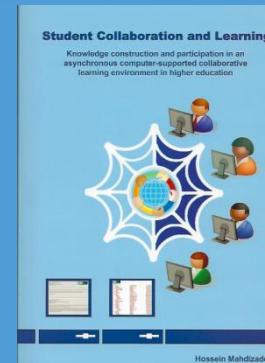
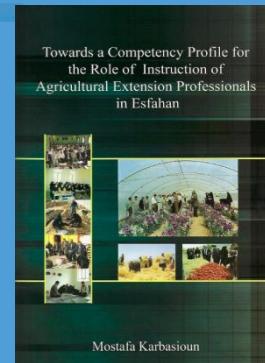
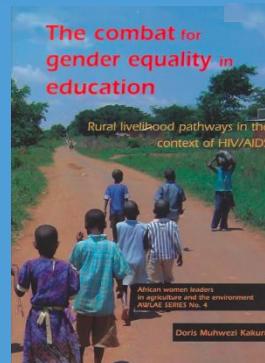
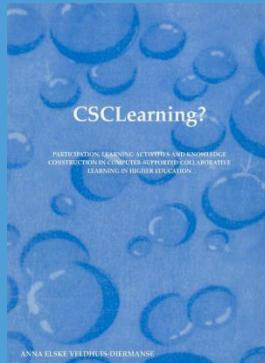
1. What competencies do people need in and around the transforming sectors of agrifood and the natural environment?
2. What learning arrangements can be provided to acquire these competencies?
3. How effective are these learning arrangements?

# 1<sup>st</sup> Chair in Education in Wageningen 1964

- Focus on teacher education.
- For pre-university general secondary education.
- Lack of interest in the 1980s.
- Switch to Agricultural Education in the 1990s.
- Introduction of Environmental Education.
- Collective mission?



# Sample of dissertations of ECS



### **3. The mission of ECS aligned with that of Wageningen University**

# Mission of WUR and ECS

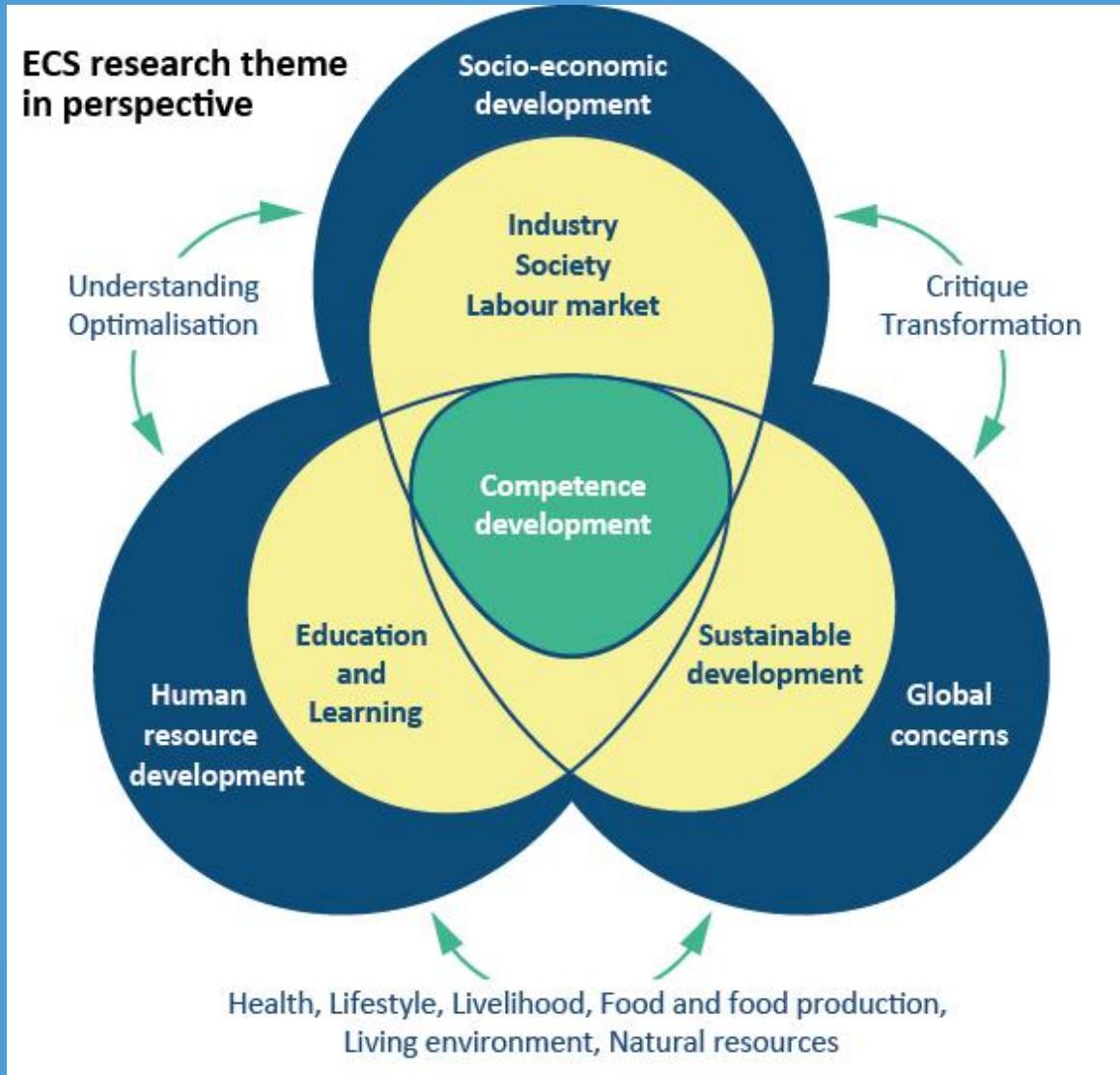
## WUR mission

- To explore nature and to improve the quality of life.

## ECS mission

- To explore competence to improve the quality of life and society.
- To identify and promote competence in Wageningen domains, green education and related societal sectors.

# Competence research from three perspectives – focused on core



# CBE more popular than ever



What is competency-based education?

<https://www.youtube.com/watch?v=RckLD9A0pqc>



[https://www.youtube.com/watch?v=X\\_EbseBknZA](https://www.youtube.com/watch?v=X_EbseBknZA)



Obama Mentions SNHU and Competency Based Education

<https://www.youtube.com/watch?v=WjNYEIRzRtI>



**Paul J. LeBlanc**  
President, Southern New Hampshire University

<https://www.youtube.com/watch?v=L3H-och9Hfc>

# China, 2015



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## China: Improving Technical and Vocational Education to Meet the Demand for High-Skilled Workers

September 14, 2015



At technical/vocational schools in China, curriculums and training methods are outdated and barely keep pace with market needs. A project helps bring changes.



9,000

The project has benefited more than 9,000 students, as well as school teachers and administrators.

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Education

### RELATED PROJECT

[Guangdong Technical and Vocational Education and Training Project](#)

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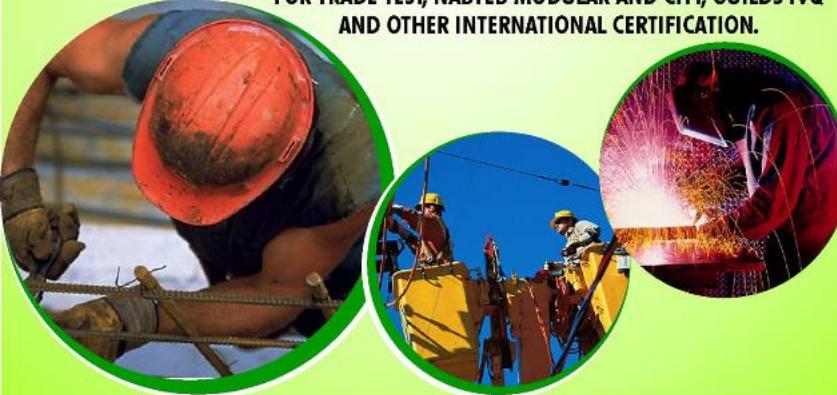
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# Rwanda, 2015

**REB**  
Rwanda Education Board

## Competence Based Curriculum

*Curriculum for sustainable development*



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### Competence based Curriculum

The Ministry of Education of Rwanda through Rwanda Education Board is honoured to provide all beneficiaries with the new competence based curriculum. It serves as an official document and guide to competency based teaching and learning, and also ensures that there is consistency and coherence in the delivery of education across all levels of general education in Rwandan schools.



### Syllabuses

- Inyoborabarezi ku Nteganyanyigisho y'Uburezi bw'Inshuke
- Inyandiko ivuguruye ikubiyemo amabwiriza ajyanye n'ishyirwamubikorwa integanyanyigisho
- Pre-Primary
- Lower-Primary
- Upper-Primary
- Lower-Secondary
- Upper-Secondary
- List of Subjects and A Level Combinations
- Curriculum Framework
- Summary of Curriculum Framework

# German Chambers of Commerce project in India

## VETnet Pilot Project Pune, March - May 2015



**vetnet**

German Chambers worldwide network (AHK) for  
cooperative, work-based Vocational Education & Training

# Bangladesh, 2012

## Implementing Competency-Based Training (CBT) in Bangladesh

FACT  
SHEET



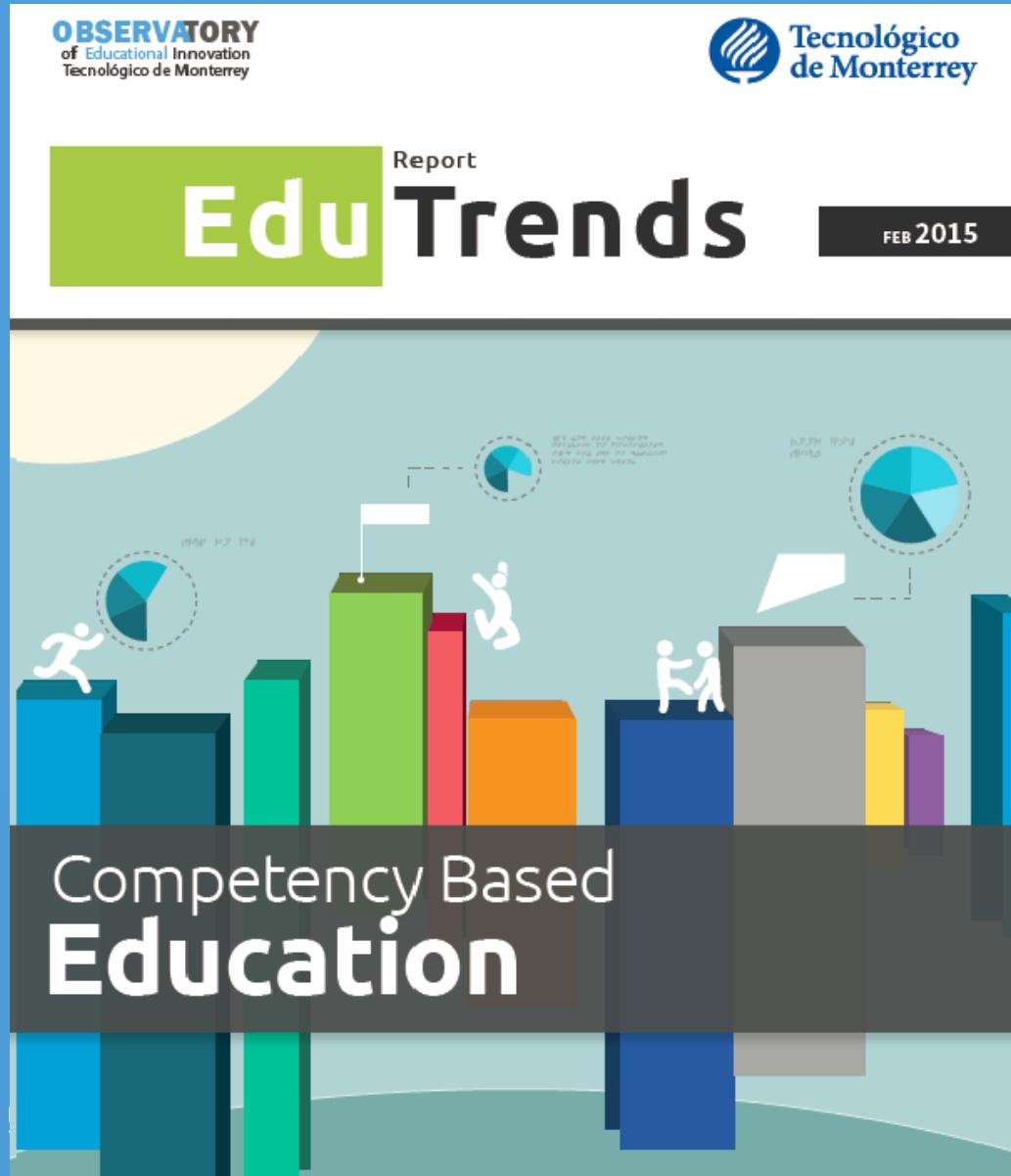
International  
Labour  
Organization



CONCEPT DESCRIPTION



# Mexico, 2015



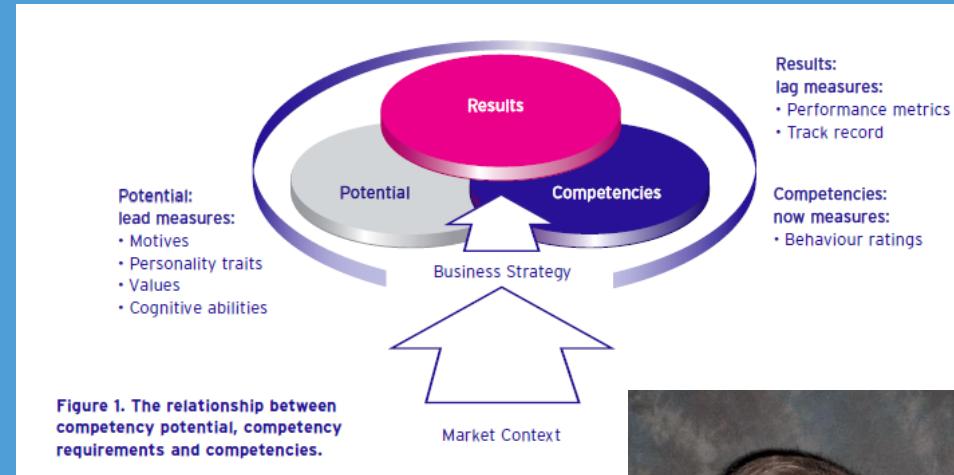
# EU Competence Framework for ICT, 2014



# The Great Eight competence framework

(Bartram, 2005)

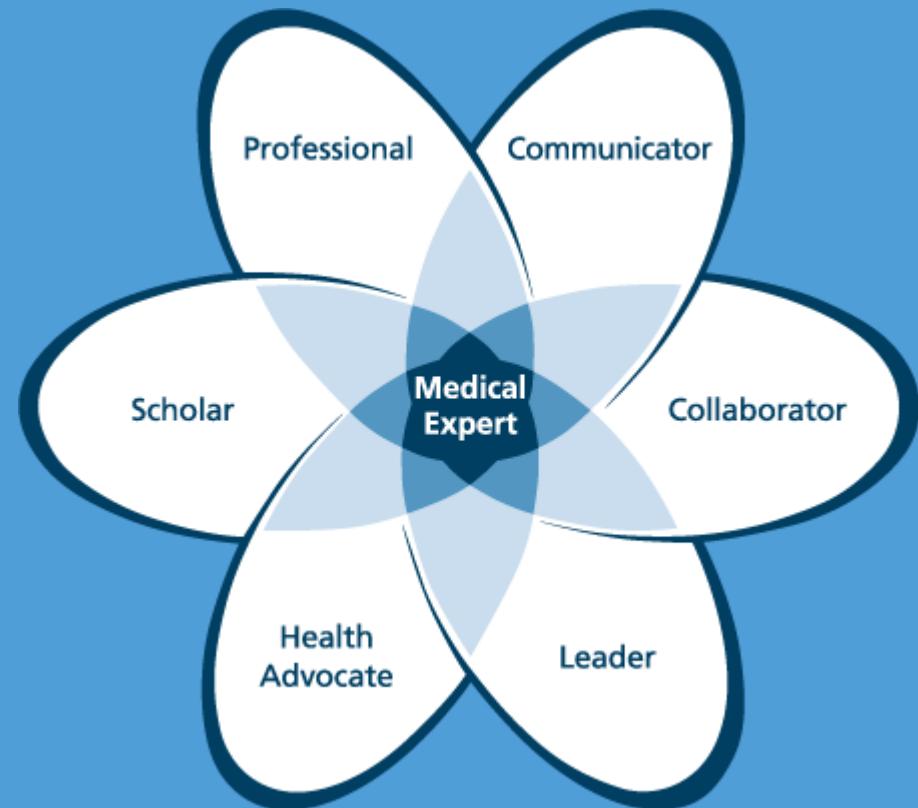
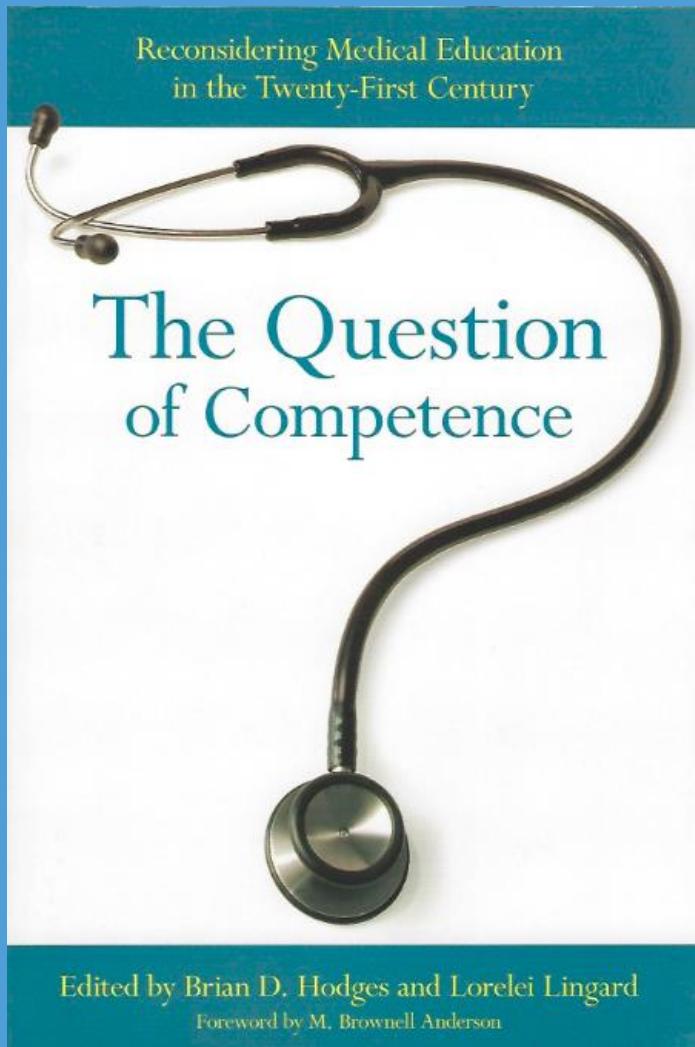
1. Leading and Deciding
2. Supporting and Co-operating
3. Interacting and Presenting
4. Analysing and Interpreting
5. Creating and Conceptualising
6. Organising and Executing
7. Adapting and Coping
8. Enterprising and Performing



Source: <http://www.shl.com/OurScience/Documents/SHLUnciversalCompetencyFramework.pdf>

# Competence in Medicine - Cornell Press, 2012

## CanMeds Competency Framework, 2015



<http://canmeds.royalcollege.ca/en/framework>

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## The Journal of Competency-Based Education

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Edited By: Sally M. Johnstone, President, National Center for Higher Education Management Systems (NCHEMS)

Online ISSN: 2379-6154



### Just Published Articles



#### Editorial (page 66)

Sally M. Johnstone

Version of Record online: 2 SEP 2016 | DOI: 10.1002/cbe2.1017



**The development and evolution of a faculty competency-based education training course (pages 78–84)**

# Janis Joplin: 1943 – 1970

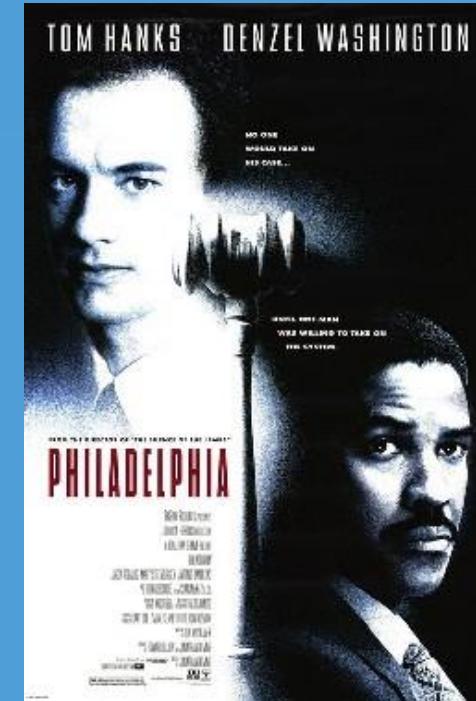
Band: Big Brother and the Holding Company

James Konrad (a music critic in the 1960s): It's a shame about Big Brother and the Holding Company, it really is. Their lead singer, Janis Joplin, is the most important female vocalist since Aretha Franklin, but the musicians in the band are only slightly better than **competent**, and can't begin to come up to her level.



# “Philadelphia” (1993) - Beckett against (Bob) Wheeler

- WHEELER (Employer) Andrew (Beckett) brought AIDS into our offices, into our men's room. He brought AIDS to our annual ... family picnic ...
- SEIDMAN (Co-worker) A jury might decide that Andy has a case.
- WHEELER Wait a minute. The man was fired for **incompetence**, not because he has AIDS. You didn't know he was sick, did you, Bob?
- KENTON (Co-worker) Holy Shit. Did you, Bob?
- BELINDA CONINE (Attorney) Your Honor, Mr. Beckett's **incompetence** nearly sabotaged a 350 million dollar suit.



# The new Q in Skyfall – James Bond (2012)

Q: 007. I'm your new Quartermaster.

Bond: You must be joking.

Q: Why, because I'm not wearing a lab coat?

Bond: Because you still have spots.

Q: My complexion is hardly relevant.

Bond: Your **competence** is.

Q: Age is no guarantee of efficiency.

Bond: And youth is no guarantee of innovation.

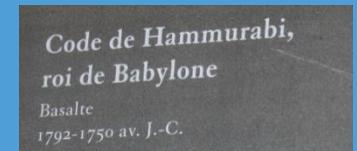
Q: I'll hazard I can do more damage on my laptop sitting in my pyjamas before my first cup of Earl Grey than you can do in a year in the field.



## **4. The genesis of the competence construct**

# Code of Hammurabi, 1792-1750 BCE

'... Hammurabi, le roi compétent ... '



## Épilogue

*« Telles sont les décisions de justice que Hammurabi, le roi compétent, a établies pour engager le pays conformément à la vérité et à l'ordre équitable [...] Que l'homme injustement traité, qui est impliqué dans une affaire, vienne devant l'image de moi-même, le roi de justice, et se fasse lire ma stèle écrite, qu'il entende ainsi mes précieuses ordonnances ; que ma stèle lui indique son affaire, qu'il voit son cas, que son cœur s'allège [...] Je suis Hammurabi, le roi de justice, à qui Shamash a octroyé la vérité. »*

Laws of justice which Hammurabi, the wise king, established. A righteous law, and pious statute did he teach the land.

Translated by L.W. King (1910); Edited by Richard Hooker

# Institutional Use of Competence

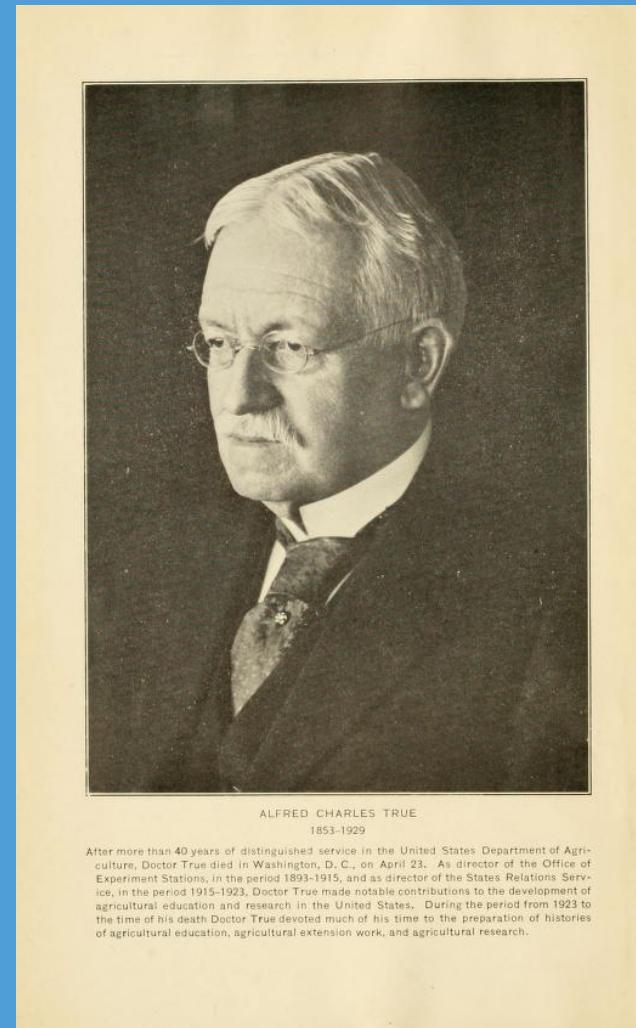
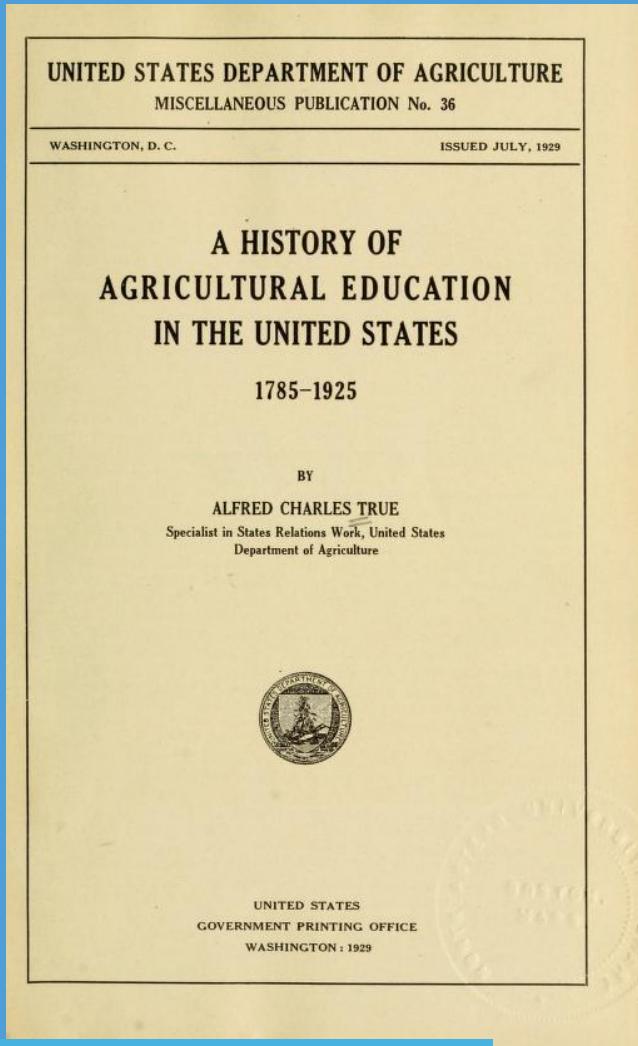
- Rychen & Salganik (OECD, 2003).
- European Commission (2005).
- European Parliament and Council (2006).
- European Social Partners (2006).
- EQF – NQFs.
- Assessment of Key Competences (EU, 2012).
- European e-Competence framework 3.0 (CEN, 2014).
- Riga Conclusions - Key Competence as policy option (2015).

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)				
	KNOWLEDGE	SKILLS	COMPETENCE	
LEVEL 1	<p>Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.</p> <p>The learning outcomes relevant to <u>Level 1</u> are</p>	<p>In the context of EQF, knowledge is described as theoretical and/or factual.</p> <ul style="list-style-type: none"><li>■ basic general knowledge</li></ul>	<p>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p> <ul style="list-style-type: none"><li>■ basic skills required to carry out simple tasks</li></ul>	<p>In the context of EQF, competence is described in terms of responsibility and autonomy.</p> <ul style="list-style-type: none"><li>■ work or study under direct supervision in a structured context</li></ul>
LEVEL 2	<p>The learning outcomes relevant to <u>Level 2</u> are</p>	<ul style="list-style-type: none"><li>■ basic factual knowledge of a field of work or study</li></ul>	<p>basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</p>	<p>work or study under supervision with some autonomy</p>
LEVEL 3	<p>The learning outcomes relevant to <u>Level 3</u> are</p>	<ul style="list-style-type: none"><li>■ knowledge of facts, principles, processes and general concepts, in a field of work or study</li></ul>	<p>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying methods, tools, materials and information</p>	<p>take responsibility for completion of tasks in work or study</p> <ul style="list-style-type: none"><li>■ adapt own behaviour to circumstances in solving problems</li></ul>
LEVEL 4	<p>The learning outcomes relevant to <u>Level 4</u> are</p>	<ul style="list-style-type: none"><li>■ factual and theoretical knowledge in broad contexts within a field of work or study</li></ul>	<p>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</p>	<p>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change</p> <ul style="list-style-type: none"><li>■ supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</li></ul>
LEVEL 5*	<p>The learning outcomes relevant to <u>Level 5</u> are</p>	<ul style="list-style-type: none"><li>■ comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</li></ul>	<p>a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>exercise management and supervision in contexts of work or study activities where there is unpredictable change</p> <ul style="list-style-type: none"><li>■ review and develop performance of self and others</li></ul>
LEVEL 6**	<p>The learning outcomes relevant to <u>Level 6</u> are</p>	<ul style="list-style-type: none"><li>■ advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</li></ul>	<p>advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p>	<p>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</p> <ul style="list-style-type: none"><li>■ take responsibility for managing professional development of individuals and groups</li></ul>
LEVEL 7***	<p>The learning outcomes relevant to <u>Level 7</u> are</p>	<ul style="list-style-type: none"><li>■ highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</li><li>■ critical awareness of knowledge issues in a field and at the interface between different fields</li></ul>	<p>specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</p> <ul style="list-style-type: none"><li>■ take responsibility for contributing to professional development and practice and/or for reviewing the strategic performance of teams</li></ul>
LEVEL 8****	<p>The learning outcomes relevant to <u>Level 8</u> are</p>	<ul style="list-style-type: none"><li>■ knowledge at the most advanced frontier of a field of work or study and at the interface between fields</li></ul>	<p>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and development, and to extend and redefine existing knowledge or professional practice</p>	<p>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development and/or delivery of services at the forefront of work or study contexts including research</p>

# Old roots of the word competence

- Sanskrit: समर्थ (samartha).
- Chinese: 作证能力 (zuòzhèngnénglì).
- Greek: ικανότης (Ikanotis) – the quality of being ikanos (capable), to have the ability to achieve something; skill (Plato, Lysis 215A; 380 BCE).
- Latin: competens; competentia.
- English: competence; competent.
- French: compétence; compétent.
- Dutch: competentie; competent (1504 CE).

# In educational reports (Alfred True, 1929)



# In educational books (John Dewey, 1916)

- The democratic ideal
- Everybody should develop competence
- To choose and pursue a career



Dewey, J. (1916). *Democracy and education. An introduction to the philosophy of education.*  
New York: Macmillan.

# The 'new' first publications on competence

- Domas and Tiedeman (1950). Teacher competence: An annotated bibliography. *J. exp. Educ.*, 19, pp. 101-218.
- Barr (1950). Teaching competencies. In: W.S. Monroe (Ed.), *Encyclopedia of Educational Research*. New York: McMillan.
- Morsh & Wilder (1954). *Identifying the Effective Instructor: A Review of the Quantitative Studies. 1900-1952*. Chanute AFB: Air Force Personnel and Training Research Center.

# Robert Winthrop White, 1959

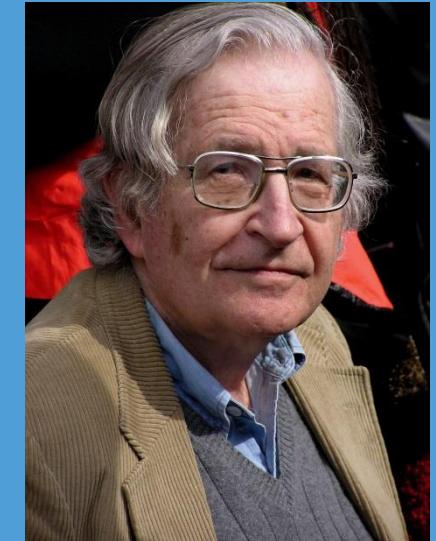
- An alternative for motivation psychology of Freud (unconscious drives) and Hull (drive reduction).
- Children and adults are motivated to become competent in what they do.
- Competence = the ability to interact effectively with the environment.

White, R.W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 5, pp. 297-333.



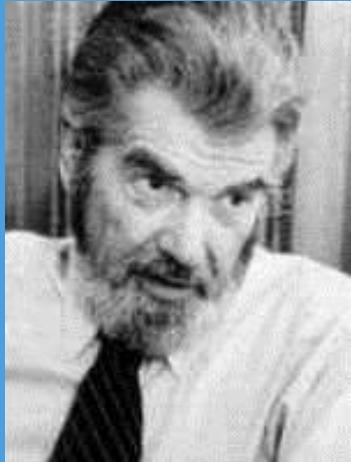
# Noam Chomsky, 1965

- Competence is a the underlying linguistic ability to create and understand sentences, including sentences never heard before.
- Performance is the linguistic output.
- Knowing rules does not automatically guarantee being able to speak correctly.



Chomsky, N. (1965). *Aspects of the Theory of Syntax*.  
Cambridge: MIT Press

# Lawrence J. Peter & R. Hull, 1969

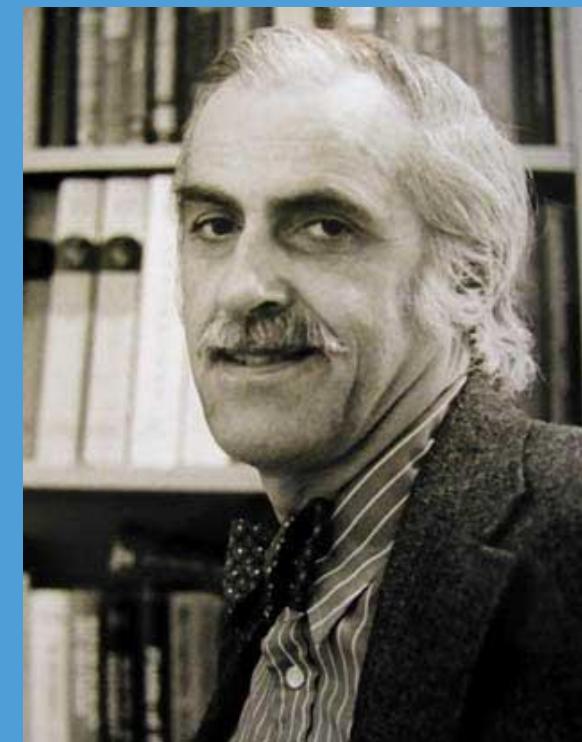


Peter, L. J. & Hull, R. (1969). *The Peter Principle: Why Things Always Go Wrong*. New York: William Morrow and Company.

# David C. McClelland, 1973

- Limited prognostic validity of intelligence tests and school grades.
- Testing what people actually can do shows a better result.
- Competencies should try to measure clusters of life outcomes.
- Criterion-based job analysis may lead to overdetailed tests.
- Competencies should be identified by what superior performers do.

McClelland, D.C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 28, 1-14



# Competence, performance and management

- Engineering worthy performance – Tom Gilbert (1978)

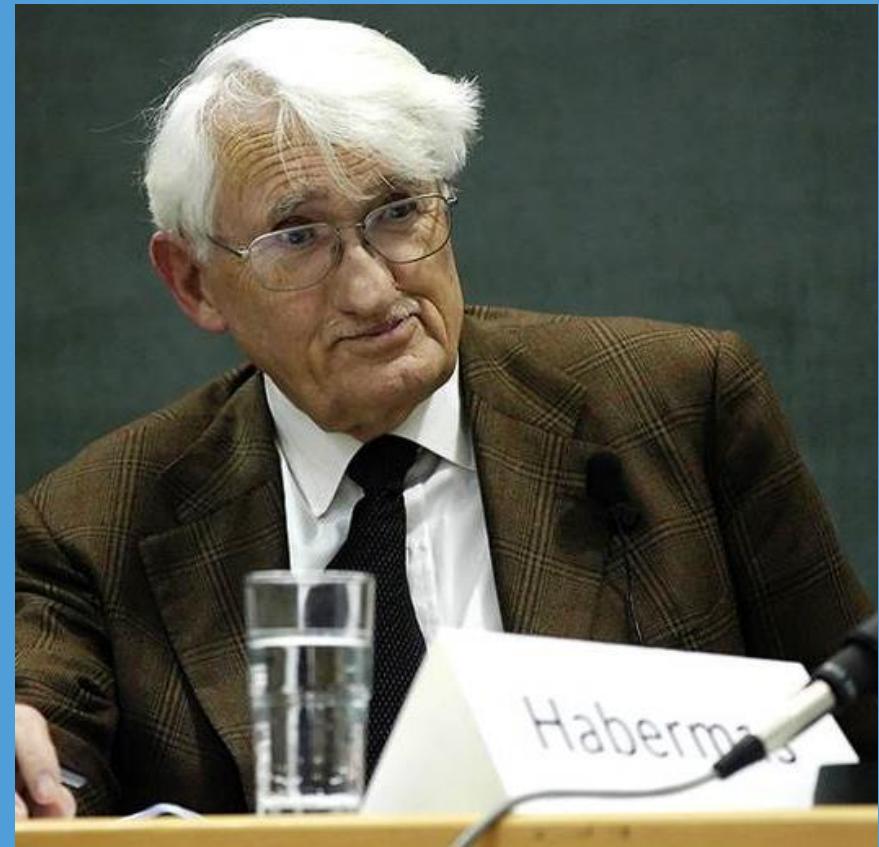


- The competent manager – Richard Boyatzis (1982)



# Competence framework of Habermas, (1984)

- Cognitive competence
- Linguistic competence
- Interactive competence



# The Core Competence of the Organization – CK Prahalad and Gary Hamel (1990)



## The 5<sup>th</sup> Wave

By Rich Tennant



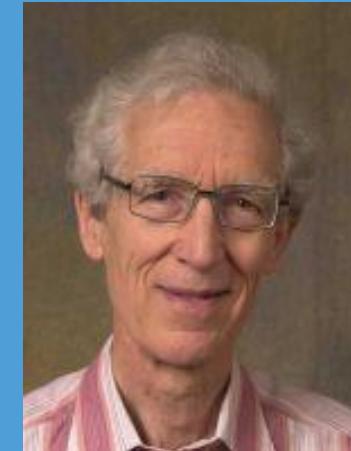
"We're outsourcing everything but our core competency. Once we find out what that is, we'll begin the outsourcing process."



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# Michael Eraut and Robert Quinn

- Eraut, M. (1994). *Developing professional knowledge and competence*, London: The Falmer Press
- Quinn, R. E., Faerman, S. R., Thompson, M. P. & McGrath, M. R. (1996). *Becoming a Master Manager: A competency framework*. New York : Wiley



# Current state of competence practice

- Professional associations – competence frameworks
- Governmental organizations – competencies of teachers
- Testing companies – competence measurement tools
- Consultancy firms – competence dictionaries, advisory services for assessment and development
- Organizations – competence management systems
- Educational institutions – implemented qualifications frameworks in which competencies are integrated.



Recognition of Prior Learning (RPL)

Are you thinking about studying a Vocational Education and Training (VET) course at CDU? If you've ever studied or completed training, you might be entitled to apply for Recognition of Prior Learning (RPL).

## 5. Competence research of ECS

# 1. Which competencies?

- Purchasing - Mulder et al (2005).
- Agricultural extension - Karbasioun et al (2007).
- HIV/AIDS in agricultural advisory work - Brinkman et al (2007).
- Entrepreneurship - Mulder et al (2007), Lans (2009), Lans et al (2008; 2010; 2011)
- Horticulture - Van der Heide et al (2008); Mulder et al (2011; 2013).
- Interdisciplinarity in higher education - Spelt et al (2009).
- Open innovation - Du Chatenier (2009) and Du Chatenier et al (2009, 2010).
- Sustainable development - Wesselink and Wals (2011).
- Argumentation competence - Noroozi (2013).
- Multicultural cooperation - Popov et al (2013).
- Competence of beginning elementary school teachers - Alake-Tuenter (2014).
- Competence development in practical training – Khaled (2014).

## 2. Learning arrangements

- Designing competence-based education – Mulder (2004), Wesselink (2010), Sturing et al (2012).
- Pitfalls of CBE and how to overcome these - Biemans et al (2004), Biemans et al (2009).
- CBE in Uganda - Kasule et al (2015); Ethiopia – Solomon (2016); Indonesia - Zainun et al (2015).
- Argumentation- based CSCL - Noroozi et al (2011 a b; 2012 a b; 2013 a b).
- Intercultural cooperation in international study groups - Popov et al (2012, 2014 a b).
- Oral presentation competence - Van Ginkel (2015a b).
- Interdisciplinary thinking - Spelt et al (2009).
- Design principles for hybrid learning - Cremers et al (2014).
- Learning in regional planning projects - Oonk (2016).
- Team learning of teachers - Bouwmans et al (2016); Zoethout et al (2016).

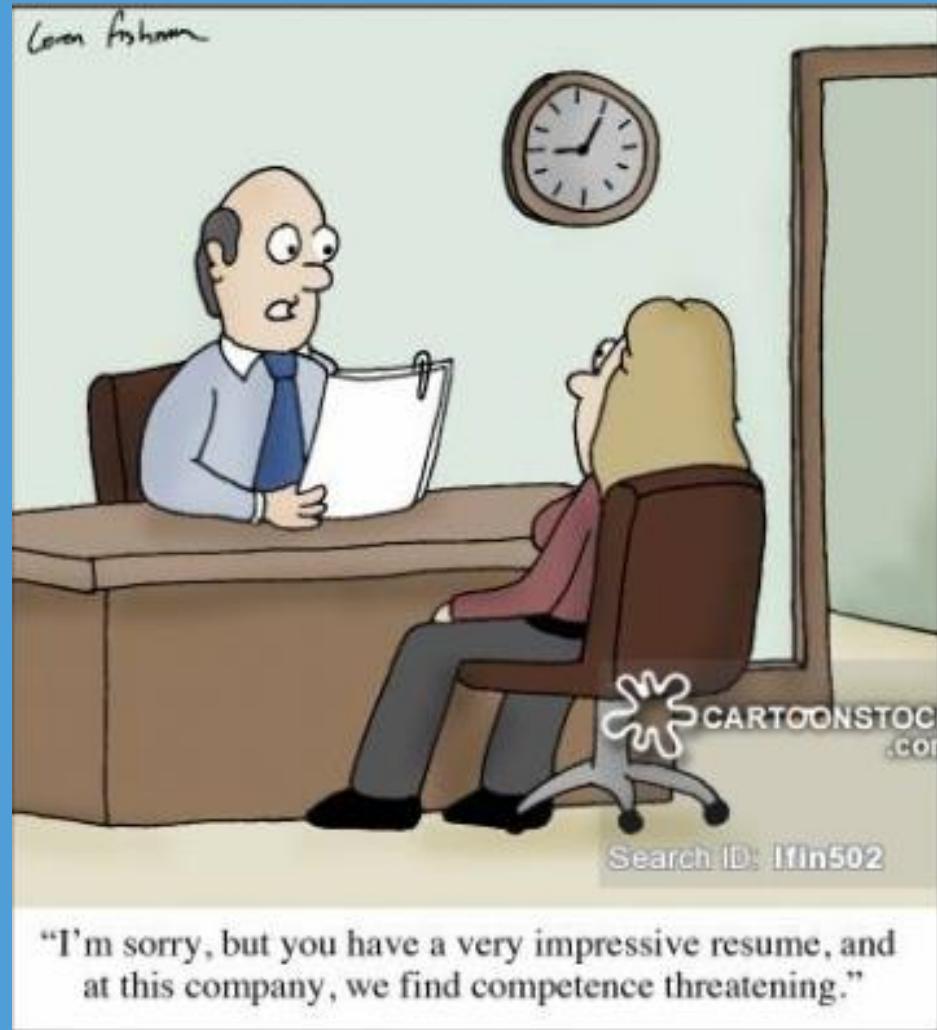
### 3. Effectiveness

- Entrepreneurship competence in greenhouse horticulture (Lans, 2009; Lans et al 2008a b, 2010, 2014; Mulder et al (2007)).
- Open innovation in large organizations (Du Chatenier, 2009; Du Chatenier et al 2009, 2010).
- Authentic assessment in competence-based education (Gulikers et al, 2009; Wesselink, 2010).
- Argumentation competence (Noroozi (2013)).
- CBE in Ethiopia (Solomon, 2016).
- Other studies.

## **6. Time for overview and synthesis**

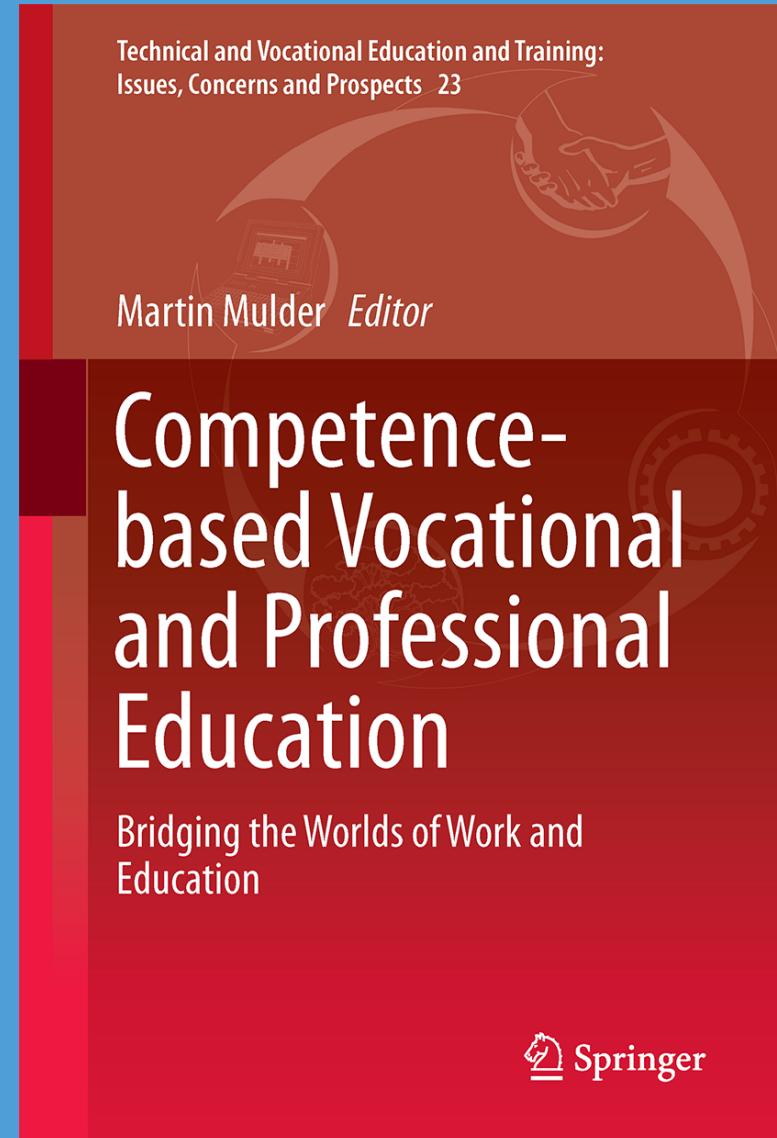
# Many partial reviews and critiques done

- Domas and Tiedeman, 1950
- Houston, 1974
- Grant et al, 1979
- Ellström, 1997
- Lum, 1999
- Rothwell and Lindholm, 1999
- Argüelles & Gonczi, 2000
- Westera, 2001
- Jones and Voorhees, 2002
- Hager, 2004
- Hyland, 2006
- Mulder, Weigel and Collins, 2007
- Smith, 2010
- Winterton, 2011
- Mulder, 2014



# Time for a current comprehensive review

- Collects the diverse viewpoints regarding CBE
- Unravels controversies in CBE debates
- Deepens the understanding of CBE theory
- Reviews policies and practices regarding CBE
- Assesses the value added of CBE
- Points at research priorities in the field of CBE



# What are these people thinking of?



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# Flower traders need professional competence

- Knowledge
  - product quality
  - market
- Skills
  - multi-tasking
  - information processing
- Attitudes
  - stress-tolerance
  - feeling for sales
  - open for change



# Extreme competence: brilliance



Riccardo Chailly

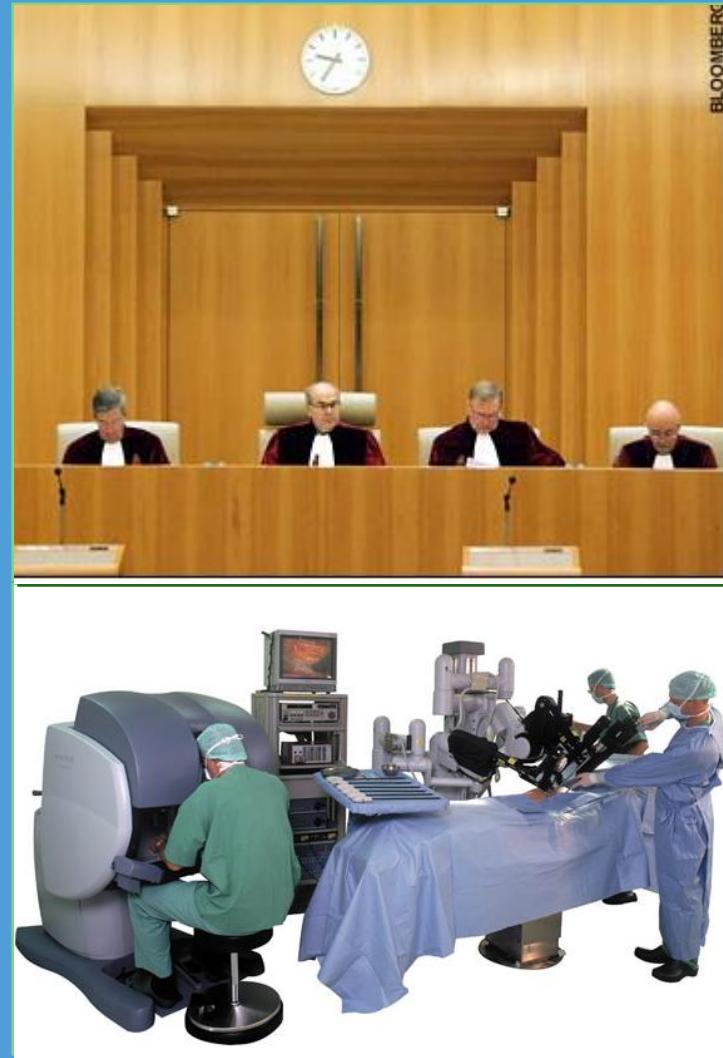


Maria Joao Pires

[https://www.youtube.com/watch?v=CJXnYMI\\_SuA](https://www.youtube.com/watch?v=CJXnYMI_SuA)

# My understanding: competencies are...

1. integrated capabilities,
2. consisting of clusters of knowledge, skills, and attitudes,
3. conditional for sustainable effective performance, including
  - problem solving
  - realizing innovation
  - creating transformation,
4. in a certain profession, occupation, job, role, organisation, or situation.



# 7. Competence for Life

# Competence for Life - Nepal



<http://communitystrengths.org/tag/community-life-competence/>

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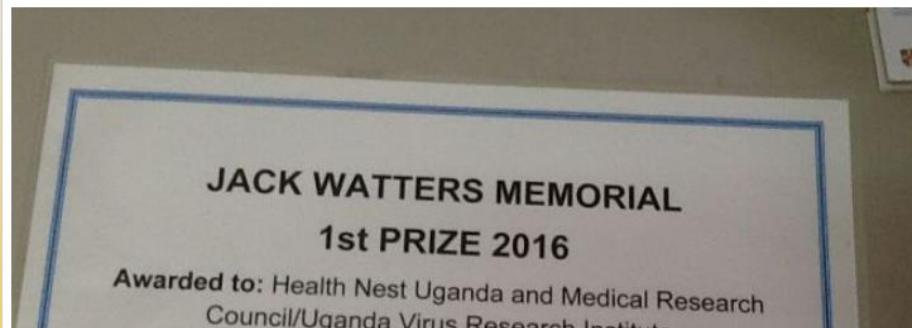
# Competence for Life - Uganda



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## HEALTH NEST UGANDA WINS AN AWARD FOR EFFECTIVELY STIMULATING OLDER PERSONS TO RESPOND TO THEIR ISSUES

HENU - Health Nest Uganda has been awarded the first prize for JACK WATTERS MEMORIAL for its contribution to addressing issues and concerns of older persons in Uganda more especially for using a strengths based approach. This happened in Thailand on 12th September 2016. Thanks to the EasyCare Foundation and the Constellation for the CLCP (Community Life Competence Process). Photo courtesy Arthur Namara



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community life competence

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<http://aidscompetence.ning.com/>

# Three types of competencies

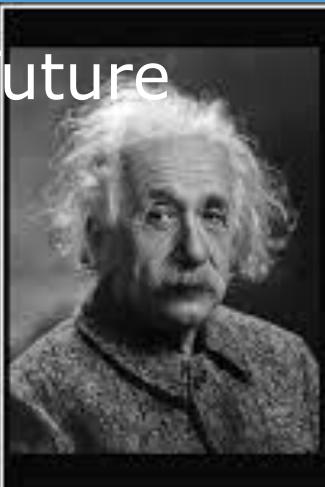
1.0 – for specific tasks



2.0 – for known jobs



3.0 – for the unknown future



The future is an unknown, but a somewhat predictable unknown. To look to the future we must first look back upon the past. That is where the seeds of the future were planted. I never think of the future. It comes soon enough.

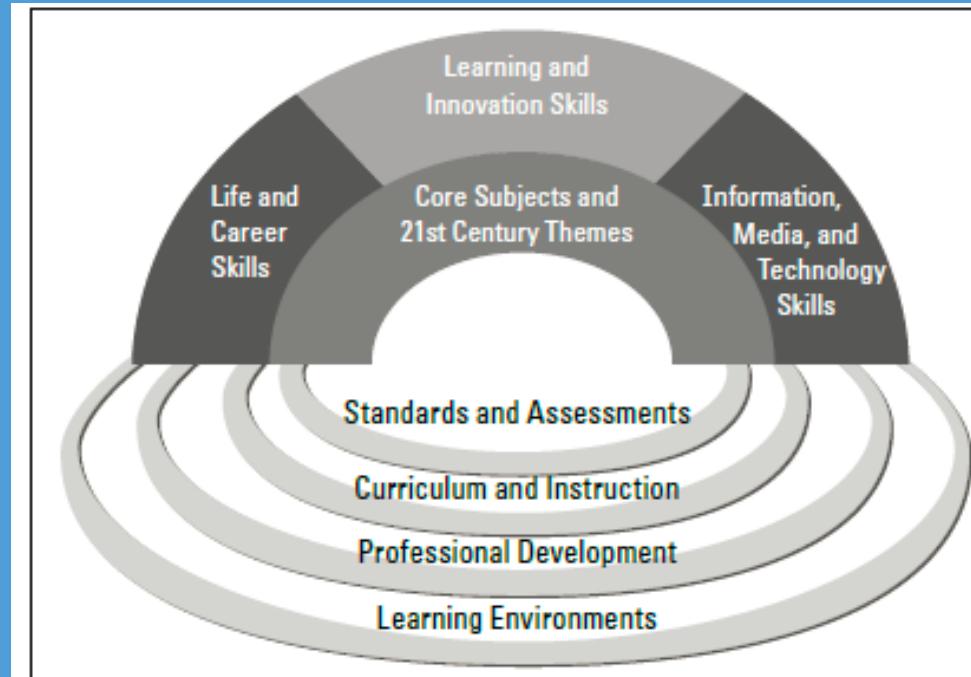
(Albert Einstein)



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# Models of competence for future life

- DeSeCo Model of Key Competencies (2003).
- Key competences (2006 European Union).
- 21<sup>st</sup> Century Skills (NCREL/Metiri Group, 2003).
- The Essential Learning Outcomes (AAUC, 2008).
- Seven Survival Skills for today's students (Wagner, 2010).
- P21 - 21<sup>st</sup> Century Skills Framework (2015).
- Critical Competencies For Future Leadership (Vora, 2015).



[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

# The global competence movement...

Center for  
Global Education



FOR EDUCATORS   FOR ADMINISTRATORS   FOR PARENTS AND COMMUNITY   FOR POLICY AND ADVOCACY   WHAT WE DO

WHO WE ARE ▾

WHERE WE WORK

OUR INITIATIVES

DEFINING GLOBAL  
COMPETENCE

RESULTS AND  
OPPORTUNITIES

NEWS AND EVENTS



## Global Competence

WATCH



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**Transforming 21st  
Century Education  
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A high-level dialogue on how to transform primary and secondary education systems to foster global competence.

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<http://asiasociety.org/education/global-competence>

# Specified for subject areas...



The logo features a stylized blue 'E' icon above the word 'EdSteps' in a bold, sans-serif font. To the right of the logo is a large blue rectangular area containing the text 'Global Competence Matrices'.

## MAIN GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"><li>■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.</li><li>■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.</li><li>■ Analyze, integrate, and</li></ul>	<p>Students:</p> <ul style="list-style-type: none"><li>■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.</li><li>■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.</li><li>■ Explain how cultural interactions influence situations, events,</li></ul>	<p>Students:</p> <ul style="list-style-type: none"><li>■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.</li><li>■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.</li><li>■ Select and use appropriate technology and media to communicate</li></ul>	<p>Students:</p> <ul style="list-style-type: none"><li>■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.</li><li>■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.</li><li>■ Act, personally or col-</li></ul>



# assessments...



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## GLOBAL COMPETENCE MODEL™

and in training programs...

# GLOBAL COMPETENCE

## CERTIFICATE

PARTNERS ▾    GCC PROGRAM ▾    GLOBAL COMPETENCE ▾    PEOPLE ▾    ADMISSIONS ▾    NEWS    SUPPORT THE GCC

## Global Competence

### What is Global Competence?

Global Competence is rooted in our changing reality and is constantly evolving with the world. At its core, global competence is “*the disposition and capacity to understand and act on issues of global significance.*”\*



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# Council of Europe, 2016

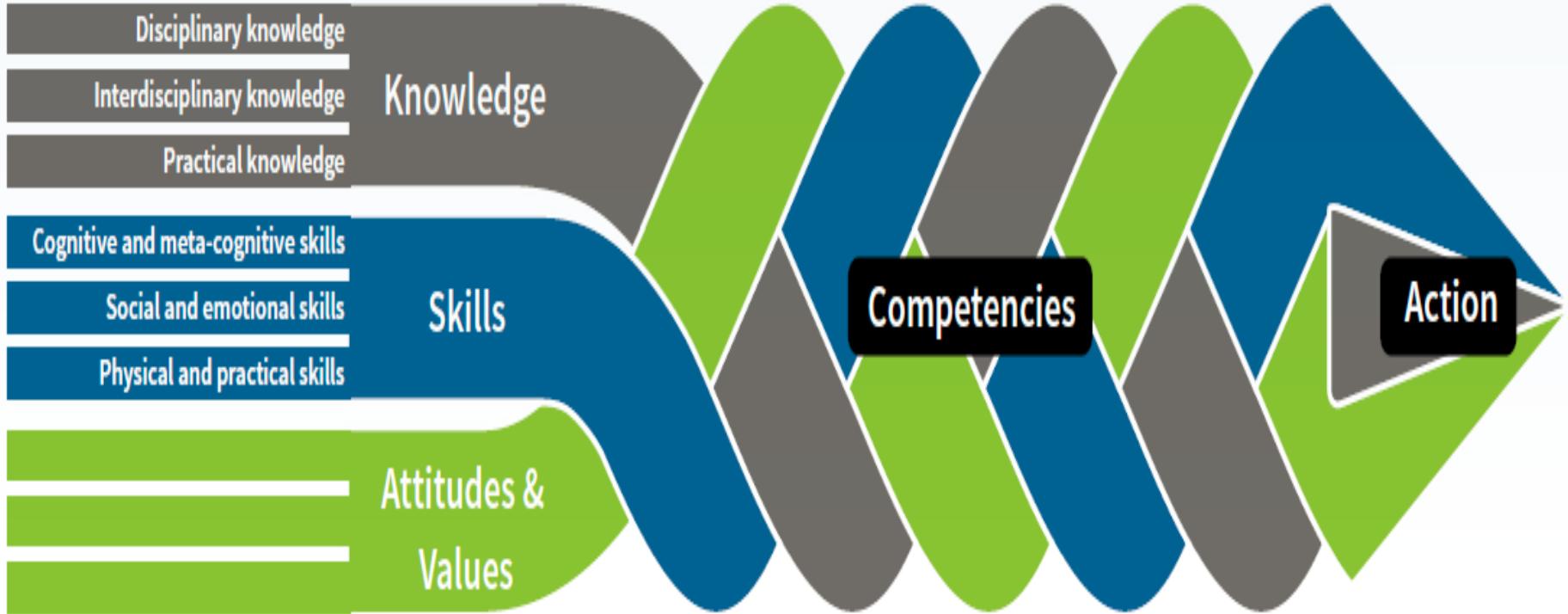
## COMPETENCES FOR DEMOCRATIC CULTURE

Living together as equals  
in culturally diverse  
democratic societies



# Global competency for an inclusive world

(OECD, 2016)



Source: <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>

# Competence 3.0 – for the unknown future



Source:  
<http://qaspire.com/2016/01/06/leadership-skills-for-the-future/>

- Ambiguity handling
- Argumentational reasoning
- Balancing interests
- Complex problem solving
- Computational thinking
- Creativity - creation
- Entrepreneurship
- Global competence
- Intuition
- Mindfulness
- Negotiating meaning
- Professional identity
- Resilience
- Sustainability
- Transformation
- Uncertainty handling



# Competence for life



# Integrative learning competence

- Ambiguity and uncertainty handling
- Dealing with vulnerability and ambiguity
- Developmental competence
- Evaluation competence
- Knowledge co-creation competence
- Leadership competence
- Synthesizing competence
- Sustainability competence
- Transformation competence



- Critical thinking and complex problem solving
- Financial, economic, business literacy
- Higher order thinking, sound reasoning
- Inquiry and analysis
- Mathematics literacy
- Social sciences and humanities literacy
- Languages literacy
- Arts literacy
- Digital (ICT) literacies
- Media and information literacy
- Reading, writing, numeracy, computational competence
- Science, technology, design and inquiry literacies
- Environmental literacy

**Disciplinary and  
interdisciplinary  
competence**



# Self-management and career competence

- Acting autonomously
- Self-regulation competence
- Civic knowledge and engagement
- Life planning competence
- Personal project planning competence
- Responsibility
- Managing for results
- Prioritizing
- Productivity
- Accountability
- Argumentative reasoning
- Resilience and stamina
- Sense of initiative, innovation and entrepreneurship
- Calculated risk taking competence
- Lifelong learning competence



## Personal- professional competence

- Adaptability, flexibility, agility
- Anticipate and create change
- Big picture visioning, global competence
- Civic competence – balancing, defending/asserting rights, interest, limits, needs
- Cultural awareness and expression
- Curiosity, imagination, and creativity
- Emotions handling competence
- Ethical reasoning and action
- Health competence
- Intuition, mindfulness and integrity
- Managing complexity
- Physical competence
- Reflection and self-awareness competence





## Social- professional competence

- Clarification competence
- Collaboration in networks
- Creating ecosystems for engagement
- Interactive communication skills
- Managing and resolving conflicts
- Meaning negotiating competence
- Multicultural literacy
- Relating well to others
- Social, interpersonal, cooperation competence
- Teamwork



# 8. Conclusions

# Final conclusions

- There is a wide variation in competence theories.
- The competence approach is much criticized.
- But worldwide it is more popular than ever.
- The concept has a long history – and is now institutionalized.
- Many competence-based education initiatives concentrate on known tasks and present jobs.
- But, we must also think about competence for the unknown future.
- Research is needed into dedicated learning arrangements to develop future competence.



## **9. Word of thanks**

# Thank you very much!

