

# Putting in place a framework for change and adaptability: the TENCompetence project

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# Economic downturn and changing economies

- In our own sectors we are all working to deal with the downturn
  - But what is the big picture?
  - Where is the change going?
- I will argue we need to make major changes to our provision and use of education and training to be ready for the future, with TENCompetence as an example



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# Carlota Perez (2002) proposes a pattern, and places us in it

- Regular patterns of technological revolutions (steam, steel, oil, information)
  - irruption
    - initial information technology surge
  - frenzy
    - niche success of new methods and models leads to a bubble in the stock and financial markets
  - turning point (where we are now)
    - dealing with the crisis, new institutions and regulatory frameworks...



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# The next stage...

- Synergy
  - generalisation of the best practice and “common sense” of the new paradigm
  - Good news: better times ahead
  - Bad news: the change has only just begun.
  - Perez implies that the economy will recover, but the challenges of adaptability and flexibility will get more intense.



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# In restructuring the workforce

- We can expect more
  - Decentralisation and outsourcing
  - Flexible career paths
  - Surfers are doing it for themselves
  - Open institutional structures
  - Institutional inversion



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# Organisational and technical barriers

- Degrees and careers as the only route, but these don't always work for the new economy
- Knowledge silos and locked down institutional systems are opaque and isolated
- Systems and organisations
  - Based on needs of institutions, not citizens
  - do not bring together learners activities across different organisations
  - Often cannot work with informal learning



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# Rebuilding the enabling framework with synergy in mind

- TENCompetence encompasses and interlinks the whole CPD context
  - Personal Development Plans need not be based on a single institution
  - Competences provide a common language
  - Includes formal, non-formal and informal
  - Based on social networks
  - Free, open source, service oriented, standards.



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# Systems and demonstrators

- CPD in a wide range of contexts, for example
  - Adult education in Spain
  - Flood management in the Upper Nile (with UNESCO)
  - Empower Limburg



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# Limburg demonstrator context

## Limburg region:

- Brain drain to the north
- Ageing work force
- Relatively low education level

## Challenges:

- How to retain well qualified professionals for the Limburg region
- How to continuously upgrade (ageing) staff to meet changing demands



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# Empower Limburg

Consortium of 20 organizations from:

- Education sector
- Regional & local Government
- Health, re-integration & professional services
- Various: CBS, De Unie, APG, MoD



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# The Empower mobility pilot

- Improve vertical and horizontal mobility in the Limburg region
- For four function profiles:
  - Operational manager
  - Tactical manager
  - HR advisor
  - Senior HR advisor
- Between eight participating organizations



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# Competence development activities

- Learning at one's own workplace
- Internships at partner organizations
- Small-group and/or individual development activities
  - OUNL 'mini-modules'
  - HS-Zuyd minimodules
  - Self-defined activities



# TENC BD support provided

- Assisted in the compilation of four shared function profiles: for each profile:
  - Defined 10-12 competences
    - Per competence the required competence level
      - For each level 5-6 'behavioral indicators'
- Configured and hosted the TENC [Personal Development Planner](#)
- Configured and hosted an online [community-environment](#)



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## Aftertest

Select goal

Self assessment

Plan activities

Perform

Public blogs

## Planned activities

- 7.2. The ability to assess uncertain...
- 3.2. Knowing how rainfall-runoff in...
- 4.3. Knowing the principles of mo...
- 6.4. Being able to simulate floods ...
- 2.1. Knowing the context of flood ...
- 2.2. Knowing the context between...
- 6.3. Being able to simulate urban ...
- 4.1. Knowing to formulate mathem.
- 3.1. The ability to identify meteor...
- 4.2. Knowing the principles of mo...
- 6.1. Being able to do hydrological...
- 7.1. Knowing to develop and app...
- 5.2. Knowing how to model catch...
- 6.5. Being able to do flood forecas...
- 6.2. Being able to do hydrodynam...
- 2.3. Judge, consider and weigh ec...
- 5.1. Being able to model rainfall- ru...
- 2.4. Learn To Locate Web Resour...
- 1.1. Competencies concept
- 5.3. Being able to identify the floo...
- 5.4. Knowing the principles of dat...

## Information

#### 5.4. Knowing the principles of data-driven modelling

During this activity you will learn how to model floods using data driven modelling.

Please follow the presentation of Prof. Dimitri Solomatine. This presentation is given as link at "[Competence5Activity5.4](#)". The presentation comes without voice explanations. The slides are ment to be self-explanatory.

You will find lecture notes, about this topic, following the link "[Lecture Notes for Activity 5.4.-part1](#)", "[Lecture Notes for Activity 5.4.-part2](#)" and "[Lecture Notes for Activity 5.4.-part3](#)",

Supplementary material is given at the following links: [paper1](#), [paper2](#), [paper3](#), which are three publications of prof. D. Solomatine, on the topic of data Driven Modelling.

The only assignment you have to do here is to make a "Blog entry",

## Blog experience and progress

*No blog entries available*

Older  
DDM  
Henriquez Dole

Older  
Activity 5.4  
Marwa Ali

Older  
Activity 5.4 the pr...  
Hanan Farag

Older  
5.4. Knowing the p...  
Mantouza Androm...

Older  
5.4 Knowing the p...  
Badre Lanedri

Older  
Activity 5.4  
Gilbert Chuks



# Thankyou

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