

TRAINING FOR CHANGE:

**New approach to instruction
and learning in working life**

Yrjö Engeström

International Labour Office Geneva

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MESSAGE

Training and instruction are playing a more and more important role in the ILO's technical cooperation programmes. It is not easy to convey the real message of the ILO's international labour standards at the practical level without proper and well-organized training workshops, seminars or courses. In implementing occupational safety and health projects and activities, training often takes a leading role. A good example of this is the ILO's WISE methodology which uses training as the main tool in improving occupational safety, health and working conditions in medium and small-scale industries.

This book, *Training for change*, is a welcome reference tool on the different training approaches which our department is using. I would like to thank the author and all the other persons who have contributed to finalizing this publication. I am sure that it will benefit not only occupational safety and health personnel in general, but a much wider audience working in the different fields of adult education.

Claude Dumont,
*Director, Working Conditions
and Environment Department*

FOREWORD

The year 1993 was a year of change in many ways. The title of this book, *Training for change: New approach to instruction and learning in working life*, was not taken by chance. Adult education faces the challenge of renewal, not only in developing countries but also in industrialized countries. The instructional patterns exercised so widely in school teaching and applied in adult education are the main reasons for existing crises. "Learning for life" has remained as an empty phrase in school learning, where learning is aimed mainly at tests.

The International Labour Office (ILO) uses training as one of its main tools in transferring new knowledge and skills to developing countries. Over the years, different technical cooperation projects have organized several thousands of training courses, workshops and seminars. During the last ten years I have worked and lived in many developing countries. I am confident that the use of more effective training methods could have yielded even better results than the use of conventional approaches. This belief was the main reason why I contacted Professor Yrjö Engeström, an internationally recognized expert in adult education, and asked his advice in improving the training approach of the African Safety and Health Project (Training and Information), INT/89/M16/FIN. We came to the conclusion that it would be useful to have some pilot courses based on the latest developments in training and education.

The first pilot course was a great success. At the same time it revealed many obstacles to understanding the fundamental concepts of a cognitive view of learning presented during the course. After the first regional pilot course, a similar course was conducted in a modified form on the national level in Kenya and later in Ethiopia. These courses further strengthened the understanding that it is possible to make a change in participants' attitudes and work practices by using this new approach in training.

Training for change is an entirely new book which is largely based on research that has been published during the past ten years, and on experiences gained from the pilot "Training of trainers" courses in Africa during 1992-93.

Although our Project has used this training approach for training of factory inspectors and the representatives of employers' and workers' organizations, I am convinced of the effectiveness of this new training approach for all

training areas in adult education, especially for vocational training. I recommend the use of this book broadly for trainers across substance areas, organizations and cultures.

The African Safety and Health Project acknowledges with gratitude the financial support provided by the Finnish International Development Agency (FINNIDA). I wish to express my appreciation to Professor Engeström for his effort, patience and understanding in taking into consideration the new aspects and modifications in finalizing this book. I also thank Mrs. Jane Haapiseva-Hunter for her distinguished work in translating the Finnish background texts into English. Last but not least, I wish to express very special thanks to course participants of the first "training of trainers" pilot course who gave a great practical input in proving this new approach to solid and functional training.

Geneva, January 1994

Antero Vähäpassi,
Chief Technical Adviser

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