Future Competences
– and how they are developed

Report from the Nordic Think Tank on Future Competences
The Think Tank mandate

NVL established NTT in 2006

It should work further with the Nordic region as a Global Winner Region

Provide a basis for Nordic and national policy development
NVL Iceland

The Education Training and Service Centre

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Think Tank work
Reports, analyses and literature
Met nine times with guests
Midterm seminar in Selfoss, Iceland
Participated in various events
Ingegerd Green

At that time working as consultant
Small and medium sized enterprises
Board member // Consultancy //
Societal entrepreneur //
The BIG question

How are global competitiveness and sustainable welfare developed to ensure possibilities for our generation and future generations to maintain a good life in the Nordic region?
Questions to answer

How will society and working life be?
What competences will be needed?
How are they developed?
Nordic strengths?
Limitations

Adults in, or close to, the work market
Formal and non-formal learning
Nordic strengths
Future images

A collage of many pictures
Threats or possibilities
The future is now
#1 Globalisation

#2 Glocalisation

#3 Technical development

#4 The changing work-place

#5 Sustainable development influences lifestyles
#6 Shortage of labour and demographic changes

#7 Living with diversity

#8 Increasing complexity.

#9 Individualism and cooperation

#10 Creativity, innovation and the power to act
FOCUS IS ON
THE INDIVIDUAL
Aiming at competence

From knowledge to competence
What is competence?
How can competences be developed?
From thought to action
From knowledge to competences

It’s all about KNOWING and DOING
Example: the Swedish paradox
knowledge is a part of competence
Understanding competences

The ability and willingness to perform a task by applying knowledge and skills

Action creating value
ability
will
HOW TO DEVELOP?
knowledge skill
From thought to action

The good order
The flexible supply
For everyone?
Future competences

What would you like to be when you grow up?

EU // OECD // ASEM // Selfoss //
Vocational competences

Social competences

Personal competences
SOCIAL COMPETENCES

Interactivity
Communication
Different tools
Democracy, equality, fair everyday
PERSONAL COMPETENCES

Self-awareness
Self-esteem
Power to act
Take initiatives, make decisions and assume personal responsibility for your own situation in life.

Work
Leisure time
Family
Society
What learning processes and structures systematically and strategically develop personal and social competences?
Future structures for adult learning

Laws and political framework Financing
Validation and certification
Pedagogy and methods
Distribution and new arenas
The question of responsibility
Laws

All adults
A system for validation and certification
Sustainability
Seamless education
Financing

The need for expansion
Sharing costs
Incentives to invest
Better secondary education
Validation and certification

Knowledge and competences are described and validated by applying various methods.
National and quality-assured systems.
Nordic cooperation.
Pedagogy and methods

Pedagogy for hands and body
Methods to develop ability, will, knowledge and skills
Requires new knowledge and new roles
Distribution and new arenas

Who should control the supply?
Does the “school” function as form and place?
Cross-boundary and sectors
The question of responsibility

Me, the employer and society

Coaching: what do you want? – What are you capable of?

To suit all occasions
The Nordic Region as a global winner

We have to be able to identify ourselves
We need a vision to aim for
We are capable of working towards common goals
The Nordic region possesses strengths

- Productivity
- Employment
- A tradition of adult learning
- Transparency
- Democracy
The Nordic Region can become *stronger*

Nordic values provide conditions for a strongly competitive industry and society.

Take this into account and develop!
3, 4, 6, 13 and 19
3

There is an imbalance between knowledge acquisition and competence development in the present educational system. In order to maintain our competitiveness, we have to focus more keenly on developing competence without relinquishing knowledge acquisition.
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If we are to organise studies that give real opportunities to develop competence in different fields, we have to deepen our understanding of the various dimensions of the competence concept. Capability, will, knowledge, and skills are developed in different situations using different methods.
Adult education must systematically create constructive conditions for people to deepen their self-awareness and reinforce their self-esteem as this is the basis for effective competence-development in other fields.
Future learning will not be limited to the traditional school system. Completely new educational forums and meeting places for competence-development should be created in cooperation with different individuals, institutions, and interests.
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The time has come to create a vision that the citizens of all the Nordic countries can identify with in order to preserve our strong cultural values and reinforce our position in the world.