

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

Sigrún Kr. Magnúsdóttir



Nordic Think Tank



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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

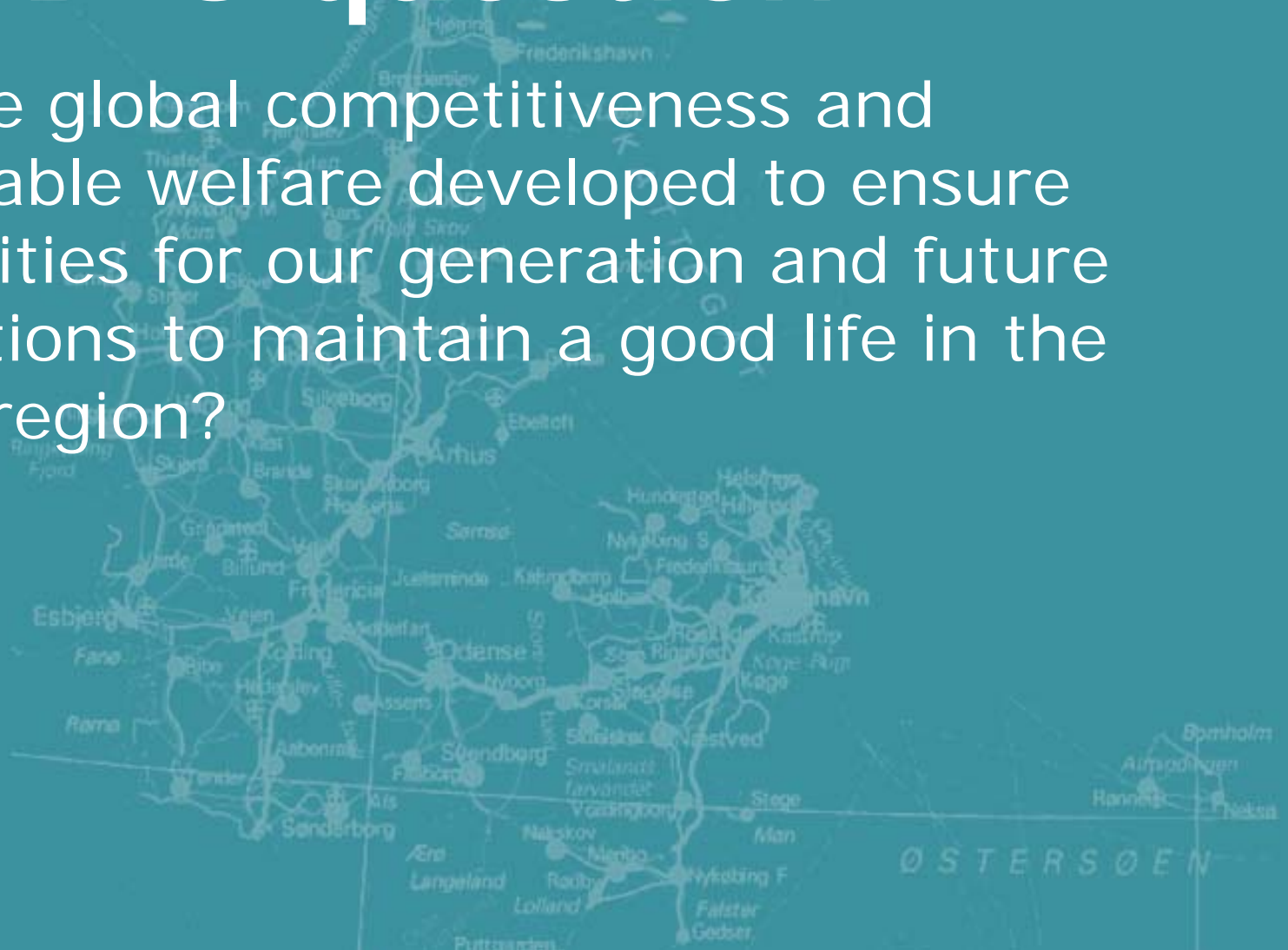
Small and medium sized enterprises

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?



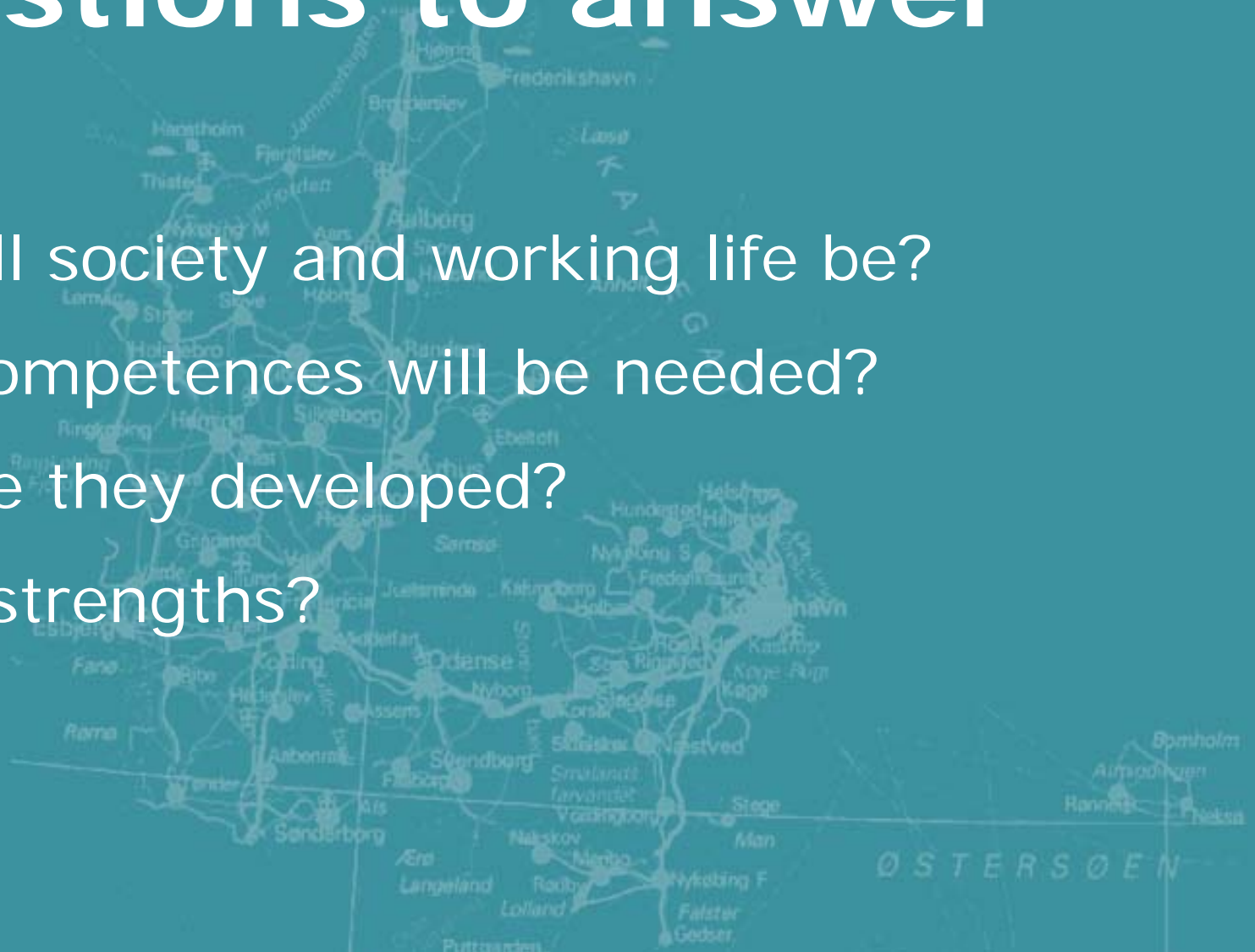
Questions to answer

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 life-styles



#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!

19



**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.

4

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.

6

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.

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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.

