

**HOW CAN CONTINUING EDUCATION
APPROACHES
MEET SOCIETAL AND INDUSTRY NEEDS FOR
FUTURE-FOCUSED,
LIFELONG LEARNING SKILLS AND
COMPETENCES?**

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A decorative graphic consisting of several overlapping, wavy lines of blue dots, creating a sense of motion and depth. The dots are arranged in a way that suggests a digital or technological theme, with the lines curving across the frame from the bottom left towards the top right.

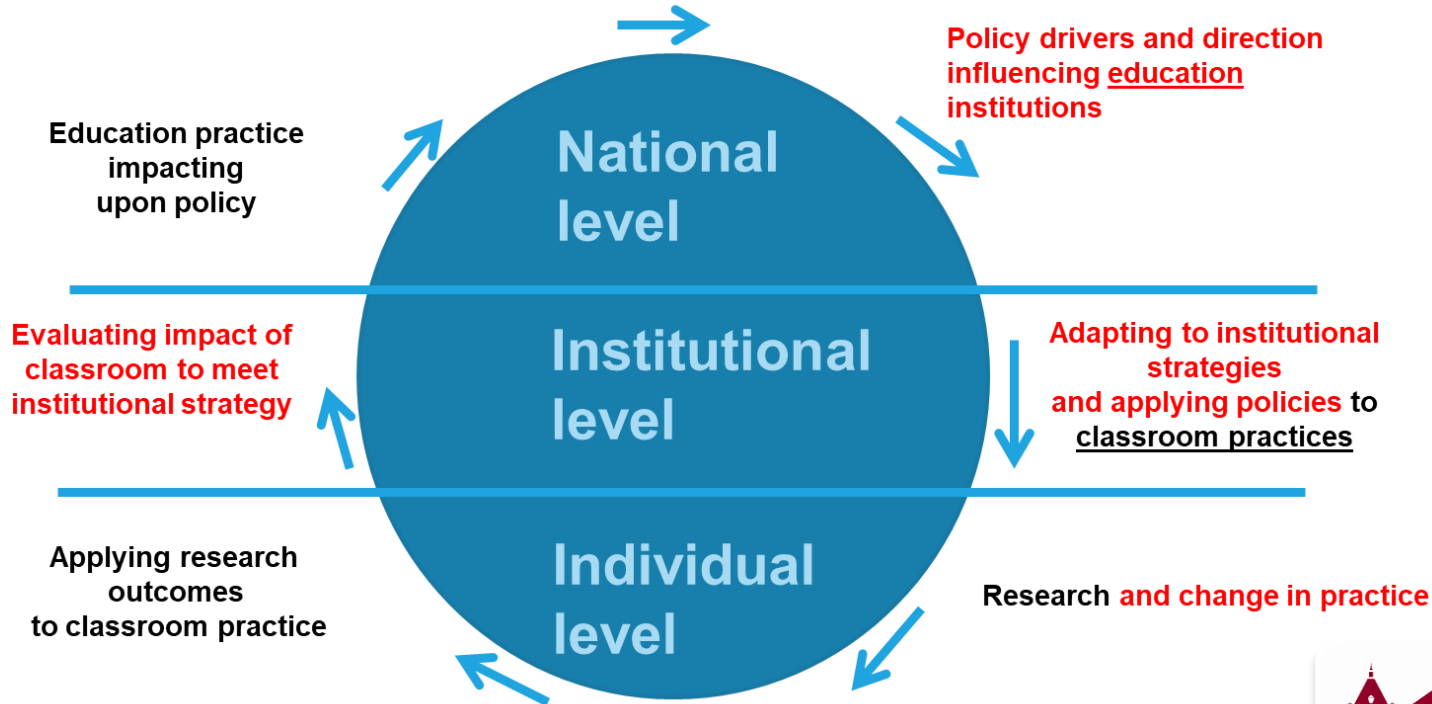
European Year of Skills 2023

Skill and Competencies (2011-2023)

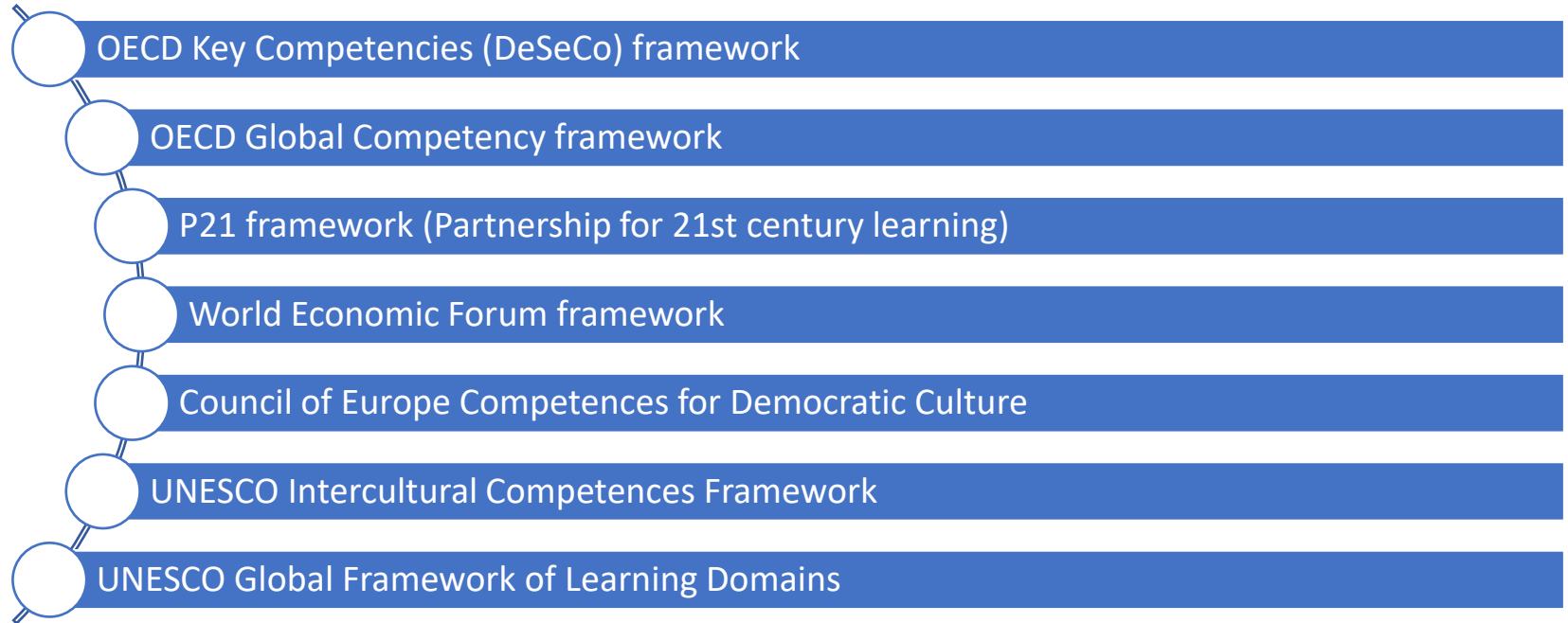
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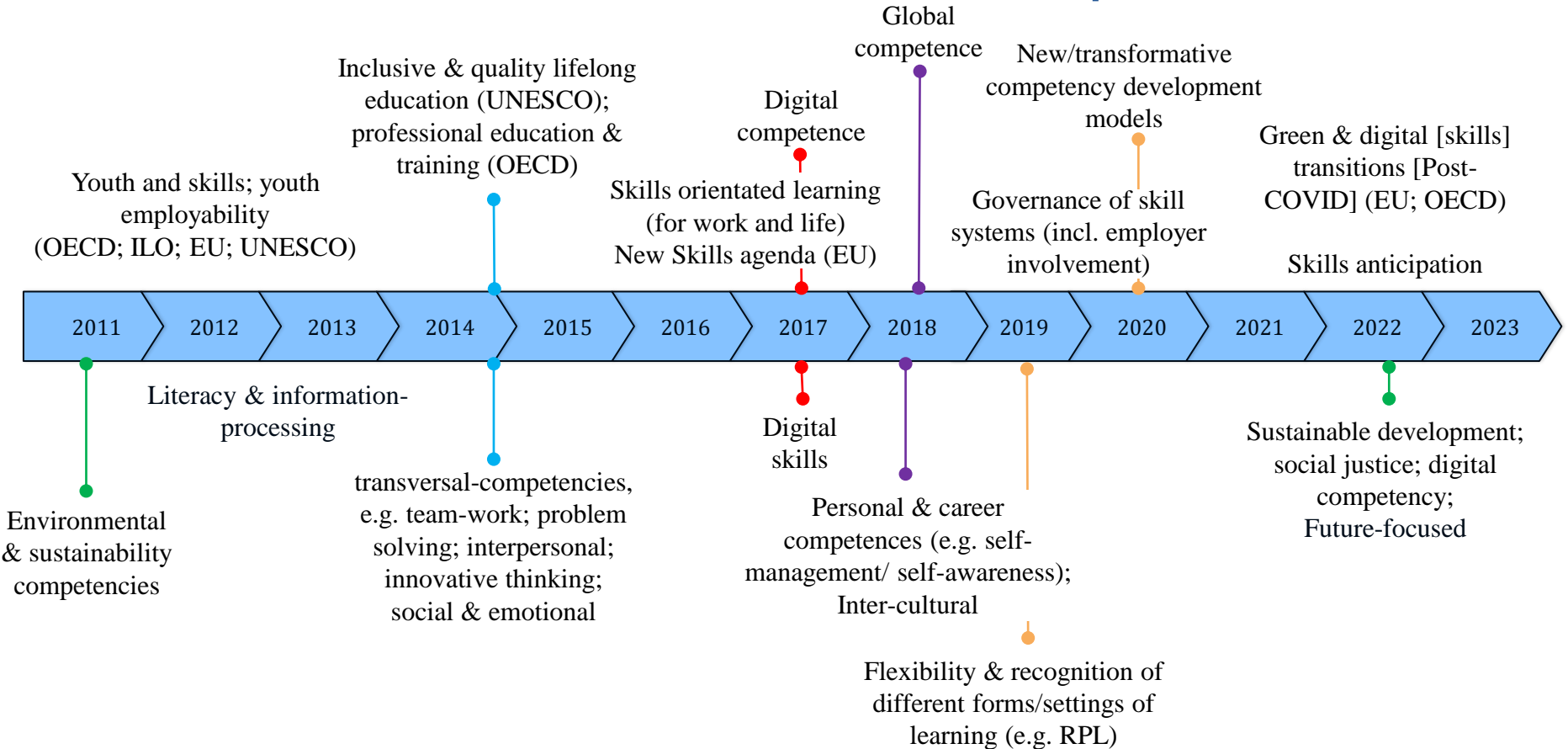
Policy and practice



Comparison of international frameworks



Timeline – drivers and skills/competencies



EU Lifelong Learning Key Competencies (2018)

- Literacy competence;
- Languages competence;
- Science, technological, engineering and mathematical competence;STEM
- Digital competence;
- Personal, social and learning competence;
- Civic competence;
- Entrepreneurship competence;
- Cultural awareness and expression competence.



Recommendation on Key Competences for Lifelong learning (EU framework)

Future work needs to focus on the following elements:

- Supporting **learners of all ages** and in all education and training sectors, including **non-formal and informal learning**, better in **developing key competences for lifelong learning**;
- Reference Framework: **Up-dating to current and future needs to make sure that people can develop the competences they need**;
- Outlining measures to promote **competence-oriented education, training and learning in lifelong learning perspective**, namely by creation of **suitable learning environments**, support for **teachers and other educational staff**, and **assessment and validation of competence development**.



Some key thoughts – in Engineering domain

- Range of “key” skills/competences & they keep developing
 - Adjustment to engineering education curricula
 - Need Continuing Engineering Education for engineering practitioners
- Moving to anticipatory skills – future-focussed – dealing with uncertainty and more complex problems;
- Range of stakeholders that contribute to **Continuing Engineering Education**
- Range of approaches, e.g. micro-credentials; at university; in-company; experiential



3 questions

1. What are the future focused skills according to your organisations/institutions ?
2. What are the challenges and opportunities that you see in promoting the required future-focused skills in your practice /institution?
3. What good models or examples can you think of to meet these challenges ?



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Thank you & keep in touch

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