SkillWIZ
VET Foresight Academy

Foresight Competency Framework for VET Trainers

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1. Introduction

The SkillWIZ Foresight Competency Framework has been developed as part of the SkillWIZ project to support vocational education and training (VET) professionals in integrating foresight methodologies into teaching, curriculum design, and institutional practice. It provides a structured approach for integrating foresight into VET as a way to prepare VET systems and practitioners to respond to rapidly changing labour market and societal conditions.

In the context of this framework, **foresight refers to the ability to systematically explore possible future developments, understand emerging trends, and use this knowledge to make informed decisions in the present**. For VET practitioners, this includes adapting curricula to emerging skills demands, designing flexible and future-oriented learning activities, anticipating changes in occupational profiles, and ensuring that training provision remains relevant, responsive, and aligned with labour market developments, as well as with learners' and societal needs – at the global and local scale. Rather than predicting a single future, foresight enables educators and organisations to anticipate multiple possible scenarios, prepare for change, and respond proactively.

While foresight is increasingly recognised as critical, existing approaches remain largely theoretical and insufficiently accessible to VET practitioners. This framework addresses this gap by offering a practical, structured, and scalable competency model tailored to VET trainers and providers, enabling them to directly apply future-oriented thinking in curriculum design, teaching, and collaboration with stakeholders.

The framework responds to the growing need for VET systems to:

- anticipate labour market transformations,
- reduce skills mismatches,
- enhance adaptability and resilience,
- support learners in understanding changing job roles and skills requirements, and in navigating increasing uncertainty about future career pathways,
- ensure inclusive access to future opportunities, and
- responsiveness to global and local needs.

VET educators play a crucial role in preparing learners not only for current jobs, but also for future careers that may not yet fully exist. This requires new competencies that go beyond traditional teaching approaches, including the ability to interpret trends, design flexible learning pathways, and support learners in navigating uncertainty.

The framework aims to:

- Equip VET trainers with future-oriented thinking and foresight skills,
- Enable the integration of foresight into curricula and teaching practices,
- Support alignment with emerging labour market needs,
- Foster inclusive and forward-looking VET provision,
- Provide a basis for training, assessment, and certification.

2. Research base

The SkillWIZ Foresight Competency Framework is grounded in a synthesis of international research, policy initiatives, and existing foresight models, with a particular focus on their application in vocational education and training (VET).

Across policy and research, there is broad recognition that VET systems must become more future-oriented, flexible, and responsive to rapidly evolving labour market conditions. Transformations driven by digitalisation, automation, the green transition, demographic change, and evolving regional socio-economic conditions and customers behaviours are continuously reshaping occupations and skills requirements. Examples include increasing demand for digital and AI-related skills, the growth of green and sustainability-oriented occupations, changing industrial processes, and the need for transversal skills such as adaptability, collaboration, and problem-solving. While many of these developments are global in nature, their impact differs across sectors, regions, and communities, requiring VET providers to adapt foresight approaches to local labour market realities and societal challenges. As a result, VET providers are increasingly expected to anticipate change, adapt curricula, and prepare learners for evolving and uncertain career pathways.

Foresight has emerged as a key approach to support this transition. International organisations, including the Organisation for Economic Co-operation and Development, emphasise that effective foresight combines analytical capacities (e.g. trend analysis, systems thinking), exploratory approaches (e.g. scenarios), and action-oriented practices (e.g. experimentation and stakeholder engagement) (OECD, 2023). These elements are reflected in widely used foresight models, which conceptualise foresight as a cycle linking understanding, exploration, and action.

Similarly, the concept of futures literacy, promoted by the United Nations Educational, Scientific and Cultural Organization, highlights the importance of developing the capacity to use the future to inform present decisions. This approach emphasises participatory and experiential learning processes, enabling individuals to question assumptions, explore alternative futures, and apply

insights in practical contexts (UNESCO, 2023). These principles are particularly relevant for VET, where learning is closely linked to real-world application.

Existing foresight competency models (developed in policy, research, and professional foresight communities) typically include a combination of:

- analytical competencies, such as scanning trends and interpreting data,
- systems and futures thinking, including understanding complexity and exploring alternative futures,
- methodological competencies, such as scenario development and foresight tools,
- and action-oriented competencies, including communication, facilitation, and the application of insights in decision-making contexts.

In parallel, established foresight methodologies, as documented in resources such as, among others, the UNIDO Technology Foresight Manual (Unido, 2005), provide a wide range of practical tools, including trend analysis, scenario planning, systems mapping, and participatory approaches, which can be adapted to different sectors, including education and training.

While these models and methods provide a strong foundation, their application in VET requires adaptation to the specific roles and practices of educators and training providers. In VET contexts, foresight is not only about analysing future developments, but also about:

- translating insights into curriculum design and learning outcomes,
- applying foresight methods in teaching and learning processes,
- engaging stakeholders in co-creating training responses,
- and supporting learners in navigating uncertain and evolving career pathways.

The SkillWIZ framework builds directly on these existing models and approaches, while adapting them to the practical needs of VET practitioners. Its structure reflects this synthesis:

- Core foresight competencies (e.g. futures literacy, trend analysis, systems thinking, scenario building) draw on established foresight models and methodologies used to understand and explore change.
- Applied VET competencies (e.g. curriculum design, teaching, stakeholder engagement, experimentation, strategic alignment) translate these concepts into concrete educational practices.
- Transversal enabling competencies (e.g. critical thinking, creativity, communication, adaptability) reflect widely recognised capabilities that support effective application across contexts.

Through this approach, the SkillWIZ framework connects existing foresight theory and models with the everyday practice of VET educators, providing a structured yet flexible basis for integrating foresight into training provision.

Overall, the framework is informed by both established foresight knowledge and the operational realities of VET, supporting the development of training systems that are more responsive, inclusive, and aligned with future skills needs.

3. Conceptual approach and the structure of competency framework

Based on the synthesis of the state-of-the art and analysis of its responsiveness to the needs of the VET sector, the SkillWIZ framework adopts a three-layer competency model, ensuring both conceptual clarity and practical applicability:

3.1 Core Foresight Competencies

Focus on **understanding futures, uncertainty, and systemic change**. Core foresight competencies cover:

C1. Futures Literacy and Anticipatory Thinking

- The ability to understand and use multiple possible futures to inform present decisions.

Futures literacy and anticipatory thinking form the foundation of foresight competence, enabling VET practitioners to understand that the future is not fixed, but consists of multiple possible developments. This competence involves **recognising uncertainty, questioning assumptions about how the future** will unfold, and **using long-term and future-oriented thinking to support present decisions and preparedness for change.**

Within the SkillWIZ framework, this competence directly supports the objective of helping educators move from reactive to proactive and future-oriented practice. By developing futures literacy, VET practitioners become better equipped to anticipate changes in skills demand and to prepare learners for a range of possible career pathways, rather than a single predicted outcome.

In VET practice, this competence is applied when educators:

- reflect on how occupations, sectors, and skills may evolve over time,
- challenge outdated assumptions about learning, work, and training needs,
- support learners in understanding uncertainty and future career transitions, and
- introduce learners to different possible futures of work and society.

This enables more adaptive and forward-looking training provision, supporting both educators and learners in navigating uncertainty and complexity.

Key skills:

- Recognising uncertainty and multiple futures
- Challenging assumptions
- Applying long-term thinking
- Supporting future-oriented decision-making

C2. Trend Analysis and Contextual Intelligence

- The ability to identify, interpret, and apply insights from trends and emerging developments shaping labour markets, society, and skills needs.

Trend analysis and contextual intelligence enable VET practitioners to **systematically identify, interpret, and contextualise changes** affecting labour markets, sectors, communities, and society. This includes recognising long-term developments (megatrends), emerging signals of change, and evolving patterns that may influence future occupations, skills requirements, and learning needs.

This competence directly contributes to the SkillWIZ objective of aligning VET provision with emerging labour market and societal needs. It enables educators to better understand not only what changes are happening, but also how these developments may affect learners, professions, and regional labour market realities.

In practice, VET educators apply this competence by:

- analysing global, sector-specific, regional, and local developments, including technological, economic, social, and environmental changes;,
- identifying emerging skills and occupational changes linked to developments such as AI and automation, sustainability transitions, digital transformation, demographic shifts, or evolving work patterns,
- interpreting how these changes may affect training needs and learner preparedness, and
- using labour market intelligence and contextual information to adapt learning content, methods, and priorities.

This includes understanding how global transformations may affect regions and communities differently, requiring context-sensitive responses in VET provision. The competence supports more evidence-based, responsive, and future-oriented training provision, helping reduce skills mismatches and strengthen the relevance of VET in rapidly evolving environments.

Key skills:

- Identifying megatrends and weak signals
- Analysing sector-specific and contextual developments
- Interpreting labour market intelligence
- Translating trends into educational responses

C3. Systems Thinking and Complexity Awareness

- The ability to understand interdependencies within socio-economic and educational systems.

Systems thinking and complexity awareness enable VET practitioners to understand how different elements (such as labour markets, technologies, social factors or education systems) interact and influence each other. This competence is essential for recognising that changes in one area can have direct or indirect and sometimes unexpected effects in or across the others.

Within the SkillWIZ framework, this competence supports the objective of developing responsive, holistic and adaptive approaches to training provision. It helps educators move beyond linear thinking and consider the broader context in which skills development and change takes place.

In VET practice, this competence is applied when educators:

- analyse how technological, economic, social, environmental, demographic, or policy changes influence occupations, skills needs, training provision, and learner opportunities,
- understand how education, labour markets, industry developments, social inclusion, regional realities, and wider societal transitions influence and depend on one another,
- recognise how changes or decisions in one area may create wider effects, challenges, or opportunities across other parts of the system,
- identify potential indirect or unintended impacts of training decisions on learners, organisations, sectors, or communities, and
- adapt training approaches in response to interconnected changes and evolving system needs.

This leads to more informed and strategic decision-making, supporting the design of training that is resilient and responsive to complex change.

Key skills:

- Mapping relationships and interdependencies within systems
- Understanding feedback loops and cascading effects
- Identifying indirect impacts and their implications for skills demand, occupations, and training provision
- Applying systems thinking to support adaptive decision-making

C4. Scenario Building and Futures Exploration

- The ability to explore, develop, and use alternative future scenarios to support future-oriented thinking, preparedness, and decision-making.

Scenario building and futures exploration involve the ability to **develop and use structured narratives about different possible futures**. This competence allows VET practitioners to explore uncertainty, test assumptions, and consider alternative developments in a systematic way, rather than relying on a single predicted future.

This competence supports the SkillWIZ objective of enabling educators to prepare for multiple future scenarios, helping educators and organisations become more adaptive and future-responsive. It helps translate foresight into practical tools that can inform both teaching and planning.

In VET contexts, this competence is applied when educators:

- develop scenarios about future, evolution of occupations or skills needs,
- explore how different future developments may affect learners, training pathways, or labour market requirements,
- use scenarios to support discussions, reflection, and future-oriented learning activities, and
- explore how training provision might need to adapt under different conditions.

This strengthens the ability of VET systems and practitioners to anticipate future developments and remain flexible and future-responsive.

Key skills:

- Scenario development
- Exploring uncertainty and future developments
- Testing assumptions and possible responses
- Applying foresight tools

3.2 Applied VET Foresight Competencies

Focus on **translating foresight into teaching, curriculum design, and institutional practice**. Applied VET Foresight Competencies cover:

C5. Foresight-Informed Curriculum Design

- The ability to integrate foresight insights into curriculum development to ensure training remains relevant, adaptable and future-oriented.

This competence focuses on the ability to **translate foresight insights into concrete curriculum development and learning design**. It involves designing learning outcomes, content, structures and pathways that reflect emerging skills needs and future developments.

It directly supports the core SkillWIZ objective of adapting VET curricula to changing labour market conditions and societal needs. It focuses on translating foresight insights into concrete educational responses, rather than remaining only a theoretical or analytical activity.

In practice, this competence is applied when educators:

- update curricula to reflect emerging developments, technologies, skills demands, and future challenges,
- integrate transversal competencies such as adaptability, critical thinking, problem-solving, collaboration, and future-oriented thinking across learning pathways,
- design flexible and multidisciplinary learning approaches that can evolve in response to changing conditions, and
- align learning outcomes and training content with anticipated future skills and learner needs.

This directly translates into the ability to offer training programmes that remain relevant, forward-looking, and aligned with future needs, while ensuring adaptability.

Key skills:

- Designing future-oriented and adaptable curricula
- Embedding emerging, transversal and multidisciplinary skills and approaches
- Translating foresight insights into learning outcomes and content
- Updating training content in line with emerging needs.

C6. Foresight-Based Teaching and Facilitation

- The ability to apply foresight methods and future-oriented approaches in teaching and learning processes.

Foresight-based teaching and facilitation refer to the ability to **integrate foresight methods into teaching and learning processes** in ways that actively engage learners in exploring future developments, uncertainty, and changing skills needs. This includes using participatory, experiential, and reflective learning approaches that help learners develop future-oriented mindsets and adaptability across different contexts and disciplines.

This competence supports the SkillWIZ objective of embedding foresight into everyday teaching practice. It ensures that foresight is not limited to curriculum design, but also shapes how learning is delivered, and how much it prepares learners for adaptability to evolving sectoral and cross-sectoral needs.

In VET practice, educators apply this competence by:

- using scenario-based and experiential learning activities to present, in clear and creative ways, how skills can be applied across different contexts as they are developed,
- facilitating discussions about future trends, developments, uncertainties and emerging challenges,
- encouraging learners to think critically and creatively about future opportunities, risks, and pathways, and
- supporting learners in developing adaptability, reflection, and preparedness for change.

This enhances learner engagement and helps develop future-oriented skills and mindsets, which are essential for navigating changing career pathways.

Key skills:

- Designing and facilitating foresight-based learning activities
- Implementing participatory and experiential learning design
- Supporting future-oriented and reflective learning
- Facilitating discussions on future-orientation, responsiveness and uncertainty

C7. Stakeholder Engagement and Co-creation

- The ability to engage stakeholders in foresight-informed processes.

This competence focuses on the **ability to effectively involve stakeholders** - such as employers, learners, and community actors, **in foresight processes**. It recognises that understanding future developments and skills needs requires collaboration and multiple perspectives.

It supports the SkillWIZ objective of strengthening the link between VET, the labour market and wider ecosystem, ensuring that training provision is co-created and relevant.

In practice, this competence is applied when educators and institutions:

- consult employers and other market stakeholders regarding expected future developments and emerging skills needs,
- involve job market stakeholders and learners in shaping curricula and training content,
- organise collaborative workshops or discussions on future developments.

This may include cooperation with local employers, regional development actors, community organisations, and sectoral networks to ensure that foresight activities reflect local realities and future needs. It leads to more responsive and context-relevant training, while also strengthening partnerships between VET and stakeholders.

Key skills:

- Collaboration with industry
- Co-creation of training solutions
- Participatory approaches

C8. Experimentation and Innovation in Training

- The ability to test, adapt, and improve training approaches through experimentation, reflection, and innovation.

This competence focuses on the **ability to experiment with new training methods, learning formats, and educational solutions to anticipate changing future needs and respond to uncertainty**. It involves testing ideas in practice, gathering feedback, reflecting on outcomes, and continuously improving training approaches based on emerging developments and learner needs.

Within the SkillWIZ framework, this competence supports the objective of fostering innovation, adaptability, and continuous improvement in VET practice. While foresight-informed curriculum design (C5) focuses on defining what future-oriented training should include, this competence focuses on how new approaches can be tested, refined, and implemented effectively in practice.

In practice, this competence is applied when educators:

- pilot new teaching methods, learning activities, or training formats,
- experiment with innovative and future-oriented approaches to skills development,
- gather and use feedback from learners, employers, and stakeholders,
- reflect on the effectiveness and relevance of training approaches, and
- iteratively improve their approaches and tools.

This fosters a culture of continuous learning, experimentation and innovation, which is essential in rapidly changing environments.

Key skills:

- Prototyping and testing learning solutions
- Applying iterative improvement processes
- Experimenting with innovative training approaches
- Supporting continuous improvement and adaptability

C9. Inclusive and Ethical Futures Design

- The The ability to ensure that foresight-informed VET approaches remain inclusive, equitable, and responsive to how future transitions and emerging developments may affect different learner groups.

Inclusive and ethical futures design focuses on **ensuring that** foresight-informed vocational **education and training (VET) approaches support equal access to future opportunities and do not unintentionally reinforce existing inequalities or create new forms of exclusion**. This competence involves recognising that technological, economic, environmental, demographic, and societal transitions may affect learners and communities differently, requiring anticipatory and inclusive responses within VET systems.

Within the SkillWIZ framework, this competence supports the objective of ensuring that future-oriented training remains accessible, learner-centred, and socially responsible. It encourages VET practitioners to consider ethical implications of change and to design training approaches that support diverse learner needs, participation, and resilience in the context of uncertain and evolving futures.

In VET practice, this competence is applied when educators:

- consider how future changes may affect different groups differently,
- identify potential future inequalities, barriers, or exclusion risks linked to changing labour markets, skills demands, and educational access,
- adapt training to improve accessibility and participation, and
- design future-oriented training pathways that promote inclusion, accessibility, equity, and equal access to future opportunities.

This contributes to the development of more adaptive, resilient, and future-oriented VET institutions capable of responding effectively to long-term change and emerging future needs.

Key skills:

- Anticipating unequal impacts of future developments
- Identifying inclusion risks and barriers linked to future transitions
- Designing inclusive and accessible future-oriented learning pathways
- Applying ethical and equitable approaches in foresight-informed VET

C10. Strategic Alignment and Institutional Integration

- The ability to embed foresight into organisational and strategic processes.

Strategic alignment and institutional integration focus on embedding foresight into the broader organisational and strategic practices of VET providers and institutions. This competence involves **using foresight insights to support long-term planning, anticipate future developments and uncertainties, and strengthen the capacity of institutions to respond proactively to evolving labour market, societal, technological, and regional challenges**.

Within the SkillWIZ framework, this competence supports the objective of enabling sustainable and system-level integration of foresight within VET. It ensures that foresight becomes part of institutional culture, planning, and decision-making processes, rather than remaining limited to isolated activities or individual practices.

In practice, this competence is applied when institutions:

- align training provision with regional, sectoral, and community development priorities, ensuring that foresight supports both labour market responsiveness and wider societal resilience,
- incorporate foresight into institutional planning, programme development, and strategic decision-making processes,
- support organisational preparedness and adaptability for future uncertainties and changing conditions, including supporting staff in developing foresight competencies,
- encourage a culture of continuous learning, innovation, and anticipatory thinking within organisations.

This leads to more coherent, strategic, and future-oriented VET systems.

Key skills:

- Integrating foresight into strategic planning and institutional development
- Aligning VET strategies with anticipated future developments and skills needs
- Supporting organisational adaptability and future preparedness
- Embedding anticipatory and innovation-oriented approaches within institutions

3.3 Enabling Competencies (Transversal)

Cross-cutting competencies embedded across all modules, supporting effective application of foresight.

C11. Critical Thinking and Sense-Making

- The ability to analyse, interpret, and critically evaluate complex information.

Competency indicators:

- Critically evaluates trends and assumptions
- Provides reasoned justifications for decisions
- Demonstrates analytical depth in outputs

C12. Creativity and Visioning

- The ability to generate innovative ideas and explore alternative futures.

Competency indicators:

- Produces original scenarios or ideas
- Demonstrates imaginative approaches to future challenges
- Applies innovative thinking in curriculum design

C13. Communication and Facilitation

- The ability to effectively communicate foresight insights and facilitate learning and collaboration.

Competency indicators:

- Clearly presents foresight insights
- Effectively facilitates group discussions
- Engages participants in learning activities

C14. Adaptability and Lifelong Learning

- The ability to continuously learn, adapt and respond to change.

Competency indicators:

- Reflects on learning and practice
- Adapts approaches based on feedback
- Demonstrates openness to change and experimentation

4. Learning outcomes and proficiency levels

4.1 Learning Outcomes

The SkillWIZ Foresight Competency Framework defines learning outcomes as statements of what VET practitioners are expected to know, understand, and be able to apply in practice through the development of foresight competencies.

Learning outcomes are directly derived from the competency framework (Section 3) and are designed to ensure that foresight is not only understood conceptually, but also applied in practice within VET contexts. They reflect the ability of educators to:

- analyse trends, interconnected developments and anticipate change,
- explore alternative future scenarios and their implications for learners, occupations, and training provision,
- translate foresight insights into curricula, teaching practices, and future-oriented learning approaches,
- engage stakeholders in co-creating training responses,
- support learners in effectively navigating uncertain and evolving career pathways and future transitions,
- contribute to more inclusive, innovative, and adaptable VET systems and practices.

In addition, learning outcomes incorporate transversal enabling competencies, such as critical thinking, creativity, communication, and adaptability, which are embedded across all areas of learning and application.

4.2 Proficiency Levels

The framework defines three progressive levels of competence development, enabling flexible application across different training contexts and learner profiles:

Level 1 – Awareness

At this level, learners demonstrate a basic understanding of foresight concepts and competencies and their relevance to VET. Application is limited and typically guided.

Characteristics:

- Recognises key concepts (e.g. foresight, trends, scenarios)
- Describes basic relationships between future developments, foresight and VET
- Participates and contributes to structured activities.

Level 2 – Application

At this level, learners are able to independently apply foresight tools, methods and competencies in their professional practice.

Characteristics:

- Applies foresight methods, tools, or approaches in VET contexts
- Analyses and interprets developments, trends, and future implications relevant to practice
- Designs learning activities or curriculum elements integrating foresight
- Engages stakeholders and applies foresight in teaching
- Supports more future-oriented, inclusive, and adaptable learning environments.

Level 3 – Integration

At this level, learners demonstrate the ability to apply foresight strategically and systematically. They are able to support innovation, institutional adaptability, and long-term future preparedness in complex and changing contexts.

Characteristics:

- Integrates foresight into curricula, training strategies, organisational practices, or institutional development
- Leads foresight-based activities and collaboration
- Applies foresight to support long-term planning and innovation
- Continuously evaluates and improves training approaches in response to changing contexts and future developments
- Contributes to inclusive, future-responsive, and sustainable VET systems and practices.

The three proficiency levels support:

- progressive learning pathways for VET educators,
- adaptation to different experience levels,
- and alignment with competence-based assessment and certification approaches.

They also provide a foundation for linking the framework to micro-credentials, professional development programmes, and institutional capacity-building initiatives.

4.3. The SkillWiZ Competency Framework Matrics

The SkillWIZ Competency Framework Matrix provides a structured overview of how foresight competencies are translated into learning outcomes, proficiency levels, and assessment criteria within the framework. It serves as a practical tool to support the implementation, assessment, and validation of foresight competencies in VET contexts.

Building on the competency framework (Section 3) and the defined learning outcomes and proficiency levels (Section 4.1–4.2), the matrix brings these elements together into an integrated and operational format. It enables a clear understanding of what VET practitioners are expected to achieve at different stages of competence development and how this can be observed and assessed in practice.

The matrix is organised around the core foresight competencies (C1–C4) and the applied VET competencies (C5–C10). For each competence, it defines:

- the corresponding learning outcomes,
- the expected performance at each of the three proficiency levels, and
- level-specific assessment indicators, describing observable evidence of competence.

This structure ensures coherent progression from understanding foresight concepts, to applying them in teaching and training, and ultimately to integrating them into institutional and strategic practices.

The matrix is designed to be practice-oriented and user-friendly, supporting multiple uses, including:

- guiding the design of foresight competency development programs, training modules and learning activities,
- supporting formative and summative assessment of learners,
- enabling self-assessment and reflective practice by VET educators,
- and providing a basis for validation and certification of competence development.

Assessment within the matrix is evidence-based, focusing on what practitioners are able to demonstrate in real or simulated VET contexts. This may include outputs such as trend analyses, scenario exercises, curriculum designs, teaching activities, stakeholder engagement processes, and reflective documentation.

The transversal enabling competencies - critical thinking, creativity, communication, and adaptability (C11–C14), are embedded across the matrix areas and are reflected in the quality and depth of performance demonstrated at each level.

By integrating competencies, learning outcomes, progression levels, and assessment indicators into a single structure, the matrix provides a comprehensive and operational tool that supports the consistent application of the SkillWIZ framework and the development of future-oriented, adaptive, and inclusive VET practices.

The SkillWIZ Competency Framework Matrix

1. The Core Foresight Competencies

Competence	Learning Outcomes	Level 1 (Awareness)	Level 2 (Application)	Level 3 (Integration)
C1 Futures Literacy	Understand and apply future-oriented thinking	Identifies multiple futures and basic concepts	Applies future-oriented thinking to VET contexts	Uses foresight systematically to inform decisions and planning
		Assessment indicators: Explains key foresight concepts; identifies assumptions about the future	Assessment indicators: Applies foresight concepts to a VET example; reflects on implications	Assessment indicators: Uses foresight to justify curriculum or strategic decisions
C2 Trend Analysis	Analyse trends and labour market developments	Identifies key trends	Conducts structured trend analysis	Uses trend insights to guide curriculum or strategy
		Assessment indicators: Lists relevant trends affecting a sector	Assessment indicators: Produces a structured trend analysis (e.g. STEEP) linked to VET	Assessment indicators: Demonstrates how trends inform curriculum or institutional decisions
C3 Systems Thinking	Understand complexity and interdependencies	Recognises system elements	Maps relationships and interactions	Applies systems thinking to solve VET challenges
		Assessment indicators: Identifies key elements in a system (e.g. education–labour market)	Assessment indicators: Produces a systems map or explanation of interdependencies	Assessment indicators: Uses systems thinking to analyse or solve a VET-related issue
C4 Scenario Building	Develop and use future scenarios	Describes simple scenarios	Develops structured alternative scenarios	Uses scenarios to inform decisions and planning


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		Assessment indicators: Describes at least one possible future scenario	Assessment indicators: Develops multiple contrasting scenarios with clear assumptions	Assessment indicators: Applies scenarios to redesign training or inform strategy

2. Applied VET competencies

Competence	Learning Outcomes	Level 1	Level 2	Level 3
C5 Curriculum Design	Integrate foresight into curricula	Recognises relevance of foresight for curriculum	Designs foresight-informed curriculum elements	Integrates foresight systematically across curricula
		Assessment Indicators: Explains how trends may affect curriculum content	Assessment Indicators: Designs or adapts a module based on foresight insights	Assessment Indicators: Demonstrates coherent curriculum alignment with future skills needs
C6 Teaching & Facilitation	Apply foresight in teaching	Participates in foresight activities	Designs and delivers foresight-based learning activities	Leads and innovates foresight-based teaching practices
		Assessment Indicators: Participates in scenario or foresight exercises	Assessment Indicators: Designs and facilitates a foresight-based learning activity	Assessment Indicators: Demonstrates effective facilitation and innovation in teaching practice
C7 Stakeholder Engagement	Engage stakeholders in foresight	Identifies relevant stakeholders	Conducts co-creation or consultation activities	Leads stakeholder engagement and collaboration processes
		Assessment Indicators: Lists relevant stakeholders and their roles	Assessment Indicators: Designs or conducts a stakeholder engagement activity	Assessment Indicators: Demonstrates integration of stakeholder input into training design
C8 Experimentation & Innovation	Test and improve training approaches	Recognises need for innovation	Tests and refines training approaches	Embeds iterative innovation and experimentation
		Assessment Indicators: Identifies opportunities for improving training	Assessment Indicators: Develops and tests a pilot learning activity	Assessment Indicators: Demonstrates iterative improvement based on feedback and results

C9 Inclusion & Ethics	Apply inclusive foresight approaches	Recognises inclusion challenges	Adapts training to address inclusion	Embeds inclusion and ethics strategically
		Assessment Indicators: Identifies potential inequalities or risks	Assessment Indicators: Adapts learning activities to improve inclusion	Assessment Indicators: Demonstrates inclusive design embedded in training strategy
C10 Strategic Alignment	Align training with broader systems	Understands institutional context	Aligns training with labour market needs	Integrates foresight into institutional strategy
		Assessment Indicators: Describes relevant policy or labour market context	Assessment Indicators: Aligns training design with identified needs	Assessment Indicators: Demonstrates integration of foresight into organisational planning

3. Embedded Enabling competencies (C11–C14)

Assessed across competencies in line with section's 3.3. competency indicators:

- **C11 Critical Thinking**: depth of analysis and justification
- **C12 Creativity**: originality and innovation
- **C13 Communication**: clarity and facilitation effectiveness
- **C14 Adaptability**: reflection and responsiveness to feedback.

5. From conceptual framework to SkillWiZ training structure

The SkillWIZ Foresight Competency Framework is not only a conceptual model, but also a practical foundation for the design of training provision aimed at VET educators. This section outlines how the framework has been translated into a structured SkillWIZ training programme, ensuring that competencies can be systematically developed, applied and assessed in practice.

5.1 Translating Competencies into Learning Modules

The design of the SkillWIZ training structure is directly derived from the three-layer competency model presented in the Section 3. Each group of competencies - core, applied, and enabling (transversal), has been translated into targeted learning modules that reflect the progression from understanding foresight concepts to applying them in real VET contexts.

The training structure follows a learning logic that mirrors the foresight process:

1. **Understanding the future** (futures literacy, trends, systems)
2. **Exploring possible futures** (scenarios and uncertainty)
3. **Applying foresight in practice** (curriculum, teaching, stakeholders)
4. **Embedding and adapting** (innovation, inclusion, strategy)

This progression ensures that VET practitioners are not only introduced to foresight concepts, but are also supported in translating these into concrete actions within their professional roles.

5.2 Structure of the SkillWIZ Training Programme

Based on this logic, the SkillWIZ training programme is organised into **ten modules**, each corresponding to specific competency areas:

- **Module 1. Introduction to Foresight in VET -** Introduces the concept of foresight and its relevance for VET systems, educators, and learners. It establishes a common understanding of future-oriented thinking and its role in addressing labour market changes. -> Linked competencies - All at awareness level.

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- **Module 2. Futures Literacy and Anticipatory Thinking -** Develops the ability to understand uncertainty, challenge assumptions, and consider multiple possible futures. -> Linked competencies: C1

- **Module 3. Trend Analysis and Labour Market Intelligence -** Focuses on identifying and interpreting trends, megatrends, and emerging signals affecting skills and occupations, including digitalisation, artificial intelligence, sustainability transitions, demographic change, and evolving forms of work. -> Linked competencies: C2

- **Module 4. Systems Thinking in VET Contexts -** Supports understanding of complex systems and interdependencies between education, labour markets, and society. -> Linked competencies: C3

- **Module 5. Scenario Building and Futures Exploration -** Introduces methods for developing and using scenarios to explore alternative futures and inform decision-making. -> Linked competencies: C4

- **Module 6. Foresight-Informed Curriculum Design -** Focuses on translating foresight insights into curricula, learning outcomes, and training content. -> Linked competencies: C5

- **Module 7. Foresight-Based Teaching and Learning Methods -** Develops the ability to apply foresight approaches in teaching practice, including experiential and participatory methods. -> Linked competencies: C6

- **Module 8. Stakeholder Engagement and Co-creation -** Explores how to effectively engage employers, learners, and other stakeholders in shaping training provision. -> Linked competencies: C7

- **Module 9. Experimentation and Innovation in VET -** Supports testing and refining of new foresight-derived approaches to training through iterative and innovation-oriented practices. -> Linked competencies: C8

- **Module 10. Strategic Integration and Inclusive Futures in VET -** Addresses the integration of foresight into institutional and strategic processes making sure that inclusion and ethical considerations are not overlooked. -> Linked competencies: C9, C10

5.3 Integration of Enabling Competencies

The enabling competencies (C11–C14) - critical thinking, creativity, communication, and adaptability, are not addressed as standalone modules, but are integrated across all training modules.

They are developed through:

- interactive and problem-based learning activities,
- scenario exercises and co-creation processes,
- facilitation and collaboration tasks,
- reflective and iterative learning practices.

In this way the SkillWIZ training structure is designed to be highly practical and applicable, reflecting the needs of VET practitioners. This approach ensures that learners not only acquire foresight knowledge, but also develop the transversal skills required to apply it effectively in real-world contexts.

5.4 From Competency Framework to VET Practice

The above training structure operationalises the conceptual framework, ensuring that foresight becomes a practical and actionable component of VET practice, rather than a purely theoretical concept.

Module	Competencies	Enabling Competencies (Embedded)
M1 Introduction to Foresight in VET	All (awareness)	C11 – C14
M2 Futures Literacy and Anticipatory Thinking	C1	C11, C12
M3 Trend Analysis and Labour Market Intelligence	C2	C11
M4 Systems Thinking in VET Contexts	C3	C11
M5 Scenario Building and Futures Exploration	C4	C12
M6 Foresight-Informed Curriculum Design	C5	C12, C13
M7 Foresight-Based Teaching and Learning Methods	C6	C12, C13

M8 Stakeholder Engagement and Co-creation	C7	C13
M9 Experimentation and Innovation in VET	C8	C14
M10 Strategic Integration and Inclusive Futures in VET	C9, C10	C14, C11

By translating the competency framework into a structured training programme, the SkillWIZ approach and practical tools aim to support VET educators in:

- systematically developing foresight competencies,
- applying foresight methods in their daily work,
- adapting training provision to emerging skills needs,
- collaborating with stakeholders in shaping future-oriented training solutions, and
- supporting learners in navigating uncertain and evolving career pathways.

6. Framework implementation and use

The SkillWIZ training programme presented in Section 5 illustrates one possible operationalisation of the competency framework and represents only one of its potential use cases. The SkillWIZ Framework is designed as a practical tool for developing foresight competencies among vocational education and training (VET) practitioners and supporting their application in practice. It enables users to progressively build their ability to understand, apply, and integrate foresight into their professional activities, while providing a structured pathway for competence development. The framework guides users from basic awareness to more advanced and integrated use of foresight across diverse VET contexts.

6.1. Applying the framework into individual competencies development

The framework can be used as a step-by-step guide for competence development, supporting users in identifying, developing and strengthening their foresight-related skills.

- STEP 1. Identify relevant competencies

Users begin by exploring the competency areas (Section 3) and identifying which are most relevant to their role and their regional context.

For example, following building core foresight competencies at specific level corresponding to individual needs:

- educators may focus on teaching and curriculum-related competencies (C5–C6),
- trainers working with industry may prioritise stakeholder engagement (C7),
- managers may focus on strategic alignment (C10).

- STEP 2. Assess current competence level

Using the proficiency levels and competency matrix (Section 4), users can determine their current level:

- Awareness – basic understanding,
- Application – ability to use methods in practice,
- Integration – ability to apply foresight systematically.

This supports users in setting realistic and needs aligned development goals.

- STEP 3. Develop competencies through practice

You can develop competencies through diversified practical applications:

- applying specific foresight methods (e.g. trend analysis, scenarios),
- testing new approaches in teaching or training,
- engaging with stakeholders in foresight related activities,
- experimenting with adapting content or delivery.

- STEP 4. Use assessment indicators to monitor progress

The competency matrix includes level-specific assessment indicators, which can be used to:

- check whether a competence or its targeted level has been achieved,
- identify areas for improvement or set specific goals or check points,
- monitor progress over time.

6.2. Training and upskilling activities development

The framework provides a clear basis for designing training programmes aimed at developing foresight competencies.

It can be used to:

- structure training around competency areas and modules,
- define learning outcomes and progression pathways,
- and assess competence development using the matrix.

The framework can be used to design foresight training and development programs adapted to specific needs of different target groups while ensuring that participants move beyond understanding foresight to actively applying it in their specific professional context.

6.3. Use of foresight in teaching practice

For educators, the framework may support the development of individual competencies to use specific foresight tools and apply them effectively and consistently in teaching practice:

- integrating foresight into teaching (C6),
- adapting learning content (C5),
- facilitating future-oriented learning processes.

6.4. Use for self-assessment and continuous development

The framework can be used as a self-standing assessment or benchmarking tool for VET practitioners.

Users can:

- identify which competencies they already demonstrate,
- determine their current proficiency level, and
- plan further development steps.

The combination of competencies, levels, and assessment indicators allows users to track their progression over time and build their capabilities gradually.

6.5. Use for organizational capacity building and foresight implementation

At organisational level, the framework can support the systematic development of foresight competencies among staff.

VET providers can use it to:

- assess existing staff competencies,
- design targeted professional development activities, and
- support a shared approach to integrating foresight into organizational practice.

This contributes to building institutional capacity for future-oriented and adaptive training provision.

6.6. Adaptation

The framework is designed to be flexible and adaptable to different contexts and levels of experience, and is translated into a competency matrix to support effective practical use.

It can be:

- used progressively, starting from basic competencies,
- adapted to specific roles (trainer, teacher, manager),
- adapted to local and regional labour market realities, sectoral priorities, and societal challenges,
- applied in both formal and non-formal learning environments.

This enables VET providers to localise foresight approaches and ensure that future-oriented training remains relevant to the specific economic, social, and community context in which it is delivered.

By using the framework, and its different use cases, VET practitioners can progressively and in a need-targeted structured way develop and apply the ability to anticipate change, adapt their practice, prepare others to do so and contribute to more future-oriented training systems.

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