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BUILD UP SKILLS 7th EU exchange meeting

TWG Group 3: Innovations and incentives to stimulate the demand for training

Innovative ways to train workers

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Visionary Analytics

- **Research based policy advisory founded on March 2012, specialising in education and innovation policy areas**

- **Relevant experience:**
  - **Contributed to facilitation of earlier BUS EU exchange meetings**
  - **Drafted EU overview report**
  - **Assignments in the area of apprenticeships and green skills**

- **Role in this project:**
  - **Supporting organisation of future BUS EU exchange meetings incl.:**
    - **Supporting the Chair/ Vice-Chair in coordination of the working group**
    - **Responsibility for the content of the working group, producing minutes and finalising the deliverables**
  - **Analysis, monitoring and evaluation of BUS PII & Horizon2020 EE4 projects**

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What are innovate ways to train workers?

Why innovate in training delivery?

- **Quality of training offer not only depends on <u>content</u> of training, but also on <u>how</u> the training is delivered**

- **One of the most often mentioned education and training barriers in BUS projects:**

    lack of flexible training options (e.g. training modules) and more innovative training methods

- **Demand for adequate delivery in terms of, for example:**
    - **Scope (e.g. what to train for?)**
    - **Place (e.g. training in classroom instead of working place)**
    - **Level of interaction (e.g. passive versus active)**
    - **Time (e.g. time of the day and duration of training)**

- **If properly implemented, innovations in training delivery could increase the demand for courses among workers**
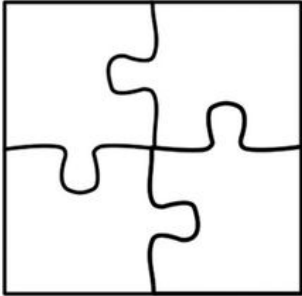
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Examples of training methods

- **Scope:**
  - Modularisation of training programmes
  - Surveying users (after and <u>before</u> training to manage expectations)

- **Place:**
  - Online training (i.e. training that participants can take over the web)
  - On-site training fine-tuned to specific needs of workers
  - Mobile lab/ workshop (e.g. a bus)

- **Level of interaction:**
  - Increased share of practical training (e.g. apprenticeships/ work-based learning)
  - Informal training tools to facilitate training (e.g. serious games, apps)

- **Time:**
  - Accelerated training schemes (e.g. shortening duration of training to train for occupations highly demanded in the market)
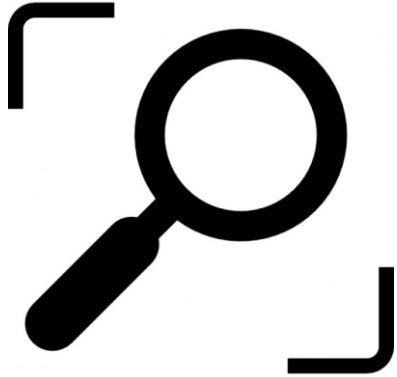 - Aligning timing of training with the seasonality of work

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Specifics to be considered

Each method may have different:

– **Requirements (e.g. can be delivered only non-formally such as modular programmes if they are not yet approved in the country)**

– **Overall duration**

– **Schedule (i.e. intensity in terms of number of hours per day/ week, incidence)**

– **Number of participants**

– **Type of training (e.g. initial and/ or continuing VET)**

– **Approaches in case of private and public funding**

– **Feasibility of implementation:**
  - **Innovations that are possible to implement immediately**
  - **Innovations that demand need time/ resources to be implemented (e.g. changes in legal acts which take years)**

Sources of training methods

Discussions may touch upon on any relevant experiments in training methods both inside and outside BUS projects, including:

- New public initiatives in training delivery (e.g. in formal education and training)
- Private sector pilots
- Projects funded by EU structural funds or any other public or private funds
- Non-for profit initiatives
- Cases of international cooperation
- Etc.

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Thank You

Questions?

1. What are the best practices in mapping the needs of users (workers)?
2. How to adapt training to different needs (e.g. workers from SMEs vs large firms)?
3. How much you experiment with training delivery? Is it sufficient? If not, what are the barriers? How to overcome them?
4. What are the most important obstacles for innovation in training delivery? How to remove them?
5. Where to find more information about (specific) innovations in training delivery?

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