



Promoting Online Training opportunities for the workforce in Europe

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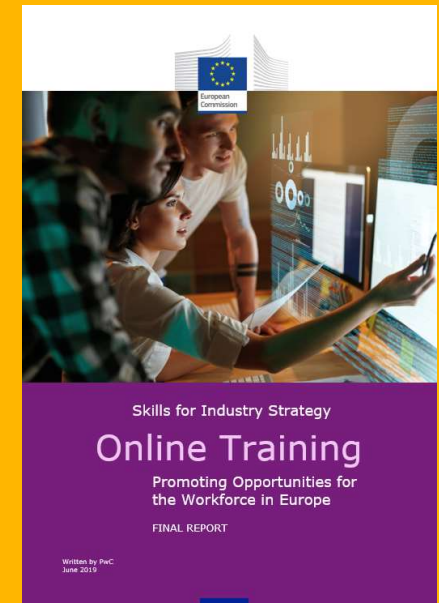


1 Background and objectives

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Promoting Online Training Opportunities for the Workforce in Europe

- Aimed **to identify effective approaches to stimulate the use of online training solutions** by European companies, especially small businesses, in order to efficiently upskills/reskill the EU workforce.
- Included performing extensive desk-research, conducting 60 in-depth interviews, 2 pan-European online surveys, organising 6 pan-European expert workshops and the final conference in Brussels.
- **Key outcomes:** state-of-play analysis and vision
 - The **vision** aims to include specific measures, roles and priorities at the EU and national levels for the implementation in **the period of 2021-2027 and beyond**.



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Contractor: PwC EU Services (together with EDEN and Espace Mendes France)

Duration: 2 years (September 2017 – October 2019)

1 Background and objectives

Why this topic and why now?



- Artificial Intelligence, automation, robotics etc.
- Migration, ethical diversity, gender equality and other social inclusion issues
- Regulatory and market requirements to meet sustainability targets etc.

- Need for (new) effective approaches to develop, maintain and advance required skills



It's not about technology, it's about people.



- Considerable impact on skills requirements
- Upskilling and reskilling are crucial for survival, let alone success
- Need for a new mind-set: just-in-time just-for-me solutions

1 Background and objectives

The challenging world of SMEs



1 Background and objectives

Benefits of Online Training



Flexibility



Cost-effectiveness



Enhanced learner engagement



ONLINE TRAINING SOLUTIONS

(e.g. MOOCs, mlearning, gamification,
VR/AR, AI etc.)



Innovative
pedagogies



Better reach



High scalability

...

1 Background and objectives

Defining Online Training



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Online training here is defined as training that is delivered, enabled or mediated using digital technology, for the explicit purpose of learning in organisations. Online training refers to a wide range of digital learning solutions related to bespoke and off-the-shelf e-learning, including Massive Open Online Courses (MOOCs), Open Educational Resources (OER), video content, mobile learning (mlearning), and more recently Virtual/Augmented reality, gamification, Artificial Intelligence (AI) solutions etc.

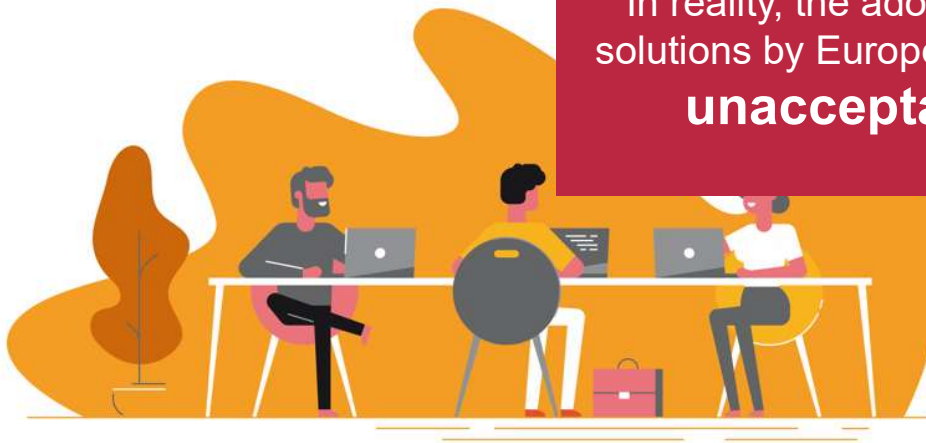
Online training is not a simple matter of digitalising existing material and making it available online, but more fundamentally responding to the new opportunities and challenges made possible by digitalisation, and **shifting from digital learning towards learning in a digital world.**

1 Background and objectives

SMEs and Online Training: A Match Made in Heaven?

Online Training solutions offer **promising opportunities for tackling skills-related challenges of SMEs**.

In reality, the adoption of Online Training solutions by European SMEs happens at an **unacceptably slow rate**.



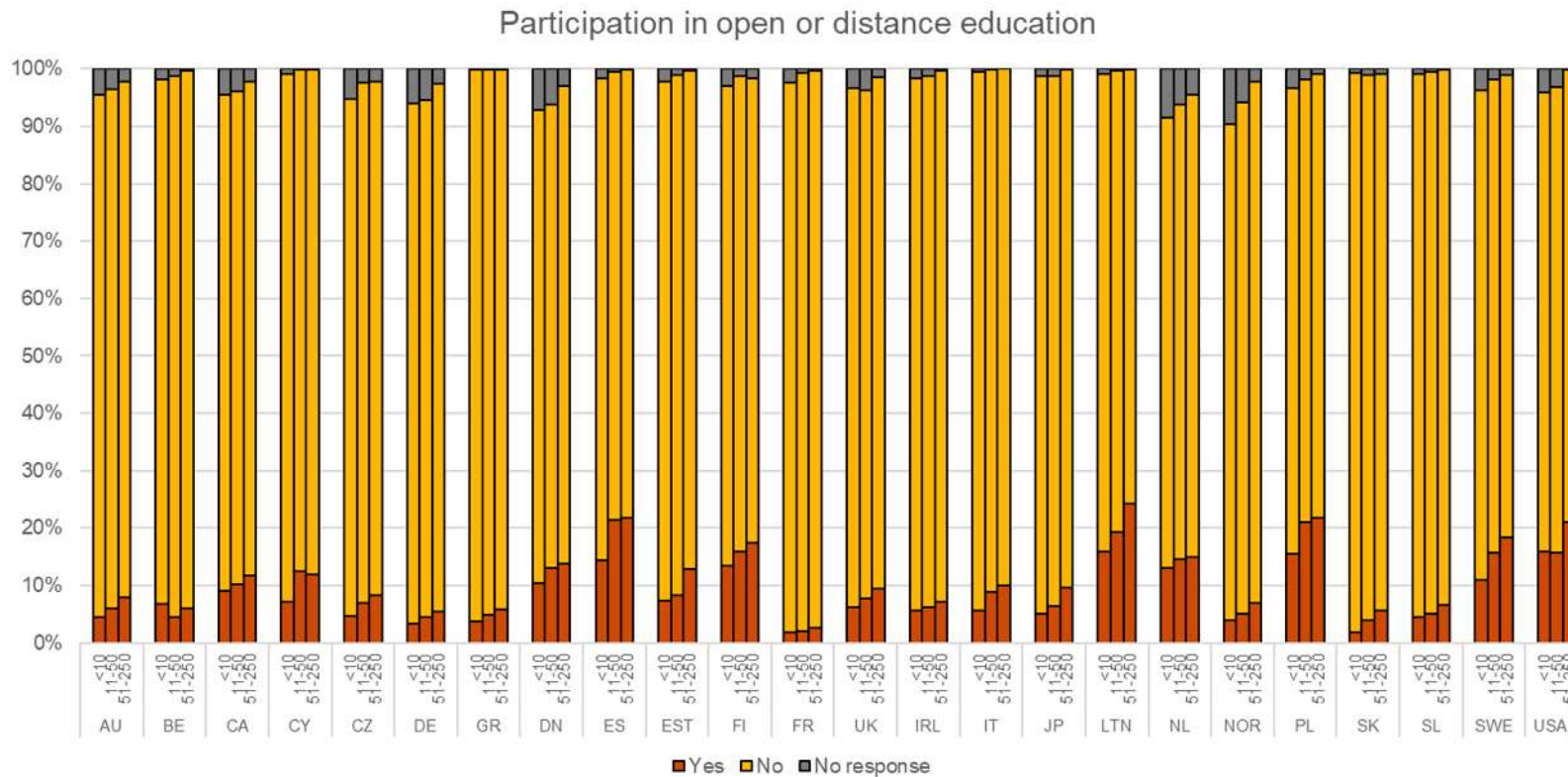
SMEs



Online Training
solutions

1 Background and objectives

SMEs and Online Training: A Match Made in Heaven?



Participation in open or distance education among different types of SMEs in EU Member States last year (year before the survey)

Source: the Survey of Adult Skills by OECD Programme for the International Assessment of Adult Competencies (PIAAC)

Analysis of three categories of SMEs (Micro: <10 people; Small: 10 – 50 people; Medium: 51 -250 people)

1 Background and objectives

Key barriers for online training adoption

- **Lack of overall culture of learning**

- Lack of company's learning strategy
- Lack of knowledge of employers about the opportunities offered by online training
- Lack of knowledge of employees about the opportunities offered by online training
- Lack of commitment from management
- Lack of good quality courses relevant to company needs
- Lack of motivation of employees to use online training
- Insufficient technical infrastructure
- Reluctance of employees to use technologies for training
- High development costs for bespoke learning
- ...

WHY???



1 Background and objectives

Key questions

- **What exactly needs to be done and by whom** to stimulate the uptake of online training by SMEs in Europe?
- How should the **funding** of online training-related initiatives for the workforce be organised?
- How can online training best **complement other (more traditional) forms of training**?
- What are the most promising **ways of reaching out to the workforce** (particularly within SMEs), to engage them into online training?

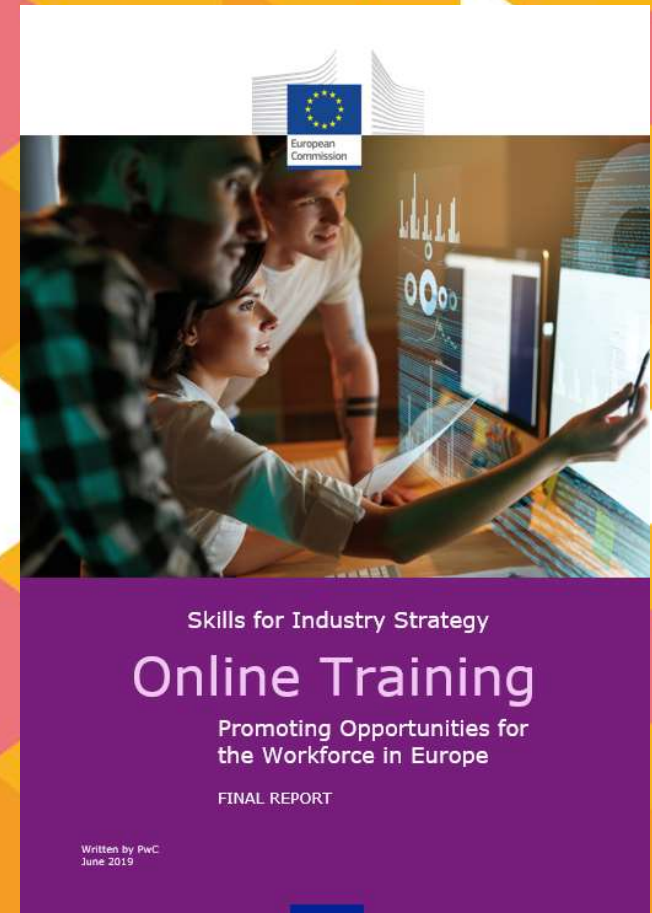
2 Key outcomes

2 Key outcomes

State-of play analysis and vision

- Market drivers, trends and dynamics
- Availability, quality and affordability of online training for SMEs
- Adoption rate of online training among SMEs in different EU Member States
- Key players and cooperation mechanisms
- Relevant policy initiatives
- Key adaptation and localisation strategies
- Key scientific, policy and business publications
- Development costs and funding models
- Latest innovations in pedagogies
- Main conditions to be fulfilled for a massive take-up of online training by SMEs
- **Vision and top priority measures; overall recommendations**

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Will be published on the EU
Publications in a few weeks

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2 Key outcomes

Conditions for a massive take-up of Online Training

- **Promoting** among SMEs highly relevant and successful online training solutions (and benefits for both employers and employees), targeting their specific needs;
- Providing SMEs with **capabilities** to implement online training for their needs;
- Supporting **networks** including SMEs and developing understanding of learning economics and joint human resource development programmes;
- Developing schemes for the **assessment and recognition** of online training in the academic and business sectors; encouraging the development and use of micro-credentials through active collaboration between the academic and business sectors;
- Fostering pan-European **sectoral collaboration** (and cross-sectoral exchanges) between enterprises, education & training providers and supporting structures, to allow greater transferability, flexibility and permeability in educational & training systems;
- Developing measures aiming at **quality assurance** of the online training offer;
- **Maximising attractiveness, pedagogical and learning relevance** of online training.



- A need for a shift from supply-oriented towards **demand-oriented** initiatives

3 Vision

3 Vision

Key objectives

- Aims to include specific **measures, roles and priorities** at the EU and national levels for the implementation in **the period of 2021-2027 and beyond**.
- Aims at increasing the capacity of industry, social partners, education and training providers and policy makers at all levels **to successfully shape the workforce transformation in Europe**.



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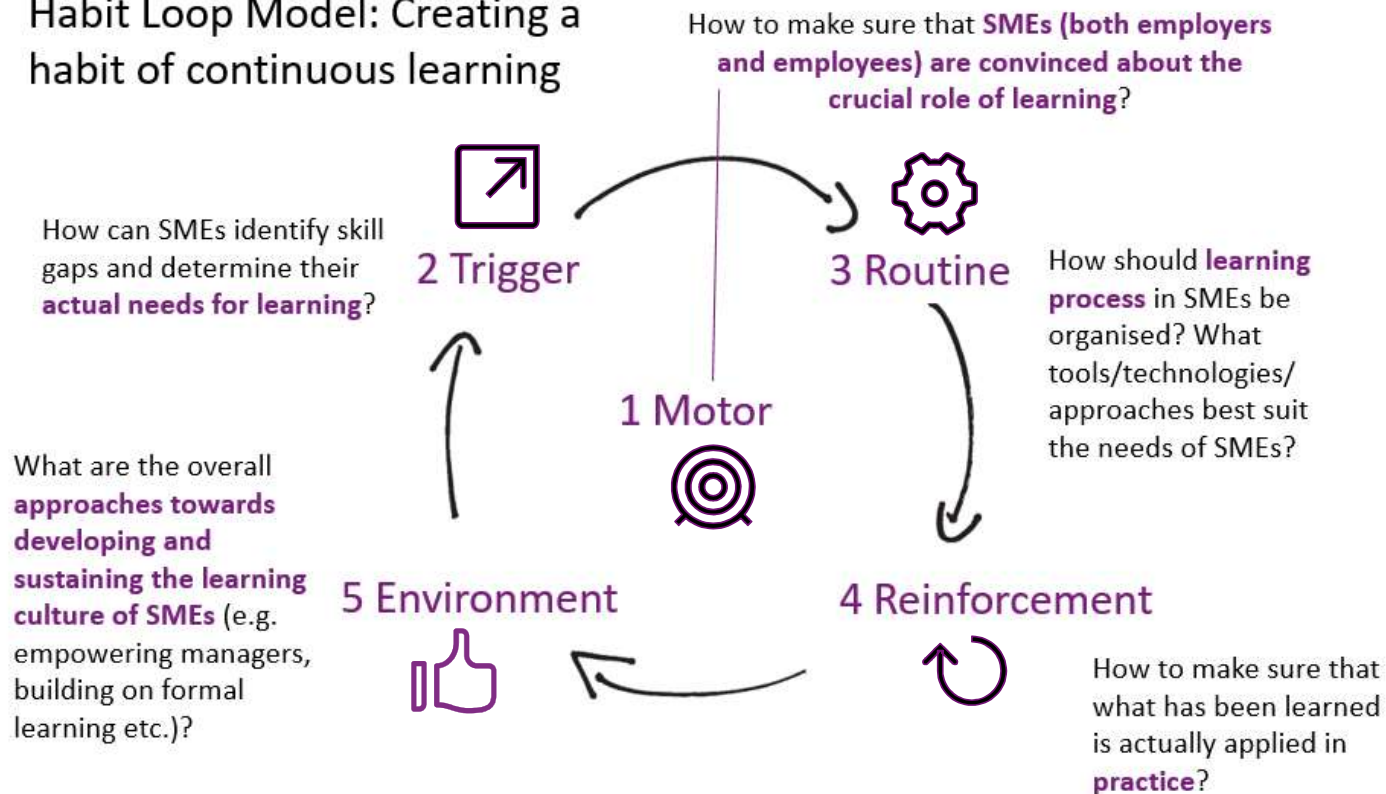
3 Vision

Changing SME learning habits

Applying a holistic approach:

Treating **learning as a process** rather than separate events

Habit Loop Model: Creating a habit of continuous learning



Based on Habit Loop Model by CUTESolutions

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3 Vision

Heterogeneous population of SMEs

Size

Sector



(High-tech) SMEs
are highly diverse

Age

Culture

...

The population of high-tech SMEs is highly heterogeneous, demonstrating clear differences in terms of needs, opportunities and required approaches, depending on size, sector, cultural and demographic characteristics and other factors.

3 Vision

Cultivating diversity

There is no one best way to tackle the challenges.

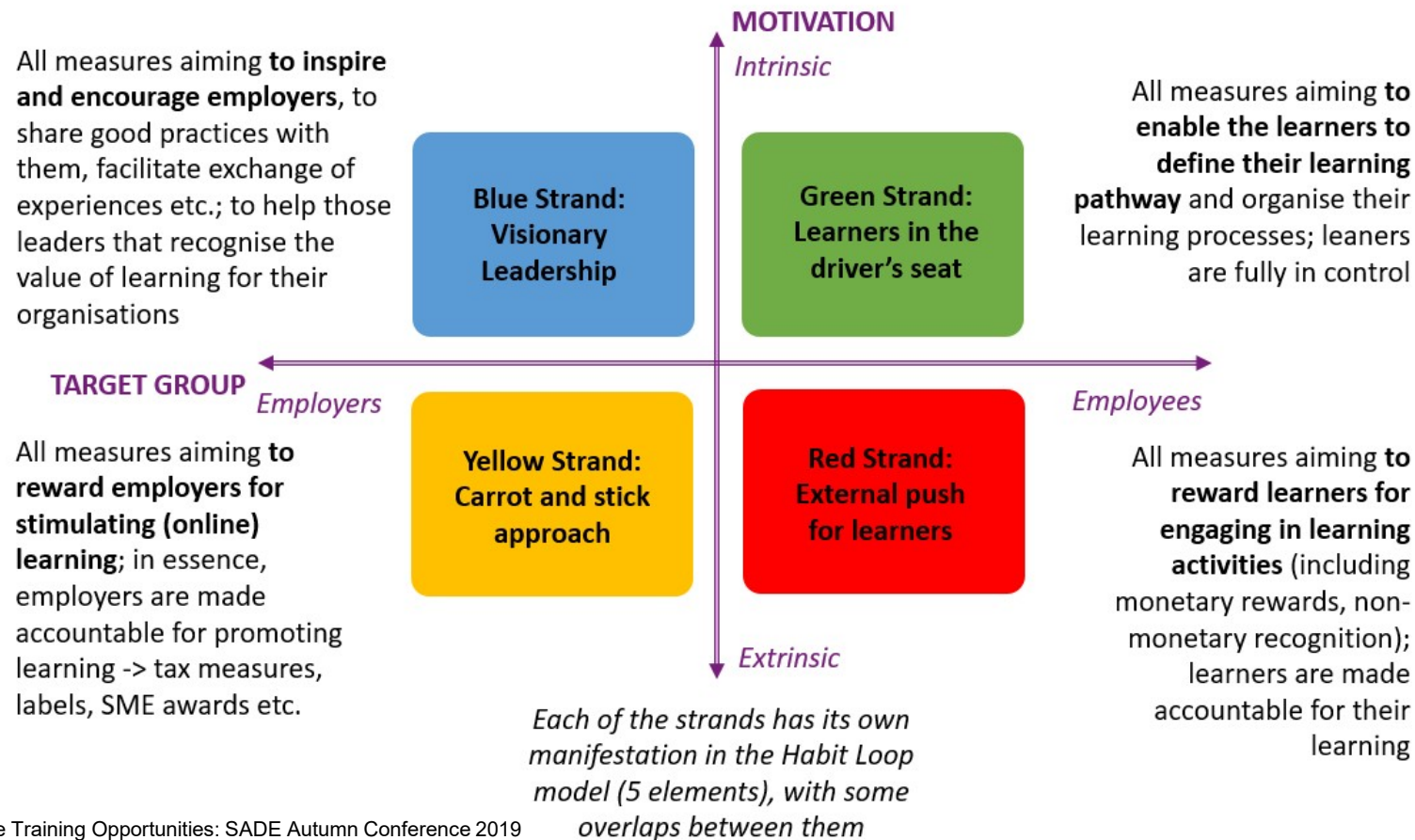
There is a need to respect the differences and to cultivate diversity.

A common vision needs to follow a multi-dimensional approach.



3 Vision

Multidimensional approach: target group and motivation



Nr	Ranking Nr	Measure	Blue Strand: Visionary leadership	Green Strand: Learners in the driver's seat	Yellow Strand: Carrot and stick approach	Red Strand: External push for learners
1 MOTOR: Measures aiming to change SME beliefs about the role of learning, and increase their motivation to learn (focus on employers)						
1.1	3	Providing online training opportunities to the SMEs' owners and managers in relation to their needs as owners and managers, in order to have a first-hand experience of the benefits of online training				
1.2	6	Disseminating among enterprises overall information on the opportunities and economic benefits of online training; providing indexes or benchmarks of online training effectiveness				
1.3	5	Requiring training providers to have learning outcome descriptions , showing the relevance of online training to the day-to-day business in SMEs				
1.4	1	<i>Establishing communities of practice for enterprises engaged (or considering to get engaged) in online training, where good practices and experiences can be exchanged by enterprises themselves</i>	x	x		
1.5	4	Providing practical guidelines with real examples from all over Europe of how other enterprises successfully adopt online training				
1.6	8	Appointing external " online training ambassadors " (e.g. from economic development agencies) with an aim to promote online training solutions among enterprises and their employees				
1.7	2	Offering tax reduction to enterprises that stimulate learning culture and adopt online training				
1.8	7	Introducing pan-European learning awards/labels for SMEs actively engaged in learning				
1 MOTOR: Measures aiming to change SME beliefs about the role of learning, and increase their motivation to learn (focus on employees)						
1.9	1	<i>Developing platforms for personal learning accounts/portfolios, portable from job to job and ensuring recognition of acquired skills</i>		x		
1.10	4	Establishing communities of practice , where good practices and experiences can be exchanged by learners themselves within and across SMEs in a given sector				
1.11	5	Rewarding employees for learning in a monetary way				
1.12	2	Encouraging employees to identify their own development needs, within their occupation and in relation to their career plans				
1.13	1 ₂₆₉	<i>Recognising the contribution of employee's learning to the organisational performance, e.g. increased responsibility, career progression, awards etc.</i>				x

Nr	Ranking Nr	Measure	Blue Strand: Visionary leadership	Green Strand: Learners in the driver's seat	Yellow Strand: Carrot and stick approach	Red Strand: External push for learners
1.14	6	Making learning more engaging by adopting the latest advancements in technology , including Artificial Intelligence, gamification, Augmented/Virtual Reality etc.				
1.15	4 ²⁷⁰	Making reaccreditation compulsory in the context of continuous professional development, with a prominent role for online training in it				
1.16	3	Promoting company policies that allocate specific time for learning within working hours				
2 TRIGGER: Measures aiming to enable SMEs to identify skill gaps and determine their actual needs for learning						
2.1	2	Encouraging employees to identify their own learning needs and those of their peers				
2.2	6	Setting up local help desks offering free or subsidised professional support and guidance for enterprises regarding the development and implementation of learning strategies (mentorship programmes)				
2.3	1	<i>Setting up collaboration platforms (including small and large enterprises, training providers and support structures) with regard to anticipating skill needs for a certain sector, including dissemination of knowledge and sharing of good practices for identifying skill needs</i>	x			
2.4	5	Providing free or subsidised external support to SMEs for skills profiling and analysis				
2.5	3	Developing tools for employees to have their personal learning environment centred around the learning needs of each particular employee				
2.6	4	Introducing learning contracts that would need to be signed by both the employer and the employee, and that would set objectives for the professional development of that certain employee				
3 ROUTINE: Measures aiming to support SMEs with the organisation of their learning process, including support with the selection/development of specific tools/technologies/content						
3.1	3	Establishing peer-to-peer learning and reflection mechanisms within and between SMEs				
3.2	4	Providing free or subsidised external support to SMEs with identifying relevant learning resources				
3.3	1	<i>Developing tools for employees to have their personal learning environment centred around the learning needs of each particular employee</i>	x			

Nr	Ranking Nr	Measure	Blue Strand: Visionary leadership	Green Strand: Learners in the driver's seat	Yellow Strand: Carrot and stick approach	Red Strand: External push for learners
3.4	2	Developing libraries of courses pertinent to SMEs to train their employees in local language using online training tailored to the local context (a measure for economic development agencies or similar)				
3.5	5	Offering on-demand bespoke course development through government-funded initiatives				
4 REINFORCEMENT: Measures aiming to make sure that what has been learned is actually <u>recognised</u>						
4.1	3	Facilitating the recording of learning experiences to make it visible to the other employees				
4.2	4	Providing a scheme for SMEs to benchmark their learning policies and outcomes against similar organisations in their sector				
4.3	1	<i>Making learning review part of the regular employee and management review</i>			x	x
4.4	2	Adopting policies for the recognition of informal learning (e.g. peer review, Open Badges, open endorsement, etc.) at the branch/sector level				
4.5	1 ²⁷¹	<i>Facilitating access to the recognition of prior learning and experience programmes in partnership with formal education institutions and awarding bodies</i>				x
4 REINFORCEMENT: Measures aiming to make sure that what has been learned is actually <u>applied in practice</u>						
4.6	2	Providing employees with a " learning passport " where they can record new skills and get endorsement of peers and line managers when they have applied into practice the new learning				
4.7	4	Providing SMEs with a " dashboard " visualising in real time the state of learning progress of the employees, e.g. learning/applying/competent				
4.8	3	Explicitly including the transfer of learning in the workplace as part of learning programmes (e.g. asking learners to write a plan for transfer of learning, managers to review the impact of learning)				
4.9	1	<i>Developing learning in real situation, at the workplace, with the support of electronic performance support systems (EPSS)</i>	x			
4.10	2 ²⁷²	Facilitating partnerships between training developers & providers and enterprises (including learners themselves) in order to develop relevant training				
5 ENVIRONMENT: Measures aiming to develop and sustain the overall learning culture of SMEs (i.e. to make learning part of company's routine)						
5.1	1	<i>Establishing communities of practice for enterprises engaged (or considering to get engaged) in online training, where good practices and experiences can be exchanged by enterprises/learners themselves</i>	x	x		

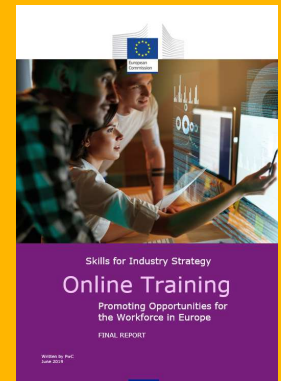
Nr	Ranking Nr	Measure	Blue Strand: Visionary leadership	Green Strand: Learners in the driver's seat	Yellow Strand: Carrot and stick approach	Red Strand: External push for learners
5.2	5	Assigning "online training champions" within organisations with an aim to promote online training solutions among employees and demonstrate their user-friendliness				
5.3	3	Making employees accountable for their own learning and integrating it into the performance evaluation processes				
5.4	4	Encouraging employees to come up with their own learning initiatives in a bottom-up way				
5.5	2	Defining a framework against which SMEs could benchmark their learning/training practices and get recognised for it (e.g. <i>Investors in People</i>)				
6 EU-LEVEL MEASURES: Measures that specifically need to be tackled at the EU level						
6.1	6	Raising awareness among the Member State (MS) governments of the opportunities and benefits of online training for enterprises, and particularly SMEs				
6.2	5	Providing guidelines to the MS governments for the development of targeted strategies, including templates and good practice examples				
6.3	3	Facilitating the exchange of strategies and good practices among the MS governments in relation to promotion of online training among enterprises				
6.4	4	Providing funds to initiate discussions and promote exploratory projects in the MS where promoting online training for SMEs has not yet been considered				
6.5	1	Providing spaces for experimentation and innovation at a collaborative level, i.e. online collaborative spaces for online training developers and practitioners, in which they can experiment and share good practices	x	x		
6.6	2	Initiating and supporting multi-stakeholder knowledge alliances and thematic networks aiming to share experience and expertise on online training, and creating a framework for structural collaboration on the joint development, delivery and use of online training for the EU labour market				
TOTAL:			27	23	27	25
TOTAL Priority:			6	4	1	3

3 Vision

Top priority measures (part 1)

- Establishing **communities of practice for companies (CoPs)** engaged (or considering to get engaged) in online training, where good practices and experiences can be exchanged by companies themselves (1 MOTOR employers and 5 ENVIRONMENT; Blue and Green Visions);
- Developing platforms for **personal learning accounts/portfolios**, portable from job to job and ensuring recognition of acquired skills (1 MOTOR employees; Green Vision);
- **Recognising the contribution of employee's learning** to the organisational performance, e.g. increased responsibility, career progression, awards etc. (1 MOTOR employees; Red Vision);
- Setting up **collaboration platforms** (including small and large companies, training providers and support structures) with regard to **anticipating skill needs** for a certain sector, including dissemination of knowledge and sharing of good practices for identifying skill needs (2 TRIGGER; Blue Vision);

The final report contains detailed descriptions of each measure, including key target groups, key roles and responsibilities, estimated budget requirements and time horizon.



3 Vision

Top priority measures (part 2)

- Developing tools for employees to have their **personal learning environment** centred around the learning needs of each particular employee (3 ROUTINE; Blue Vision);
- Making **learning review** part of the regular employee and management review (4 REINFORCEMENT; Yellow and Red Visions);
- Facilitating access to the **recognition of prior learning and experience** programmes in partnership with formal education institutions and awarding bodies (4 REINFORCEMENT; Red Vision);
- Developing **learning in real situation**, at the workplace, with the support of electronic performance support systems (EPSS) (4 REINFORCEMENT; Blue Vision);
- Providing **spaces for experimentation and innovation** at a collaborative level, i.e. online collaborative spaces for online training developers and practitioners, in which they can experiment and share good practices (6 EU-level measures; Blue and Green Visions).

The final report contains detailed descriptions of each measure, including key target groups, key roles and responsibilities, estimated budget requirements and time horizon.



3 Vision

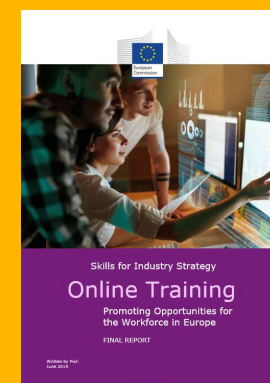
Detailed descriptions of top priority measures (examples)

#1 ESTABLISHING COMMUNITIES OF PRACTICE (CoPs)	
Subject	Description
Habit Loop element	1 MOTOR; 5 ENVIRONMENT
Short description	Establishing communities of practice for enterprises engaged (or considering to get engaged) in online training, where good practices and experiences can be exchanged by enterprises themselves
Target group	SME employers and employees
Leading stakeholder group for implementation	Cluster organisations and/or industry associations (i.e. organisations having access to large numbers of SMEs either from one country or from different countries, active in a specific domain), supported by professional consulting services
Other relevant stakeholder groups	Regional, national and European policy makers
Activities requiring dedicated budget	<ul style="list-style-type: none"> Pan-European initiative to collect, systemise and disseminate information on establishing and maintaining effective CoPs for SMEs, including practical guidelines and best practice examples [European value added] (about 500K EUR with a duration of 2 years) Regional/national funds for developing local communities of (learning) practice for SMEs from specific domains (about 200-500K EUR per pilot with a duration of 2 years) European funds for developing pan-European communities of (learning) practice for SMEs from specific domains [European value added] (about 500K EUR per pilot with a duration of 2 years)
Time horizon	Mid-term (2-5 years)
Additional remarks	Before piloting the establishment of specific CoPs, it is crucial to identify the key success factors that make such CoPs effective in the context of <i>modern</i> SMEs, including the role of facilitators and possible self-sustaining funding mechanisms

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The final report contains detailed descriptions of each measure, including key target groups, key roles and responsibilities, estimated budget requirements and time horizon.



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3 Vision

Detailed descriptions of top priority measures (examples)

#2 DEVELOPING PLATFORMS FOR PORTABLE PERSONAL LEARNING PORTFOLIOS/ACCOUNTS	
Subject	Description
Habit Loop element	1 MOTOR
Short description	Developing platforms for personal learning accounts/portfolios, portable from job to job and ensuring recognition of acquired skills. While it targets individual employees, the individual learning account/portfolio is a space of negotiation/communication with different stakeholders, for example, to find relevant learning opportunities and manage training funds allocated by employers, states or personal tax discount.
Target group	SME employees
Leading stakeholder group for implementation	Industry-lead bodies
Other relevant stakeholder groups	<ul style="list-style-type: none"> IT providers, to provide the technology Training providers Public authorities, employer and employee representatives: individual learning account is a policy matter that involves public authorities with employer and employee representatives. Active employee engagement
Activities requiring dedicated budget	<ul style="list-style-type: none"> EU and national innovation funds to support the development of new types of portfolio technology (10M EUR). The objective is to elicit a potential market to IT sector and raise the awareness of SMEs about innovative solutions to address skill development and talent management. EU and national funds for piloting developed solutions (1M EUR per country) [European value added]
Time horizon	Mid-term (2-5 years)
Additional remarks	<p>Examples of relevant initiatives:</p> <ul style="list-style-type: none"> Extrasup (completed): http://www.extrasup.eu/ Open badge passport (ongoing): https://openbadgepassport.com/ Badgeons la Normandie (ongoing): https://badgeonslanormandie.fr/ ongoing BOAT (ongoing): https://boat.openrecognition.org/ Hpass (ongoing): https://hpass.org/

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The final report contains detailed descriptions of each measure, including key target groups, key roles and responsibilities, estimated budget requirements and time horizon.



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3 Vision

Final remarks

- There is a need for the creation and maintenance of **learning eco-systems**, catering the specific needs of individuals, groups, companies, value chains and clusters.
- Training developers need to form a prominent part of these eco-systems, building on **close collaboration** with all other key stakeholder groups, with a **central role assigned to learners themselves**.
- Such learning eco-systems could benefit from the offer of the centralised platforms, but would not be limited to those.
- AI-augmented learning eco-systems and platforms need to **facilitate access of learners to relevant personal learning solutions from any suitable possible sources**.



- These eco-systems also need to include guidance, coaching, assistance, assessment, validation and certification of learning outcomes with developing personal learning and career paths in connection with attractive job opportunities **during the whole professional career**.

Thank you very much for your attention!

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