



**EULEP**

**Abstract:**

**The development of  
learner and labour  
market needs oriented  
training paths**



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## Table of Contents

The EULEP project.....	3
EULEP Beneficiaries .....	3
Outcomes of the training activities preparation phase.....	3
a) Labour market and learning needs analysis.....	3
b) Development of learning paths.....	5
Next steps .....	7



## The EULEP project

EULEP is the European Learning Experience Platform. EULEP is a so-called “Centre of Vocational Excellence” that strives towards enhancing the role of Vocational Education and Training (VET) in lifelong learning. It targets businesses, VET providers, VET governance structures, VET trainers and learners in eight countries.

It brings together 20 organisations (Chambers of commerce, VET providers, Higher Education institutions and other public stakeholders) from 8 countries under the leadership of Eurochambres.

The partners work together with the following objectives:

- Make C-VET (continuous vocational education and training) more attractive for lifelong learning;
- Offer businesses new and tailor-made training modules that correspond to their skills needs in innovation-oriented subjects (artificial intelligence (AI), virtual reality (VR) and social innovation (SI));
- Upskill and reskill people with labour market relevant skills and competences in AI, VR and SI;
- Develop innovative learner-centred teaching and learning methodologies for the continuing professional development of VET trainers;
- Establish or reinforce knowledge triangles at regional and national level thanks to the triangulation business - VET provider - European Digital Innovation Hub (EDIH);
- Embed VET in regional economic development strategies and reinforce its governance, putting it on a sustainable path.

## EULEP Beneficiaries

As mentioned above, EULEP targets businesses, VET providers, VET governance structures, VET trainers and learners with a series of specific activities.

The present document presents an insight into the outcomes of the training activities preparation phase.

For its training activities EULEP targets VET trainers and businesses, and the preparation phase has been implemented, taking this into account.

## Outcomes of the training activities preparation phase

### a) Labour market and learning needs analysis

The foundation of the work done in the EULEP project lies in the labour market and learning needs analysis of Work Package 2. The project partners followed a bottom up and end user centred approach. The methodology consisted of 6 major steps:

1. Desk research
2. Companies survey
3. Definition of the personas (learner and trainer)
4. Definition of the learning outcomes
5. Training needs reality check
6. Identification of recognition / validation criteria

The outcomes of the analysis are presented in the reports: [Workforce needs for up and reskilling in artificial intelligence, virtual reality and social innovation](#) and [Recommendations for the development of transnational training modules](#). Those results and recommendations are the basis for the development of the learning paths as the modules and units have been derived from the learning outcomes identified.

In summary, the EULEP partners agreed on the following two personas for end users and trainer:

1. Learner Persona: end user of training: SME Owner, Manager or any employee in need of adapting his/her skills to the increasing digitalization of business operations and processes influenced by AI/VR.
2. Trainer Persona: C-VET Trainer with experience in Digital Transformation processes in Business sectors.

For end users, the identified learning outcomes for AI, VR and SI have been grouped into different categories:

AI learning outcomes	VR learning outcomes	SI learning outcomes
Knowledge of AI technologies	Knowledge of VR technologies	Introduction to SI as tool for organisational change
Analysis of business processes	Analysis of business processes	Entreprenur competencies for change management: <ul style="list-style-type: none"> <li>• Working with others</li> <li>• Mobilising resources, mobilising others</li> <li>• Taking initiative</li> <li>• Creative thinking</li> <li>• Spotting opportunities</li> <li>• Ethical and sustainable thinking</li> </ul>
Implementation of AI technologies	Implementation of VR technologies	
Evaluation of AI technologies	Evaluation of VR technologies	
Workplace collaboration and communication	Workplace collaboration and communication	
Adaptation to change	Adaptation to change	

For the trainers, the main learning outcomes are:

- Understanding adult learning principles
- Instructional design
- Active learning strategies
- Technology-enhanced learning

- Evaluation and assessment
- Communication and facilitation skills

### b) Development of learning paths

As a result of the previous steps, the following three learning paths are being proposed:

1. Artificial Intelligence for Business Users
2. Virtual Reality for Business Users
3. Social Innovation for Business Users

The learning path **Artificial Intelligence for Business Users** consists of four modules and 11 units:

Module 1: Getting into the world of AI technologies	Module 2: Exploring the application of AI for business processes	Module 3: Monitoring and Evaluation of AI Technologies	Module 4: Managing Change when adopting AI
1.1 Presentation of the latest AI technologies and their potential applications in business operations, including AI capabilities and limitations	2.1 SWOT Analysis (and other tools) on the application of AI in the company processes and operations	3.1 Development of an AI monitoring and evaluation framework: <ul style="list-style-type: none"> <li>• Defining criteria (including KPIs)</li> <li>• Setting metrics</li> <li>• Impact analysis</li> <li>• Usability testing</li> </ul>	4.1 Team leadership and teamwork in a changing environment – adapting to the introduction of new technologies
1.2 The usage of AI technologies to improve business processes: <ul style="list-style-type: none"> <li>• Customer relations</li> <li>• Human resources</li> <li>• Digital marketing</li> <li>• E-commerce processes</li> </ul>	2.2 Ethical questions linked to the usage of AI: regulations, data privacy, security, and bias. Insight into the legal background and best practices.	• User feedback collection	4.2 Communication – the role of communication and how to communicate to different target groups
1.3 How to keep up-to-date with the latest advancements in AI technologies and their potential application in the company	2.3 Development of an AI implementation plan and implementation roadmaps		4.3 Workplace needs related skills assessments
			4.4 Development of a training plan and roadmap for reskilling, upskilling or hiring new employees in line with the outcomes of the skills assessment.

The learning path **Virtual Reality for Business Users** consists of four modules and 11 units:

Module 1: Getting into the world of VR technologies	Module 2: Exploring the application of VR for business processes	Module 3: Monitoring and Evaluation of VR Technologies	Module 4: Managing Change when adopting VR
1.1 Presentation of the latest VR technologies and their potential applications in business operations, including VR capabilities and limitations	2.1 SWOT Analysis (and other tools) on the application of VR in the company processes and operations	3.1 Development of a VR monitoring and evaluation framework: <ul style="list-style-type: none"> <li>• Defining criteria (including KPIs)</li> <li>• Setting metrics</li> <li>• Impact analysis</li> <li>• Usability testing</li> <li>• User feedback collection</li> </ul>	4.1 Team leadership and teamwork in a changing environment – adapting to the introduction of new technologies
1.2 The usage of VR technologies to improve business processes.	2.2 Ethical questions linked to the usage of VR: regulations, data privacy, security, and bias. Insight into the legal background and best practices.		4.2 Communication – the role of communication and how to communicate to different target groups
1.3 How to keep up-to-date with the latest advancements in VR technologies and their potential application in the company	2.3 Development of a VR implementation plan and implementation roadmaps (including the selection of appropriate VR technology and its adaptation to the specific objectives)		4.3 Workplace needs related skills assessments
			4.4 Development of a training plan and roadmap for reskilling, upskilling or hiring new employees in line with the outcomes of the skills assessment.

The learning path **Social Innovation for Business Users** consists of three modules and 21 units:

Module 1: Introduction to Social Innovation as a Tool for Organisational Change	Module 2: Managing Internal Changes	Module 3: Managing External Changes
1.1 Digital transition: the possible effect of the introduction of new technologies on companies'	2.1 Teamwork – working with others: creating a team spirit, cooperation, joint ownership of results, joint	3.1 Introduction into "Corporate Social Responsibility"

production processes, workforce structure, management practices, and operating environment	creative brainstorming, transforming ideas into action as a team	
1.2 Definition of social innovation and its two dimensions in the context of companies' adaptation processes: 1) company internal changes related to the introduction of new technologies; 2) company external processes –“Corporate Social Responsibility” (CSR)	2.2 Problem and conflict resolution: face challenges, solve problems and turn them into opportunities, resolve conflicts	3.2 Sustainable Development Goals and digitalisation
1.3 Social innovation as tool for mitigating the effects of changes in companies and contributing to a successful adaptation process	2.3 Diversity management	3.3 Customer oriented market research
1.4 The role of soft skills and an entrepreneurial attitude for adopting new technologies in companies	2.4 Leadership and Taking Initiative	3.4 Supply chain analysis about the effects of the introduction of digital technologies
	2.5 Training the workforce (on new technologies, their personal development plan, their career plan...)	3.5 Effective communication
	2.6 Time management	3.6 Ethical thinking
	2.7 Resources management for the adoption of new digital technologies	
	2.8 Effective communication (to different stakeholders and via various means)	
	2.9 Creative thinking	
	2.10 Ethical thinking	
	2.11 Sustainable development	

## Next steps

The project partners are going to develop the training materials for the different modules and units, taking into account that the content is to be provided via online learning.

The teaching/learning materials will be uploaded into the European Learning Experience Platform (an online learning platform) that the project is developing.

An initial training via the platform with Vocational Education and Training (VET) trainers from the project partner countries is foreseen. After that, different piloting sessions with local and regional VET and training providers in each country (Austria, Belgium, Cyprus, France, Italy, Latvia, Spain, Turkey) are going to take place. During the pilot sessions, feedback will be collected from participants and the training materials can be adjusted if necessary.

In a third step, the VET trainers in the eight countries will train businesses (the end users) on the EULEP topics.

On the long term, the EULEP courses are to become part of the VET trainers programmes in the participating countries.

For further information regarding the EULEP project, please visit our website: [www.eulep.eu](http://www.eulep.eu).

The abstract has been drafted by WKÖ, leader of work package 3.

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