Context: Familiar to everyone

Why Does It Matter: **Longevity + Change Rates**
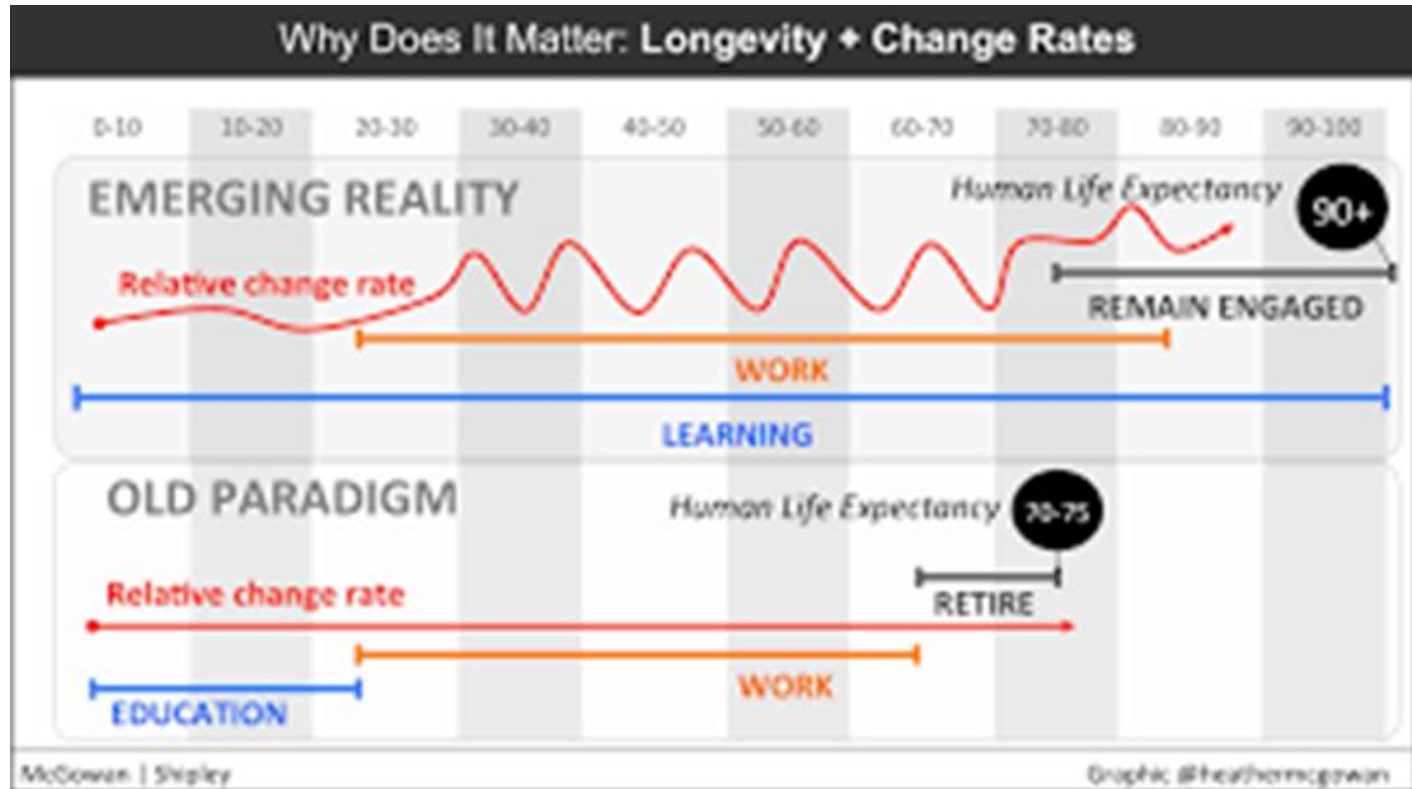
How policy stimulates learning today

Federal Learning Account: we raden de ondernemingen aan om voorlopig te wachten

Vlaanderen leert niet graag

Wouter Duyck merkt dat het belang van levenslang leren niet bij iedereen doordringt. Nochtans helpt bijleren om onze productiviteit te verhogen.

VLAMING VRAAGT (VEEL) MINDER OPLEIDINGSCHEQUES AAN

In 2019 vroegen de Vlamingen bijna 5.000 opleidingscheques minder aan dan in 2018. Alarmerend, vindt Vlaams volksvertegenwoordiger Allessia Claes, die de cijfers opvroeg bij de bevoegde minister. 'Levenslang leren wordt een van de pijlers van onze economische relance na de corona-crisis. Opleidingscheques zijn daarbij een belangrijke schakel.'

Levenslang leren
In 2018 werden meer dan 27.000 opleidingscheques aangevraagd, in

2019 nog maar 22.440. Bovendien worden minder aangevraagde ch[...] opgenomen. Een reden v[...] daling gaf de minister er [...]

Opleidingscheques zijn e[...] stimulus voor wie wil bij[...] sterker op de arbeidsma[...] Allessia Claes roept de V[...] overheid op tot actie. 'Vl[...] de levenslange leercultuu[...] leren en de Vlaming nog [...] maken van de bestaande [...]

OPINIE

De toekomst is digitaal maar ook duurzaam

Europees Parlement eist statuut voor platformwerkers

Opinie De sleutel van levenslang leren ligt bij het sociaal overleg

Skill development of workers in the platform economy

8th Cedefop Brussels seminar
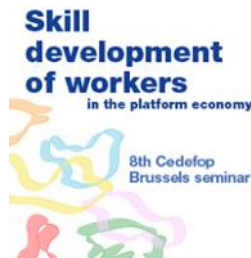
How providers (mainly) organize learning today

What are the main Challenges?

- Motivation for learning – obligation
  - How can we stimulate employees after days/weeks of obligatory learning
- Learning formats
  - How can we stimulate employees when the majority of the workforce has negative connotation with classical learning
- Administration – self regulatory
  - Learning when needed / Formal – informal learning
- Top down- data driven
  - What is prescribed – what is needed
- Collective – personalised
  - Not individualised

What are your main challenges?
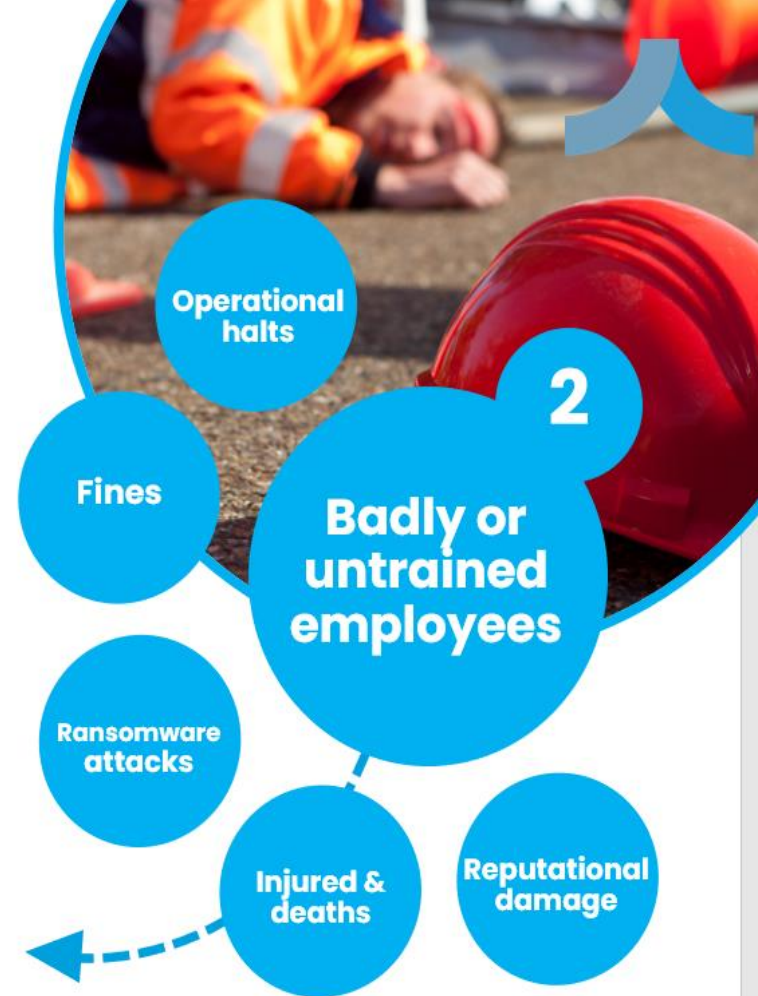
Challenge 1: motivation for learning

Gamified learning on Cybersecurity
Play it

Technology will never save the world

But it can help you to do it ;-)

Problem

1

Corporate training

- Time intensive
- Low knowledge transfer
- Operational halts
- Logistic nightmare

2

Badly or untrained employees

- Operational halts
- Fines
- Ransomware attacks
- Injured & deaths
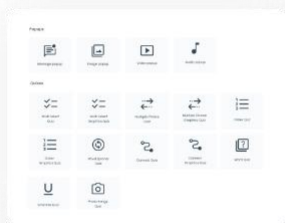- Reputational damage

**High cost
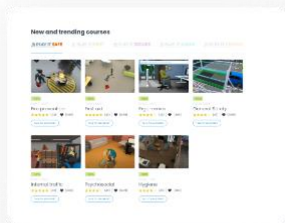Very inefficient
Revenue drain**

The Play It platform: how does it work

A central point for innovative G-learning

Build via the Play it Creator

Choose from our Catalogue

Connect to your or our LMS

Train on any Platform

Lars

0/0

13 16

GDPR Games

Cyber security games

Basic level:

1. Intro GDPR & personal data
2. Report data breach
3. Collecting data
4. Integrity and confidentiality
5. Do you know the DPO?

Advanced level:

1. Privacy Policy
2. Personal data retention period
3. Identify new processing operations
4. Support data subject rights
5. Outsourcing processing operations

Specifically on phishing:

1. Phishing by email: how does it work? (intro)
2. Phishing by email: what to do if I see it? (detection)
3. Phishing by email: what to do if I fall for it (response)

Specifically on cyber hygiene:

1. Cyber hygiene: at work & at home: smartphone
2. Cyber hygiene: at work & at home: public places
3. Cyber hygiene: importance of authentication
4. Cyber hygiene: removable media

PLAY IT
GAME BASED LEARNING

How corporates leverage the power of games for training

Scan for your free demo!

www.playit.training

MƏWI   ABInBev   Pfizer   OXFAM Solidarité   colruyt

Challenge 2: Finding the right learning format

The Learning Hub

Technology will never save the world

But it can help you to do it ;-)

< edtech /

Important elements

1. What is your culture for learning

2. Creating support base

3. Choice of best-fit learning format

4. elaborating on best practices & guidelines

5. Long term strategy

What is your real question?

- Every company is unique!
- **Get a clear view on your own organisation**

Case – D'Ieteren

1. Analysis of the stakeholders based on **interviews**, visits, ...
2. **360° SWOT-analysis** -> 'as is' situation
3. **Workshops:** vision on learning
4. **Defining the learning strategy**

With whom?

- 3-8 participants

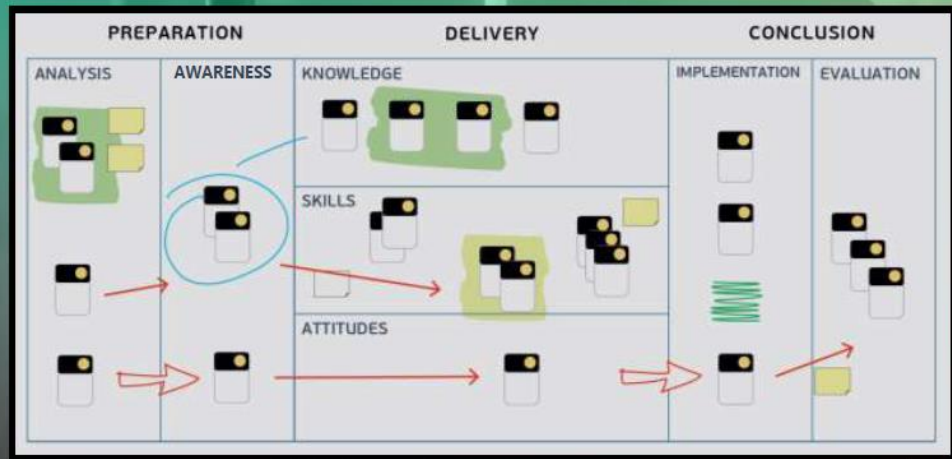- different stakeholders, from different parts of the organisation

QUEST III
THE CONQUEST

3 – 8 PEOPLE   30 – 45 MIN
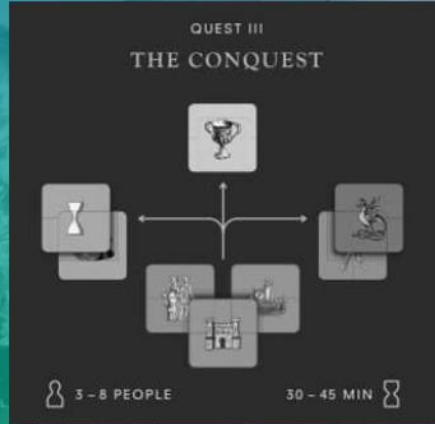
Result?

- reporting

- visualisation of the different steps

- making choices

---

2 Creating support base

3 Choose your own trajectory

Onze *Expertise*

Content Creation

Learning Management Systems

L&D Consultancy

Opleiding op maat

Challenge 3: Selfregulatory learning

Learning on the spot
BLCC

Technology will never save the world

But it can help you to do it ;-)

Push the limits. Blend training and support.

Improve (language) performance

Training.

- Defined trajectory
- For all language levels
- Planning and follow-up support
- Fixed budget
- All languages
- Wide range of options: group lessons, individual, online, face-to-face, blended

Support.

- Coaching when needed 24/7
- Higher language levels or busy schedules
- Flexible budget, no expertiation date
- English, French, German and Dutch
- One-on-one online sessions

blcc

SQUIDLL
Language Learning

blcc

Next level of your personalised language solution

- Learning in the moment of need (24/7).

- Choose the **business** language coaches you need now.

- 1 learner journey – access to different languages .

- AI generated (personalised!) exercises after the session.
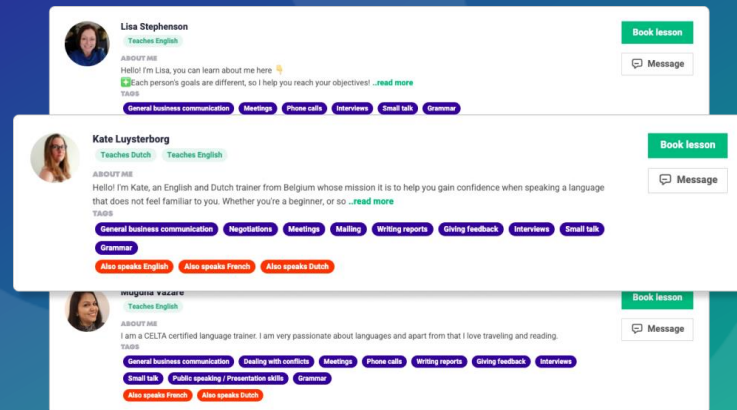
Business Language & Communication Centre.

- + 30 years of experience in corporate language training

- **Global** language training solutions

- Spin-off **KU LEUVEN**

- Image
  - Quality and service (partner attitude)
  - Thought Leader – technology enhanced learning
  - Expert (only language training!)

- **100% customer satisfaction**

Challenge 4: Data driven learning
What is prescribed – what is needed ?

Televic Education

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But it can help you to do it ;-)

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When we think about learning, we typically focus on getting information *into* a person's head.

What if, instead, we focus on getting information *out* of a person's head?

Challenges in a learning context

In an organisation,
the real actual level of knowledge and
skills about topic X is often a

BLACK
BOX

(evaluation – testing)

What does scientific research tell us?

- **"Testing effect"**
  - "Testing and/or evaluating has a very large positive influence on remembering information." Roediger, Putnam & Smith (2011)
  - "Information is much better remembered when a test is offered alongside or after learning." Dirckx, Kestner & Kirschner (2014)

- **"Distributed practice effect"**
  - "Offering intermediate tests has a direct and positive effect on the forgetting curve." Ebbinghaus (1885), <u>confirmed by many new studies</u>

Assessing competencies

- **Context**: low- or high-stakes exams
- **When?** Predefined moment, monitored and secured

- **Unique features**:
  - Audit trails and extended logging
  - Cheat prevention and detection
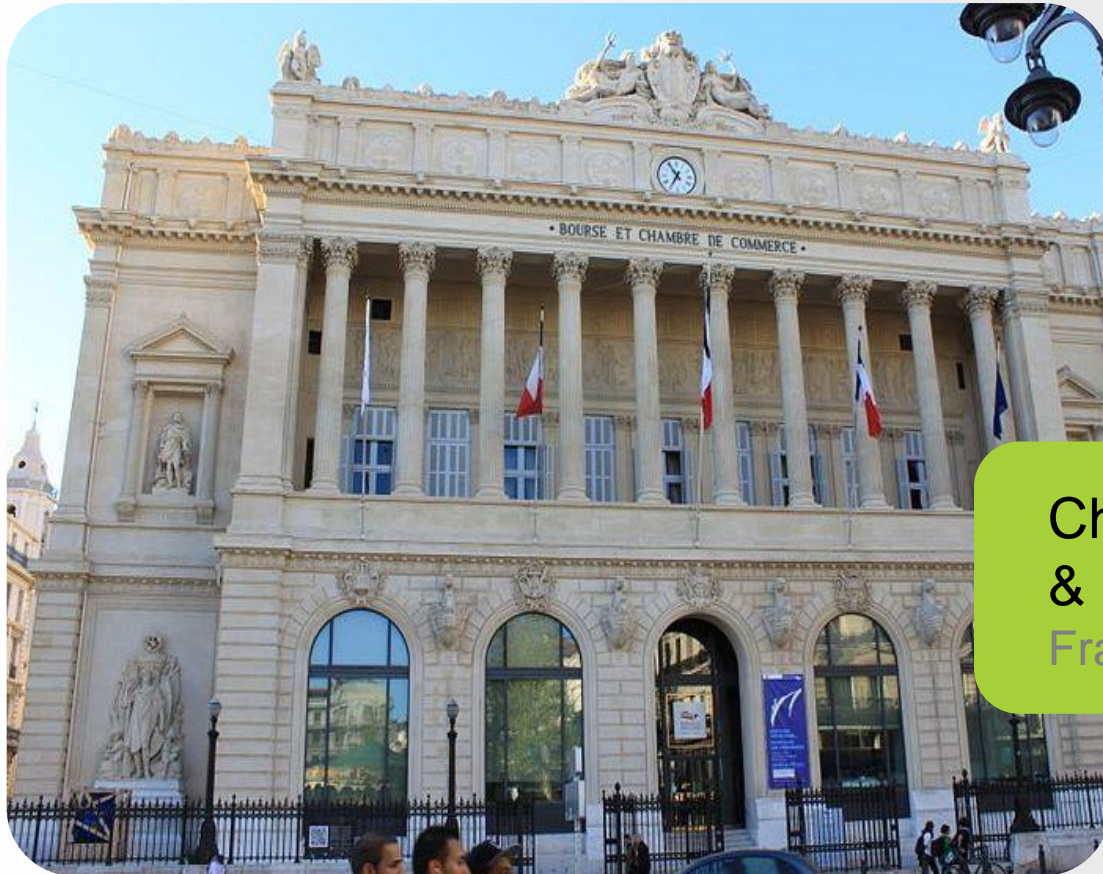 - Possibility to grade and override results

AG Insurance
Brussels, Belgium

Roche
Brussels, Belgium

Chamber of Commerce & Industry (CCI)
France

Challenge 5: Collective vs personalised learning

Microlearning on your own topics
Tapup

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8 seconds

Average attention span

long format content

too little interaction

one size fits users

general content

Microlearning platform

- Mobile-first
- Focus op short-form video (1-2 min)
- Interactive (like, share, comment)
- gamified (quiz, scoreboards)
- Marketplace: existing content of experts
- possibility to use your own company content

Roadmap

MVP mobile app (end of may) – creating content – authoring tool

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