



**Shaping decent digital labour in  
European metropolitan regions.  
Digital competences in vocational  
training and further education of  
the future**

# Short report

## Conference

17<sup>th</sup> of May 2017



EUROPÄISCHE UNION  
Europäischer Sozialfonds



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# Shaping decent digital labour in European metropolitan regions.

## Digital competences in vocational training and further education of the future

17th of May 2017

**Conference venue:** EUREF-Campus, Gasometer Schöneberg, 10829 Berlin

**Moderation:** Dr Julia Kropf

**09.00 – 09.30**    *Registration of participants*

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**09.30 – 09.45**    **Welcome address**  
*Michael Müller, Governing Mayor of Berlin*

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**09.45 – 10.15**    **Key Note: “Work 4.0 – made in Berlin” – on the road to digital work for everyone**  
*Elke Breitenbach, Senator for Integration, Labour and Social Services, Berlin*

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**10.15 – 10.45**    **The dialogue process “Work 4.0” and the significance of continued training for digital transformation**  
*Thorben Albrecht, Secretary of State, Ministry of Labour and Social Affairs*

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**10.45 – 11.15**    **WeQ – the new IQ: How Design Thinking creates a culture of cooperation**  
*Prof. Ulrich Weinberg, HPI School of Design Thinking*

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**11.15 – 11.45**    *Coffee break*

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**11.45 – 12.45**    *Thematic islands – parallel sessions*

### **Thematic island 1**

**Implementation of digital competences into VET  
(vocational education and training)**

**Modules for digital competences in vocational training and further education**  
*Gerd Woweries, ABB Berlin*

**Inclusion in e-society**  
*Tiina Huovila, Tampere vocational college*

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## Thematic island 2

### Overcoming the digital divide of society

#### eVideo – Web Based Training for workplace related basic education

*Johanna Lambertz, Arbeit und Leben Berlin e.V. (DGB/VHS)*

#### Lisboa – City of Learning

*Daniel José Oliveira, City administration Lisbon*

#### The “Qualification Passport” from Vienna

*Monika Nigl, Vienna Employment Promotion Fund (waff)*

## Thematic island 3

### Digital transformation of trainings and further education offers to employees

#### Media competences in the course of digitalisation -

#### A new agile learning culture for the in-service training (MeDiAL-4Q)

*Dr Benjamin Höhne, Beuth University of Applied Sciences Berlin*

#### Does everything have to become 4.0?

#### Experiences from the supporting group in Berlin for the Austrian EBmooc17

*Sophie Keindorf, k.o.s GmbH*

#### Needs-based continuing education and training and online learning content in the area of energy technology – Experiences from the project INWENT

*Mathias Schäfer, Institute for vocational training research (IBBF)*

## Thematic island 4

### Digital teaching and learning methods

#### New ways of teaching and learning using the example of CareerFoundry

*Tim Fahrendorff, CareerFoundry*

#### Tell your story. Digital story mapping as a creative learning method

*Trevor Burgess, Rinova, London*

**12.45 – 13.00**    **Synopsis of the lessons learned from the four thematic islands**

*Moderators*

**13.00 – 14.00**    **Lunch**

14.00 – 14.45

### Panel I

**Vocational training and digital shift –  
risking a digital divide or how to bring everyone on board?**

*Klemens Himpele, City administration of Vienna*

*Miguel A. Alemany Haro, Madrid City Employment Agency*

*Annika Raab, Municipality of Huddinge*

*Tanguy De Lestré, Brussels-Capital Region*

*Dana Carmen Bachmann, EU Commission*

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14.45 – 15.30

### Vocational Education and Training 4.0:

**Initial and continuing vocational education and training in the age of digitalisation**

*Prof. Dr Lars Windelband, University of Education Schwäbisch Gmünd*

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15.30 – 15.45

**Break**

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15.45 – 17.00

### Panel II

**Digital competences in vocational training for tomorrow's labour**

*Daniel Wucherpfennig, DGB District Berlin-Brandenburg*

*Sven Weickert, Business associations Berlin-Brandenburg*

*Alexander Fischer, Secretary of State for Labour and Social Services,  
Senate Department for Integration, Labour and Social Services, Berlin*

*Adél Holdampf-Wendel, bitkom*

*Dr Lena Hipp, Berlin Social Science Center (WZB)*

*Johannes Pfeiffer, operative manager of the Regional Directorate  
Berlin-Brandenburg of the Federal Employment Agency (BA)*

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17.00 – 17.15

### Conclusion

*Alexander Fischer, Secretary of State for Labour and Social Services,  
Senate Department for Integration, Labour and Social Services, Berlin*

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# Background and goals

Digitalisation has led to transformations in the world of labour over recent years. These processes are gaining greater significance and will continue to pose new challenges in the future. Jobs across all industries as well as sector-specific tasks performed increasingly require digital competences. For this reason, qualification will be an essential prerequisite in order to shape labour in a good and fair way at a time of digital change. The focus is not merely restricted to training workers in technical and industrial branches. The service sector, which is of particular relevance in Berlin, is also involved.

Aside from having to handle the changes the digital shift brings in its wake for persons in employment, policy makers are also confronted with the task of ensuring that new possibilities of access to digital competences and workplaces are opened up to the unemployed and disadvantaged groups, and that they do not become detached from this development.

One of the main results to emerge from the “Work 4.0 – made in Berlin” dialogue process is the enhanced significance of digital competences in vocational training and further education. The dialogue conducted at the same time by the Ministry of Labour and Social Services summarised the results in the Green Paper and later in the “Working 4.0” White Paper. The White Paper, published in November 2016, highlights a preventative approach with regard to qualification. It proposes that the serious upheavals in the World of Work 4.0 should be countered early on by strengthening skills and improving labour prospects by means of investment in these structures.

This topic is also being worked on at the European level. The outcome of this process is the *New Skills Agenda* published by the European Commission in June 2016, and the Digital Skills and Jobs Coalition launched in December.

During the conference, it was discussed how citizens can move confidently through an increasingly digitalised working world and not be sidelined in the face of the changes that digital technologies are bringing about. With this in mind, detailed discussions were held on the following four topics.

## ***1. Implementation of digital competences into vocational education and training***

Digital competences need to be implemented in vocational education and training to a significantly higher degree than was previously the case. However, which (digital) competences are required in the World of Work 4.0 and how can leeway offered within training regulations be used systematically to integrate digital competences?

## ***2. Digitalisation and continuing training for employees at companies***

The consequences of digitalisation have been revealing themselves in companies for many years, both at major firms and increasingly also at small and medium-sized enterprises (SMEs). Because the level of human resources available to them is lower, the latter often find it harder to prepare staff for the new requirements. At the same time, they are often unable to acquire orders due to a shortage of skilled workers. How, in view of this, does continuing training provision for employees need to change or be further developed?



### **3. Digital divide**

What risks arise from digitalisation for disadvantaged persons on the labour market and, by the same token, what opportunities does it offer? Will digitalisation lead to a divide, or can targeted continuing training provisions be used to keep everyone on board in the digital transition? Which challenges will arise in respect of these continuing training provisions for job seekers, training place applicants and others?

### **4. Training for teaching staff**

In order to meet the changing requirements of vocational training and further education in which digital media usage is necessary to impart contents, teaching staff also needs to receive appropriate training. This means adjustments to the training of vocational school teachers. Which digital competences are necessary for vocational school teachers, and which competences have already well-tried or are in place? How can the motivation to learn independently and autonomously and to gain additional qualifications through new, innovative teaching and learning methods be strengthened?

The Berlin conference “Shaping decent digital labour in European metropolitan regions. Digital competences in vocational training and further education of the future” brought together policy-makers, experts, academic researchers, social partners, companies and practitioners from the field of vocational training and further education in order to continue the debate on Qualification 4.0 and to intensify the dialogue with European partners. At the conference, participants discussed sound approaches and good practice, and at the same time set up a forum for their joint development. The main emphasis was on the particular characteristics and challenges of metropolises and metropolitan regions in the future structuring of qualification.

# Welcome address from the Governing Mayor of Berlin



*Michael Müller, the Governing Mayor of Berlin*

At the start of his welcoming address, the *Governing Mayor Michael Müller* emphasised that the nature of work will change in the digital age. Change is all around, he stated, and is also reflected in the recent history of the conference venue – a former large-scale industrial site that has been used as the EU-REF Campus since 2007. While in 2011 just 650 people were working here, this figure has now increased to 2,500. This Campus is therefore one of Berlin's up-and-coming locations, with the on-site driverless bus "Olli", for example, exemplifying what new mobility could actually mean in the future. The changes also encompass the field of climate change. Far-reaching goals have been set for the year 2050, the implementation of which has already begun in Berlin.

The Governing Mayor made it clear that the changes caused by digitalisation are by no means just niches occupied by start-ups, and that the entire economy is affected. Already today, for example, there are virtually no services that are not impacted by digital change. Trades and administrative professions are also currently experiencing this.

Michael Müller pointed out that this development frightens many people and that politicians need to take these concerns seriously and deal with them. An atmosphere of openness with development opportunities for each individual can only be achieved if the key players in this process cooperate and exchange views. These include, for example, the Industrial Policy Control Committee (Steuerungskreis Industriepolitik) and the Special Commission for Education and Training (Sonderkommission Ausbildungsplatzsituation und Fachkräftesicherung). The creation of additional training places is of great importance and in the interests of companies too. Moreover, teaching media skills at schools is currently on the agenda.



The Governing Mayor is focusing on the new opportunities for the city of Berlin, which once again – as in the late 19th century – is growing strongly in the field of science. As a scientific location, Berlin plays an important role with its universities, research institutes, and numerous educational institutes. In these times of strong growth for the city – also due to these positive developments – adjustments are constantly needed to maintain and further develop the quality of life. In this respect, the opportunities and risks of digitalisation should always be taken into account. At the end of his speech, Michael Müller emphasised that the conference, organised by the Senate Department for Integration, Labour and Social Services, had chosen the right topic at the right time, and wished all participants success.

## Key Note: “Work 4.0 – made in Berlin” – on the road to digital work for everyone



*Elke Breitenbach, Senator for Integration, Labour and Social Services in Berlin*

The *Senator for Integration, Labour and Social Services, Elke Breitenbach*, made it clear at the start of her speech that digitalisation cannot be regarded as good or bad, but rather as a joint design task of politicians, companies and employees.

The “Work 4.0 – made in Berlin” initiative is embedded in the digitalisation strategy of the Berlin Senate as well as in the overall political objective of this coalition, in order to create high-quality jobs for all the citizens of Berlin and further reduce the number of precarious jobs.

In light of the profound changes to which all areas of life, including the working world, are currently being subjected due to progressive digitalisation, this goal should always be implemented in the interest of human beings – according to the maxim “Humans count, and technology serves.” The focus should always be on people.

Ms Breitenbach stressed the particular importance of vocational training and further education in this process of change. It is becoming clear that the digital transformation of European cities requires the creation of opportunities, especially for people who have not yet benefited from digitalisation. What’s more, the question needs to be answered as to how inclusion and fair work can be taken into account in the process of digitalisation, and how serious fears and defence mechanisms can be adequately countered. International studies in particular are forecasting tremendous job losses and the break-up of entire professions due to automation, digitalisation and robotisation; studies relating to Germany, however, see shifts between the different sectors with approximately the same level of employment, and even employment growth under certain conditions, especially in social, creative and IT-related occupational fields. Digitalisation is, in any event, a design task on which policy and social partners will have to focus in order to establish the right framework.



The Senator also identified specific risks that may arise for employees, as a consequence of digitalisation, mainly connected with high work compaction, multitasking, increasing digital control of work performance, and permanent availability.

According to Elke Breitenbach, opportunities for digitalisation lie primarily in the autonomous design of and participation in work processes, which have made the improved reconcilability of professional and private life by means of time and location flexibility possible. This independence from time and location also allows people who were previously excluded from the working world, for example due to lack of mobility, to access it. European examples of successful “digital inclusion” could provide important impetus in this context.

For Berlin as a service metropolis, it is important to recognise the development opportunities that arise for employees – including in the most affected sectors – and to take these into account when adapting vocational training and further education to digital content. The maxim of “decent work” continues to be key, especially for those fields that are characterised by work for and with people and which are also gaining in importance in Berlin.

The creation and development of equal opportunities for disadvantaged groups – such as those working in part-time jobs, especially female employees, the long-term unemployed, and people with disabilities – are the main focus of the “Work 4.0 – made in Berlin” process. The aim is to create new, improved access to work and training, and this can only be achieved through humanised digitalisation processes in the working world.

Specifically, it also requires legal changes and further developments, including in the area of social partnerships, collective bargaining, and occupational health and safety. On the one hand, it is a question of safeguarding jobs that are subject to social insurance, and reducing the number of precarious jobs on the other. In the field of occupational health and safety, the reduction of physical and psychological stress in the workplace, accompanied by corresponding legal changes, is of particular importance. In addition, expanding the tools of corporate co-determination is also an indispensable prerequisite for the sustainable strengthening of workers’ rights. These ought to be adapted and partly redesigned in the course of digitalisation. Further developments are also necessary in the field of qualification. It is a matter of politically advancing and enshrining in law the right to further education and the demand for regulations on part-time training. Companies should participate more strongly in a financial sense – e.g. by paying into a sector-specific further-training fund – in continuing vocational training.

# The “Work 4.0” dialogue and the significance of continued training for digital transformation



*Thorben Albrecht, Permanent State Secretary at the Federal Ministry of Labour and Social Affairs*

*Thorben Albrecht, Permanent State Secretary at the Federal Ministry of Labour and Social Affairs (BMAS),* first of all referred to the “Work 4.0” dialogue process initiated at the beginning of 2015 by the Ministry of Labour and Social Affairs. In addition to in-depth exchanges with representatives of social partners, associations, companies and science, this social process also concerns the questions and opinions held by ordinary citizens. The key questions identified with respect to the nature of work in the future derive from this broad social dialogue and are reflected in the “Work 4.0” Green Paper. The White Paper, which was presented and published in November 2016, provides initial answers to the questions raised in the Green Paper.

Thorben Albrecht pointed out that, when it comes to the issue of the “digitalisation of the working world” the media focus is often on the fear of job losses. However, based on various studies, BMAS sees a shift in job numbers between different sectors and changes in the fields of activity of individual professions. Not everything that is technically feasible will be automated, due, for example, to legal norms and cultural reasons. As an example, Albrecht cited the profession of bus driver. If, in the future, there are self-driving buses, it is almost unimaginable that children will be permitted to travel alone to school on them without adult supervision. Instead of the bus driver, therefore, there might be a bus attendant with a different job profile. The job is not so much replaced as altered in nature.



Studies, such as those of Frey and Osborne, are often used to forecast the disappearance of entire professions or occupational fields. Things look different, however, when the individual activities within the professions are examined. The forecast job losses are then reduced considerably. From history and the previous industrial revolutions it has been learned that transitions are often difficult, but the result has often been not fewer but different or even more jobs.

In the English-speaking world, the talk is often of a polarisation of work. What is meant by this is that only very highly qualified individuals will be able to compete professionally in the future. However, this does not apply so much to Germany because there are many skilled workers here who, thanks to their comprehensive training, are more adaptable. For unskilled persons, however, things are set to become difficult over the course of digitalisation. This is why, according to Albrecht, efforts should be made to promote adaptability to digital change and holistic thinking at school. When designing work processes, not only technical but also work organisation and social issues should be addressed. Technology, if it does not take humans into account, brings no benefit. Empathy cannot be automated.

The most important training task will be carried out by companies. Thorben Albrecht pointed out that, in the long term, it is not just about the implementation of technology in operating procedures, but also and above all about the design of further training measures for employees – not least in order to remain competitive. Small and medium-sized enterprises will need much more support than large companies, and much more support than at the moment. In view of the diversity of the training landscape, consultancy is indispensable and needs to be developed further. For example, consultants and guides should help individuals find suitable further training provision.

In this context, Thorben Albrecht also discussed how fair working conditions can be maintained and developed. The social partners in tariff partnerships should take advantage of the opportunities offered by digitalisation and design fair working conditions. It is necessary to take the different realities and demands of employees into account. In this context, new compromises between employers and employees should also be negotiated. Only through the teamwork of people, companies and technology could the potentials of new technologies be transformed into productivity and added value. Finally, Albrecht stressed the need to draft laws and standards that will create a new social compromise and oversee the transformation of the working world.

# WeQ – the new IQ: How Design Thinking creates a new culture of cooperation



*Prof. Ulrich Weinberg from the Hasso-Plattner-Institute in Potsdam*

Digitalisation means not only an increase in knowledge, but also a whole range of new possibilities for joint advancement. This is a view presented by *Prof. Ulrich Weinberg from the Hasso-Plattner-Institute* in Potsdam during his talk on the philosophy and methodology of design thinking. The Hasso Plattner Institute and the affiliated D-School teaching institute practically implement the theory of design thinking, which is based on a new culture of cooperation, together with the students and professors. The nature of this new collaboration is reflected mainly in small teams, the lack of traditional classroom teaching, an exclusively project-based learning system with no individual assessment, and a high level of support for the students, with a total of 35 overseeing professors.

According to Prof. Weinberg, design thinking is based on a “global” rethinking of familiar values and traditional structures, which are characterised by knowledge transfer, thinking in categories, and learning in defined patterns. The new way of thinking and working requires a different “mindset”, which first of all forms the prerequisite for reconciling life and work in the digital age. The desires of individuals are always a central starting point and are likewise the benchmark for measuring the technical and commercial possibilities.



Prof. Ulrich Weinberg examined the three core elements of design thinking: Working in multidisciplinary teams consisting of the same number of men and women, the use of variable spaces and facilities, which can be adapted according to work requirements, and consideration of the individual steps in the work process, which can be labelled “understand”, “observe”, “define viewpoint”, “find ideas”, “develop prototypes” and “test”. This approach always includes a “failure space”, which explicitly permits the possibility of making mistakes. Why, up until now, have we so often failed when it comes to the possibility of cooperative working and living? Prof. Ulrich Weinberg sees this as being the result of the lack of teamwork and the prevalence of individual views and competitive interests. However, the implementation of design thinking implies that the old, linear “Brockhaus thinking” should be thrown overboard and the “new pattern” of networked thinking, which is based on the team’s WeQ instead of an individual’s IQ, practised instead. This kind of thinking will be increasingly needed in the future and should be much more integrated into daily training and work practice.

# Thematic island 1: Implementation of digital competences into VET (vocational education and training)



Participants in thematic island 1 discover that digitalisation calls for additional skills, which need to be conveyed in vocational training by competent vocational-college teachers.



With the digitalisation of the working world, the demands on workers are changing. In future, in addition to technical changes, new digital interfaces for communication and organisation will shape the working world. These changes require new skills – technical, methodological, and personal. An understanding should be reached concerning the skills involved and how they are implemented in vocational training.

**Two practical examples from Berlin and Tampere (Finland) were presented in order to stimulate the discussion of the following key questions:**

- › Which digital competences will be needed in the future?
- › Does vocational training need to be redesigned, or is the existing scope sufficient for conveying digital competences?
- › What should the training of teaching staff encompass in order to be able to convey digital competences within vocational training?

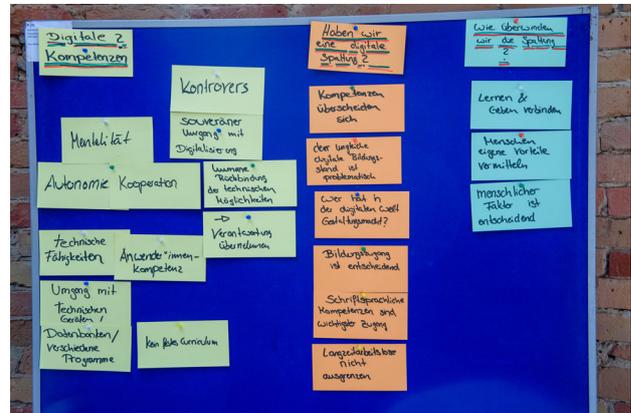


*Gerd Woweries from ABB Ausbildungszentrum Berlin gGmbH* presented the project *Additional qualifications for digital competences in vocational training and further education*. This is being implemented by ABB Ausbildungszentrum Berlin gGmbH in cooperation with k.o.s GmbH, and is financially supported and overseen by the State of Berlin, Senate Department for Integration, Labour and Social Services. As part of the project, additional digital qualifications are being developed both in the area of interdisciplinary and sector-specific skills. The sector-specific skills relate to the professions of mechatronics technicians, plant mechanics (sanitary/heating/air-conditioning), as well as insurance and finance specialists.

In the project *Integration into the e-society*, presented by *Tiina Huovila from Tampere Vocational College*, (disadvantaged) youths and young refugees are taught skills in a digital learning environment that help them connect to the e-society and access further vocational training or higher education. The main aim of the project is to place teachers and learners on an equal footing, to establish integrative approaches to language teaching and to transfer job-related knowledge, as well as to use innovative learning methods, e.g. that of “reversed learning”. As part of the project, teachers and learners exchange roles, thereby allowing young people to take on the “leadership role” and use their digital expertise, which sometimes even exceeds that of their trainers.

It was agreed during the discussion that an increasingly digitalised working world requires both additional professional skills as well as cross-sector, personal and social competencies. In future, the transfer of these skills will need to be integrated into vocational training. This should initially take place by way of the review and adaptation of existing curricula and not by means of a fundamental redesign of vocational training. Another conclusion of the discussion was that the existing scope in the regulations should be used sensibly. The acquisition of flexible additional qualifications could also be a solution when it comes to closing existing gaps. In order to be able to teach the necessary skills within the framework of vocational training, additional teacher training is also necessary. What is needed here are didactic concepts that connect with the trainees’ digital learning environment. The training of the teaching staff should be seen as a central task for which sufficient time and financial resources should be made available.

## Thematic island 2: Overcoming the digital divide of society



The discussions in thematic island 2 concluded that unequal digital literacy, a lack of literary competence, and exclusion due to unequal educational opportunities and different approaches to work and education all lead to a digital divide. On the other hand, digital media is also seen as an opportunity for inclusion.

The digital age is bringing about a fundamental change in tasks, time-honoured concepts and contents of (continuing) training, all the way up to radically-altered occupational profiles. Digitalisation entails opportunities as well as risks. One real danger is the division of society into people who take ownership of the changes resulting from digital transformation and those who are (as yet) unable to do so. A lack of technical prerequisites plays a role in this. What is meant by the “digital divide” is that not everyone is benefiting equally from the rapid development process affecting all sectors, and that a part of society is finding itself increasingly excluded or left behind, possibly due to digitalisation.

**On the basis of the three presented projects and practical examples from Berlin, Lisbon and Vienna, the following key questions were discussed:**

- › Is there already a digital divide?
- › Young people in particular are increasingly digitally mobile and are often also technically versed in this area. Can such digital affinity also be successfully used for continuing training and the new requirements of the working world?
- › What obstacles are reduced by digitalisation and digital learning, and which additional requirements may arise?
- › Can digital provision create new access points to learning by means of individual adaptation to the needs of the individual? What opportunities do digital technologies offer for inclusion, and which obstacles need to be overcome?



*Johanna Lambertz, Arbeit und Leben e.V. (DGB/VHS)*, presented the eVideo Web-based training for workplace-oriented basic education. This is a creative, digital tool for the workplace-oriented basic training of adults, which is founded on the so-called game-based learning principle. Its usefulness lies in removing continuing training obstacles and in opening up new learning opportunities to target groups that have hitherto been excluded from professional training. The decisive factor for the successful use of this tool is its embedding in a blended learning context.

The project “Lisbon – City of Learning” promotes the organic linking of existing learning provision in the Lisbon area, explained *Daniel José Oliveira from Lisbon City Administration*. A crucial part of the project is the breaking-up of traditional, school-based learning methods. The targeted application and integration of innovative learning formats in a wide range of urban learning environments should enable people of all ages and social groups to participate more in the process of lifelong learning.

The Vienna Qualification Pass, a project organised by the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds - waff) presented by *Monika Nigl from waff*, is a documentation system that is used during the consultation process. The digital tool supports those who have acquired no more than a compulsory education to define learning goals and secure a formal school-leaving certificate later. The tool is used across institutions.

The following findings emerged from the discussion. The question of what precisely is meant by digital competences was answered by the statement that they encompass technical skills in the handling of digital devices, software solutions and social media, as well as overlapping abilities and skills, such as self-learning and self-organisation ability, autonomous working, and team ability. Considering digital competences as referring predominantly to technical capabilities is insufficient in terms of scope, however. Digital competences cannot be viewed in isolation from personal disposition, social and ethical connections. Another conclusion was that unequal digital literacy, lack of literary competence and exclusion due to unequal chances in education and in access to education and work lead to a digital divide within society. However, the three examples also illustrated how access to people with specific impairments or disadvantages can be facilitated with the assistance of digital media. The discussion further made clear how important it is to pay attention to who has the creative power in the “digital world”. Are we in the end dependent on a few experts who are developing the corresponding software? This topic also highlighted the fact that the human factor is crucial in the design of the digital environment, and that a right to good vocational training and further education and the intelligent use of digital media tailored to the respective target group can contribute to the attainment of universal digital competences.

# Thematic island 3:

## Digital transformation of trainings and further education offers to employees



Thematic island 3 participants, too, did not define new digital competence to be created, but instead saw a need for many different skills. In addition, cultural, organisational and management-related factors are thought to be crucial in the adaptation of training programmes.



With respect to the topic of the *digital adaptation of training opportunities for employees*, the focus was essentially on the one hand the requirement to promote digital competences in continuing vocational training and, on the other, the opportunities arising from the use of digital offers in the course of continuing training for greater flexibility with regard to participation. Based on this thematic framework, three key questions for the group exchange were presented:

- *How can even better use be made of the potential offered by “on-the-job” learning?*
- *What exactly are digital competences?*
- *On-the-job training should be expanded to include which knowledge, skills and competencies?*

**Discussion in the group was stimulated by three short discussion triggers:**

*Dr Benjamin Höhne from the Beuth University of Applied Sciences, Berlin* presented experiences in the context of the implementation of the collaborative project *Media competency in digitalisation – A new agile learning culture for the vocational qualification (MeDIAL-4Q)*. Based on the conceptual approach of agile learning, it highlights the characteristics of a digital learning culture. Dr Benjamin Höhne pointed out that these are general didactic requirements for career-accompanying learning concepts characterised by alternating learning phases, the definition of common skills targets, the inclusion of iterative reflection, and the mapping of learning projects from real work-processes.



*Sophie Keindorf from k.o.s GmbH* reported on her experiences at the Berlin advisory group on the Austrian EBmooc17, an online course on digital adult education tools for teachers. The title of her article *Do we need 4.0 or are we all right as we are?* primarily refers to the discovery that training concepts must be targeted and that digital learning programmes should not be an end in themselves. Digital learning programmes are accepted when they have a meaningful and comprehensible function within the didactic overall concept and a perceptible and positive learning effect. She considers blended-learning concepts, i.e. a combination of conventional classroom teaching and online teaching, to be expedient in adult education.

The keynote speech by *Mathias Schäfer from the Institute for Vocational Training Research (IBBF)*, titled *Needs-oriented further education and online learning content in the field of energy engineering – experiences from the INWENT project* referred primarily to the company level. Mathias Schäfer emphasised time- and location-independence as a distinct advantage of digital learning provision. However, he also favours blended learning concepts for company training. These should be embedded in a previously-completed structured needs analysis and include accompanying success monitoring.

Looking at the first question, *How can even better use be made of the potential offered by “on-the-job” learning?*, there was a great deal of agreement in the ensuing discussion that the success of in-company learning is less dependent on the specific digital offerings and more on higher cultural, organisational and management-related factors. A positive management and organisational culture, the implementation of modern personnel development, the freeing-up of time, a friendly learning environment, the sensitisation of employees to the importance of further training as well as inclusive learning offers, including the continuation and transfer of taught knowledge, are all considered to be critical success factors.

With reference to the second question, too, *What exactly are digital competences?*, there was agreement that the term or keyword “digital competences” is imprecise, unclear in terms of its meaning, and is partly misleading. It is frequently pointed out that sensible use of digital opportunities still requires traditional skills such as communication skills and social skills. Digital media skills, usage and design are all covered by the term “digital literacy”.

In answer to the third key question, *On-the-job training should be expanded to include which knowledge, skills and competencies?*, a number of different suggestions were made: the skill to promote digitalisation, the skill to analyse needs, the creation of a “company meets company” platform, the creation of an educational cloud with freely combinable learning modules, media competence, and social skills.

# Thematic island 4: Digital teaching and learning methods



*Thematic island 4 participants all stated unanimously that digitalisation opens up new learning and teaching areas that could be individually tailored. However, digital methods are only justified if they actually offer added value.*

Digitalisation gives rise to great opportunities for vocational training and further education. Digital methods enable a more flexible use of content and formats with a high potential for personalisation. They can therefore be applied integratively and in an “on demand” way in the working world. Specifically, the questions that need to be addressed are the following:

- *How must teaching and learning methods be structured to motivate learners to use digital media for vocational training and further education?*
- *How can new teaching and learning methods be integrated into everyday working life in a productive manner into the workplace and how can the progress of the learners be supported, documented and monitored? Will formal qualifications become less important?*
- *Which existing ways can be used to strengthen digital vocational training and further education and to make digital provision available to learners? How can existing learning venues be methodically used for digital learning in the classical sense, especially in metropolitan regions?*

- *How will the work profile of teaching staff change in the future? Which methodological skills will teachers need to have in the future in order to meet the requirements of digital learning?*

**Discussion around these questions was stimulated using two practical examples:**

The Berlin-based *CareerFoundry*, presented by *Tim Fahrendorff*, offers online courses for UI and UX designers. The contents are taught intensively over a short time period. Participants can take the courses independent of time and place and are supported by a mentor and an online community.

The project *Tell Your story*, presented by *Trevor Burgess from Rinova Limited*, based in London, uses storytelling when working with young people who have left school early. Using digital tools, the young people illustrate their educational paths (e.g. videos, radio plays, etc.).



The discussion built on these examples and addressed further aspects. It is indisputable that digitalisation has created new learning and teaching environments in the digital world in a wide range of formats, e.g. in social media. One assumption is that digital methods are only justified if they also offer added value. Teaching and learning methods could be enriched using blended learning or gamification formats. Digital teaching and learning methods show a high potential for the individualisation of teaching contents. They could help improve work-life balance as they are not tied to space and time. The corresponding technical equipment of the educational institutions is crucial in this respect.

Companies play a central role in promoting learning culture. There is a need for systematic, corporate incentives; corresponding structures need to be redesigned.

In future, the working profile of teachers will change, with teachers being mentors, moderators, and learning companions, and they will need to know how to use digital media. Requirements for teachers also include strong diversity skills and openness to all things digital.

The discussion raised other questions which could not be discussed sufficiently in the remaining amount of time and which should therefore be discussed in further dialogues: What digital competences are necessary or already tried and tested for vocational school teachers and trainers? How can the quality of digital training be measured? Should not only input but also tests be carried out online or at least supported with digital tools? How should curricula change? How can self-motivation be strengthened using new teaching and learning methods?

## Panel I:

# Vocational training and digital shift – risking a digital divide or how to bring everyone on board?



Panel I: EU Commission perspectives from Vienna, Brussels, Huddinge, and Madrid

Today, social participation and integration very much depend on digital education and digital competences. Both of them are, from the EU's point of view, key lifelong-learning skills with regard to individual development, social inclusion, active social engagement and employment. However, almost half of the EU's population still lacks digital competences, with the percentage among the working population totalling almost 40 per cent. Cities play a particular role here. They are the national pioneers and therefore have a particular duty to reflect digital transformation processes against the background of equal opportunities, diversity and integration. The discussion focused on how the cities are meeting these challenges and which opportunities the transformation processes offer.

### **Dana-Carmen Bachmann, EU Commission**

For Dana-Carmen Bachmann, digitalisation represents an opportunity for Europe if the process is properly “managed”. Surveys show that 45 per cent of the population of Europe lacks digital competences. This group includes not only the unemployed and migrants, but also very diverse population groups. Bachmann points out that different activities have to be developed and implemented for individual groups in order to strengthen digital competences. It is not just the less well-educated who lack digital competences, all skill and education levels need to be addressed according to Dana-Carmen Bachmann. Local initiatives are needed, and, on the European level, the *Coalition for digital competences and jobs* has been created. This does not mean, however, that what is needed are more IT specialists. Rather, what is needed is a wider understanding of digitality. It should also be noted that the acquisition of digital competences is not just workplace-related. It also encompasses transversal skills. Schools should also be involved, as around 60 per cent of pupils will take on jobs in the future that do not yet exist.



The process of strengthening digital competences should begin by raising awareness of the topic of “digital competences”. Teachers also need to be familiar with the new concepts and technologies before approaching learners with them. It is important to bring together the fields of education and the labour market. According to Bachmann, cooperation with business should also be strengthened, as this is often too occasional and accidental.

Moreover, the possibilities of the European Social Fund (ESF) should also be taken into account when financing digital developments and skills. Other European programmes, in particular infrastructure support, as well as the various Erasmus + programmes, are also be available and could be used.

#### ***Klemens Himpele, City Administration of Vienna***

Klemens Himpele emphasised that digitalisation is not just about technological changes and developments, and that Work 4.0 encompasses far more than this. Vienna is well positioned for the digital age. In the 1990s the productivity of the city was significantly increased as political changes meant it had to compete with regions with lower labour costs. The structural changes made during this time are reflected today, for example, in the fact that, even though it has a smaller population, more students live in Vienna than in Berlin.

One problem lies in correctly assessing what changes in the working world are actually caused by digitalisation and which are influenced by other effects or general conditions, e.g. in the area of wage or salary structures. There remains a macroeconomic control task for maintaining and shaping jobs and working conditions in an era of digitalisation.

#### ***Miguel Angel Alemany Haro, Madrid City Employment Agency***

Miguel Angel Alemany Haro reported on the city of Madrid’s *Smart City Concept*, launched as a result of the financial and labour-market crisis. This approach primarily focuses on integration into work and on motivating jobseekers. In Madrid, new technologies are being introduced and implemented in cooperation with companies. At the same time, however, the city is committed to ensuring that the focus remains on people, as only from this humane viewpoint is progressive change possible.

The different approaches to digitalisation in Madrid are developed right from the outset in cooperation with the economic and social partners, and are flexibly handled in order to allow a rapid response in the case of necessary adjustments or unforeseen developments. Reconciling this simultaneous requirement of continuous cooperation and necessary flexibility is not easy, admits Miguel Angel Alemany Haro with reference to the situation in Madrid.



***Tanguy De Lestré, City Administration of Brussels***

In Brussels, the transformation process is primarily being implemented through digitalisation in schools, but the effects of digitalisation on the labour market also play a very important role. Brussels is faced with a high rate of youth unemployment of almost 25 per cent, which is also being tackled in the context of digital change and using digital approaches. A project example from Brussels illustrates this: In urban areas with 40 per cent unemployment in some cases, so-called “hackathons” have been carried out with persons from the respective areas and with start-ups, which achieved very positive results. Nevertheless, local people had first of all to be convinced that the opportunity would actually benefit them.

***Annika Raab, Municipality of Huddinge***

Huddinge is the second-largest municipality in the Stockholm region and has a very young, fast-growing population. Approximately 20,000 students live in the city, which is why close cooperation between the city administration and the universities is being implemented.

The e-services offered by the city council were the driving force behind (digital) change, according to Annika Raab. The population wants transparency, openness and communication in this process. This calls for greater flexibility in the use of technology and digital competences on the part of the council. However, not all city-council employees know how to use digital technology and require ongoing information and training. Specifically, this means that council employees must be digitally competent if digital technologies are to be used productively and digital competences are to be promoted among the local population.

# Vocational Education and Training 4.0: Initial and continuing vocational education and training in the age of digitalisation



*Prof. Lars Windelband from the University of Education Schwäbisch Gmünd*

*Prof. Lars Windelband, University of Education Schwäbisch Gmünd*, stated at the beginning of his lecture that much has changed in our communication and in the way our knowledge is generated. As a result, new services have emerged and the digitalisation of (individual) jobs and areas is continuing apace. Within a company, this leads to interconnected, vertical work and business processes. Moreover, companies are increasingly associated with their customers, which corresponds to a horizontal change.

These types of links should be taken into account in vocational training. But how should people be trained? What does this look like in practice? Using the example of repair and maintenance, Prof. Lars Windelband showed that machines, using sensors, could provide information on their current functionality, including information on possible malfunctions. This information could then be processed further in two different ways. On the one hand, the machine could directly order the spare part itself and set a date for delivery. On the other, the information could be handed over to a skilled worker, and they could then decide whether a spare part needed to be ordered or whether the machine could also be repaired without this spare part.



Which (new) skills do employees need for such processes? Besides professional and technical skills, they need interdisciplinary, and personal and social skills. These should also be taught during job training. A redefinition of job profiles is not necessary, he stated. However, the content of the training would have to be adapted accordingly, also with regard to new software solutions. At the Federal Institute for Vocational Training (BiBB), 12 to 14 professions have been analysed and adapted in this regard.

In response to questions from the audience, Prof. Windelband pointed out that further training should primarily take place directly within companies. It is useful to analyse the respective internal work processes in order to subsequently be able to define what individual knowledge is needed for the respective work process. Further training would then be provided based on this. There are still too few training courses that are equally based on the needs of individual positions and the needs of employees.

## Panel II: Digital competences in vocational training for tomorrow's labour



*In Panel II, the podium guests discussed the question of digital competences in vocational education and training.*

Technological and structural changes lead to changes in job profiles, requirements and knowledge standards. Professional biographies are already more dynamic, diverse and individualised – the expectation is that this development will intensify and deepen. The panel discussed the challenges posed by digitalisation for the labour market. A further discussion point was how further-training offers should be changed and how new learning content can be taught with new methods. In the context of the need for “quality jobs”, it was also discussed how lifelong learning can be designed to be an ongoing adaptation process to an ever more rapidly changing working world, so that it is not possible for people to be pushed aside in an increasingly digitalised working world.

**Alexander Fischer, Secretary of State for Labour and Social Services, Senate Department for Integration, Labour and Social Services, Berlin**

Digitalisation has not appeared out of nowhere, it has evolved in a process-oriented manner, according to Secretary of State Alexander Fischer. In this process there is scope for design, which Berlin wants to use. Berlin has long been familiar with technical and social changes. In addition, supporting services are already innovative and diverse enough to accommodate this transformation process. Likewise, the dual system of vocational education and training has already repeatedly proved in the past to be receptive and capable of change. Precarious jobs and conditions have long existed and are not inventions of the digital age. In each case digitalisation needs to be carried out in a humane manner, in order to prevent the social division of society and to pave the way for inclusion. State-subsidised part-time training could be an interesting model in this context.



***Daniel Wucherpfennig, Federation of German Trade Unions (DGB) District Berlin-Brandenburg***

The technological and structural change caused by digitalisation is leading to a change in job profiles. These, however, have also changed in the past, and will continue to do so in the future. Those who are qualified keep pace with this change and undergo further training. The less qualified are, however, in danger of being pushed even further aside by digitalisation. In order to be able to continue learning throughout their lives, companies and employees alike need to have a safe and clear framework in place. This framework should make clear the times that can be used for further training, how this training will be recognised, and which training measures make sense. A nationwide further-training law is also required, according to Daniel Wucherpfennig.

***Sven Weickert, Unternehmensverbände Berlin-Brandenburg (UVB; Business Associations Berlin-Brandenburg)***

Start-ups in particular have been the trend-setters and driving forces of the economy. Digitalisation is not purely a technical but also a psychological management and cultural issue. This development can only be jointly devised with the social partners. Training providers have to adjust to the new requirements faster than before. The core task of policy-makers is to place a stronger focus on securing livelihoods. Developing digital jobs then becomes the common task of social partners and companies.

***Adél Holdampf-Wendel, bitkom***

Digital competences are a core competence in all sectors of Economy 4.0. According to a survey of companies across all sectors, nine out of ten companies believe that digital competences will be just as important as social skills in the future. However, almost two-thirds of companies do not offer further training in digital competences. They should therefore be made more aware of the importance of lifelong learning. bitkom wants companies in the field of digitalisation to undergo voluntary (auditing) processes that lead to certifications or quality seals in this area.

***Dr Lena Hipp, Berlin Social Science Center (WZB)***

History teaches us that people are able to adapt to changing labour-market conditions. However, certain jobs and activities are set to vanish in the wake of digitalisation, and digitalisation will not impact on all sectors equally. Some industries and activities will be supported by digitalisation and others replaced. Scientists, too, however cannot reliably predict which jobs will vanish and how new ones will arise. While it is certain that new jobs will develop, their quality remains uncertain. This is shown by the example of *crowdworkers*, who compete against permanent workers and lower wage levels without being adequately secured themselves.



***Johannes Pfeiffer, Federal Employment  
Agency (BA), Regional Directorate  
Berlin-Brandenburg***

Due to the diversity of professions and fields of study, people still need adequate counselling and guidance. However, it is virtually impossible to predict the qualifications that will be needed in the future. Preventive and comprehensive (further) education is necessary to adapt to new processes and needs. Low-skilled individuals represent the bulk of job-centre clients. However, only a fraction of advertised vacancies is aimed at this group. It is therefore necessary to invest more intensively in further education as a preventive measure.

# Conclusion and adoption



*Alexander Fischer, Secretary of State for Labour and Social Services, Senate Department for Integration, Labour and Social Services, Berlin*

At the end of the event, *Alexander Fischer, Secretary of State for Labour and Social Services*, drew the following conclusions: The conference had shown that European cities face similar challenges. The paramount task is to shape the digitalisation process so that it benefits people. All the parties agreed on this. Digitalisation also requires a new way of thinking in companies that needs to be strengthened further. The working world still lacks digital competences in many sectors and professions. These could however be developed, as the pilot project organised by the ABB Training Centre Berlin and k.o.s. GmbH as well as other Berlin and international examples at the conference showed. It is not just about professional skills, but interdisciplinary and personal skills too, as well as new ways of teaching and learning them. In order to promote further training and the use of digital media among employees, the social partners would need to ensure by means of collective bargaining agreements and policy-making that appropriate framework conditions were set to ensure the necessary time and space for further training.

Many practical examples were presented at the conference. Some of these examples and discussions showed that social participation depends not least on digital competences. Digitalisation, properly applied, could lead to more inclusion. The majority of young people use digital media as a matter of course. Greater use of this knowledge, often gained playfully in everyday life, needs to be made in working life. In this way, the so-called “millennials” could become ambassadors of change.



In the areas of occupational safety, work safety and co-determination, the general conditions for quality jobs in the digital age need to be created. This represents a particular challenge for service metropolises. One important focal point for early, preventive work in this area are schools. They should be invested in, and in Berlin this is happening, primarily by means of the “School Construction Plan”. Through digitalisation, however, assistance systems could also be developed that relieve the burden on individuals and open up time periods for higher-value activities.

At the end of the event, the Secretary of State thanked all the speakers and participants, as well as those who had prepared and organised the conference.



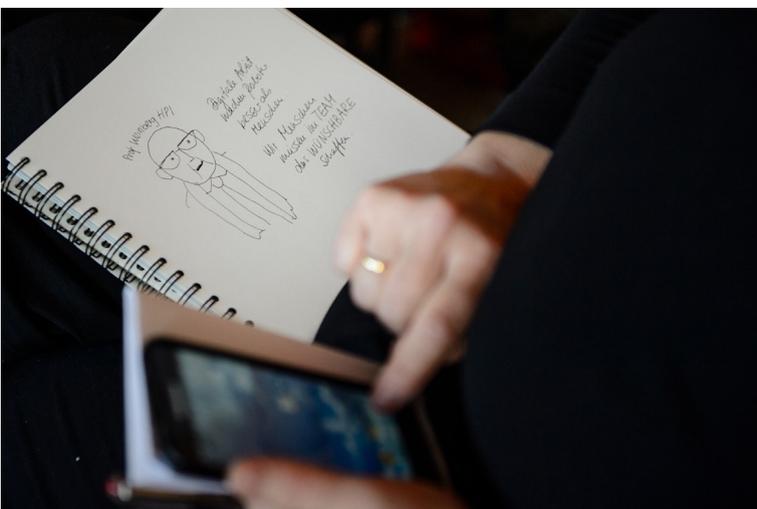
*The audience appreciated the concluding words of Secretary of State Alexander Fischer.*



*The Governing Mayor Michael Müller and Senator Elke Breitenbach before their presentations*



*Participants before the start of the event on the EUREF Campus*



*A creative way of taking notes during Prof. Ulrich Weinberg's lecture*



*Digitalisation everywhere – including in education and training in the future?  
Participants testing the driverless bus, “Olli”.*



*The mobile office? Laptop contents supplement the talks.*

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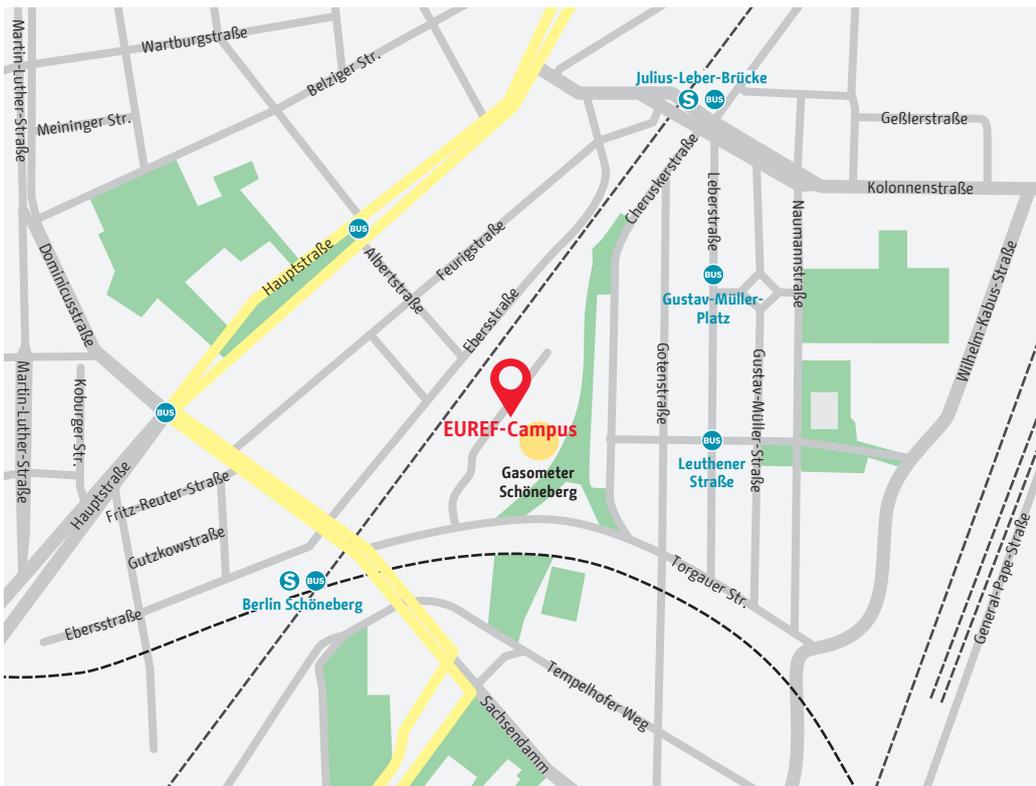
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