[**Future-Proof PE Working Group**](https://penworldwide.slack.com/archives/CT0TC8WKH)

**Participants** from the Belgium, Brazil, Canada, Czech Republic, Denmark, France, Germany, Chile, Lithuania, Netherlands, South Korea, Spain Catalonia, Switzerland, USA

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* This[**Jamboard for Future Proof PE Model**](https://jamboard.google.com/d/1agy8Ov8w2V-qtd4cMwMdWHd3i5SJp8bBRg16Tzjed-4/viewer?f=0) was used as a tool to share and brainstorm on ideas - these have been summarized below.

**1. Inputs - Focusing on skills and competencies for trainees are needed for their future to be successful**

* **Inputs:** Remote working, digital skills, ability to change, adaptability to new tools, tasks, flexibility, specific digital skills (big data in marketing), project-based work, creativity, focus on processes, taking responsibility (working from home without a teacher), being able to use a collaboration tool), resilience, social media skills, organizing online meetings effectively), listening (empathy), creative thinking, tasks that AI doesn’t take over, use online ERP, capacity to reflect and analyze, online etiquette, ability to fix troubles. These could be all divided into soft skills and hard technical skills.
* Perhaps the regrouping can also be done based on different target groups as far as the ideas of a future-proof PE model are concerned
* Technical skills and tasks needed to be acquired will continuously change however soft social skills will remain – need to be learned through practical tasks
* Main requirement for a job is to adapt and be flexible
* The basic tasks need to be taught and learned in order to advance to the higher levels of learning – trainees need to get a basic digital skills package
* They are required to have a lot of transversal skills – also social skills
* It will be easier as far as the technical skills are concerned, (in collaboration suites for example) as there will be more AI assistance in the future - it is necessary to get a basic digital package - open to being able to use more tools

**2. Outputs - Challenges of getting trainees to the above mentioned point (trainers and trainees)**

* More digital tasks, digital tutorials, more project management, teachers working remotely, preparing the infrastructure, aligning curriculum to needs (from policy perspective), technical problems (do not have the technical equipment), lack of flexibility, how to control the work done, teachers: lack of knowledge of what the labor market requests, learn new tools by themselves, government policy training initiatives, lack of motivation, are curricula evolving fast enough?, continuous learning for trainees and trainers, develop new curricula – transnational?, updating materials, hard to bridge gap between theory and practice, international network tasks, trainers not familiar with the modern way of working)
* The gap between the government policies and the real business life - building of curricula
* Educational policy should be rather a framework that can be adapted
* What curricula fit these areas (Practice Enterprise) – VET and professional education – difficult to adapt because of the closed system
* There is a need to create it faster than the curricula – prepare for it to be used – shadow the real developments
* Education is slow – trainers are not updated and ready with the digital skills
* The quality of the PE is only as good as the PE trainers – the students will know more than the trainers
* Companies are creating schools to overcome these challenges – Amazon for example, to be able to speed up the processes to acquire the necessary competencies and skills
* To take the curriculum and make it more individual – be faster than the educational system
* Traditional teaching approaches from some trainers
* COs can train the trainers as best as possible but it is the trainers who are training the trainees
* As opposed to training the specific tools, it is about teaching the trainees of how to work with certain areas and elements professionally
* another challenge is that trainers have to have a lot of different skills (in Denmark they also social workers) and have to cope with a lot

**3. Open brainstorming session based on the raised points and the future proof PE -suggestions**

* PE integrated into the entire program – not 4 hours a week
* Develop collaboration skill pedagogy, teach students how to find their own materials
* No organizational chart – an autonomous organization
* Training remote employees is different than in-person training - being aware of the differences
* Design thinking teaching – the ability to adapt to change
* A more important strategy to focus on trainees – Belgium, webshops etc- that they can convince the trainers to use these – incentivize and motivate
* Paper versus digital – how do we rethink the whole aspect of the practice enterprise – to blend the digital and physical efficiently
* How can we create a future proof concept based on these discussions?
* Asynchronous PE – not meeting at the same time
* Lobbying ministries of education
* Branches in different countries – satellite countries – a global PE
* What can be a problem with a global PE in terms of curriculum - Czech Republic has a global PE with branches in other countries - the PE concept can be adapted as there is no obligatory curriculum in CZ - in Spain the constraints are in terms of VET and HEI curricula, not secondary schools
* However, how do we assess and evaluate that? (teachers concerns: final marks, simple test etc.)
* Identify people who are doing those practices and share them with the rest of the network – what is Amazon doing – involving external companies and experts in the process?
* Get the support and implement it in the PEs- take a trend and see how much it has impacted real companies.
* Change the ways of thinking/ mindsets – trainer mindset, school mindset and teach trainees the actual skills and through that to incentivize
* In Switzerland they use the real job profiles and train them as in the real business world and also focus on key groups with different focus: marketing, - they involve the PEs in creating the content and share the practices – co-create the trends
* Brazil – educational consultants, difficult to bridge the competencies from the classroom and what is expected of them on the real job market (new marketing skills)
* There is also a certain level to which we can bring the trainees – each trainees has some limits
* The challenge of the divide – expectation of these skills, sometimes there is a gap – trade internationally, but for example shy to speak English
* Deloitte – career readiness framework – what they need of the employments – to understand where the alignment is – recommendations for the USA how to adjust the framework

**Follow-ups:**

* Jamboard regrouped based on commonalities - find the general trends and the outcomes
* A follow-up session will be organised, another time proposed on the Slack Channel
* Also a possibility: ask some prompt questions in the Slack Channel
* Identify promising practices and share them with others
* Please follow the [Future Proof Slack channel](https://penworldwide.slack.com/archives/CT0TC8WKH) for more information