



BIOBEC

T1.2. European and Regional Analysis of the needs, opportunities and expectations for BBEC

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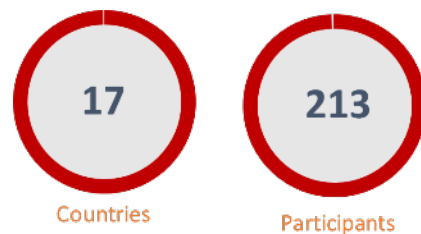


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Data sources

1. **Desk research:** 26 previous and ongoing projects analysed
2. **Online survey:** 213 answers from 17 countries



3. **Focus group interviews**



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Needs and expectations for educational programmes:

- **In-house training** to give their professionals specific skills and knowledge.
- **Creation of strong connections among different training specializations.**
- Train professionals that are capable and can support the conversation and connection **between different disciplines** and can take complexity-dependant decisions
- Create a **training ecosystem** where citizens can find different options of training.
- Competences and contents related to Bioeconomy, Sustainability and Circular Economy should be included in **all formal levels of education.**
- Collaboration of **companies and educational institutions** in defining training programmes.
- Foster collaboration between VET institutions, universities and companies to identify **logical training paths** between the different training levels
- **Soft Skills** acquisition during the whole education path, and specially in higher education.

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Needs and expectations for educational centres:

- Increase the number of training providers, as well as to identify **new ways of collaboration** between the educational stakeholders and the companies.
- An **education model that interlinks** across regions avoiding repetition.
- **Facilitate teachers learn from the industries activities** - to strength the role of affiliated professors
- Increase offer of **short educational courses** for professional's career development.
- Target group of BBEC's **training activities should include**: local authorities, companies owners, professionals already employed
- Promote **interdisciplinary training** activities,
- bring educational providers, industry representatives and policy makers together to identify and benchmark the existing offerings, highlight deficits, and create a cohesive data driven roadmap for bioeconomy education across the spectrum.

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Needs and expectations for educational certification:

- Micro credentials linked to specific training needs identified by industries.
- **Certification and authentication** of learning to **be recognised by industry** and perceived as valuable by potential learners, the awards structure must reflect the inputs both from the company (course fees) and the students (time, effort).
- **Certifications are provided not only by academic actors**, it is needed to identify new ways to certify professionals' competences acquired through the experience in the workplace.
- Necessity to have **experts very rooted in the territory**,
- **Create a general framework of bioeconomy competences that includes the new training programmes and the current in-company training provided by companies to their employees.**

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Needs and expectations for other services of BBEC:

- **Define and communicate what bioeconomy is**, as well as to involve training organizations and administrations in the development of these structures.
- BBECs should be the **backbone of a well-structured training and learning systems**.
- **The BBECs should be a network and coordinated regionally but also across regions**, fully aligned with national and regional strategies and international necessities.
- **Workplace training:** educational and vocational counselling services , valid certification of in-company courses, facilitate students to do internships in the companies.
- **Train the trainers**, with the collaboration of industries, to update their knowledge, as well as to facilitate them didactic resources to improve their teaching experience.
- **Society openness: lifelong learning, approximate science to the society**, as well as to offer activities to raise awareness, stimulate and promote mindset change.
- **Consultancy services, register of certified experts on the bioeconomy.**
- Facilitate regional up to international **networking**.



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