

# Session 7: Workshop Reports

This session summarises the outcomes of the four workshops, highlighting the discussions and each session's key challenges and results.

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## 2.A : A cross-European student certificate on standardisation [1 of 2]

- In the group, there was broad agreement that a certificate scheme is desirable and feasible
- It should be flexible and adapt to local/national context (e.g., it may be linked to microcredits in some places, but not in others)
- Most participants see a role for a 'standards fundamentals' certificate at the entry academic level (Bachelor), which can link to a wide range of courses/modules backgrounds and create broad awareness
- This may be complemented by 'deeper level' certificates at the Master level, with considerably higher learning objectives

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## 2.A : A cross-European student certificate on standardisation [2 of 2]

- The organisation is arguably best at the national level, and NSBs are in a logical position to take the lead (and 'give them out') while engaging academia with the experience of defining and developing learning objectives, assessments, etc.
- Coordination on the European level is desirable, and if members agree and the budget can be allocated, CEN/CENELEC may be willing to lead this coordination. Then, we may have certificates handed out by NSBs that signal they comply with the European certificate program.
- Many great ideas by participants, such as linking it to the Erasmus program, and serving vocational schools/in-company settings as well.

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## 2.B: Incentives for Teachers and Students [1 of 2]

In this session, representatives from the industry shared their experience in providing incentives for training on standardisation and reached the following conclusions:

- There needs to be a recognition and push from leadership to integrate standardisation in an employee's job.
  - Collaboration with NSBs – Ex. Young Professional programs (DKE Next Generation Experts)
  - Integration of research activities in pre-standardisation work and technical committees
- Universities need to find the right value proposition to attract students, but also the right balance between a full program and integrating standards in existing modules
  - Encouraging university lecturers to reference standards when teaching conventional modules

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## 2.B: Incentives for Teachers and Students [2 of 2]

- Recognition of shortages in skilled force in critical areas in need for standardisation
  - Joining forces between the industry and academia through funded projects to shape training modules
  - Collaboration of industry with academia is needed to close the gap of finding new employees educated in standardisation
- Certification is an important incentive for students but also employees. Creating a pan-European certification system will mitigate imbalances in Europe. use-cases from other fields/ industries can be used as blueprints

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## Linking Standardisation education to the Academies for the Net-Zero Industry Act

- Skills are top concern for businesses in Europe, esp. in net-zero industries
- NZIA: “Enhancing skills for quality job creation”
- NZIA academies developed with industry, for voluntary use by MS/Edu/training providers
- Example: Battery Academy (“entire battery value chain”)
- European Standardization System needs future experts to address clean energy technologies (Edu&training initiatives through CEN/CENELEC/ETSI)

→ How to include standards in net-zero academies?

→ How to learn from net-zero academies (e.g. *standards academy*)?

→ European Certificate?

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## 4.D: SME perspectives on standards education: Vocational training and life-long learning [1 of 2]

- SMEs challenges regarding training on standards:
    - Lack of dedicated courses and translation of standardisation information to the SME reality
    - Identifying accredited training providers and quality trainings
    - Achieving critical mass for training sessions
    - Managing time constraints for staff participation
- ➔ The session highlighted practical examples in the machinery, textile, cyber security and space sectors across European countries



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## 4.D: SME perspectives on standards education: Vocational training and life-long learning [2 of 2]

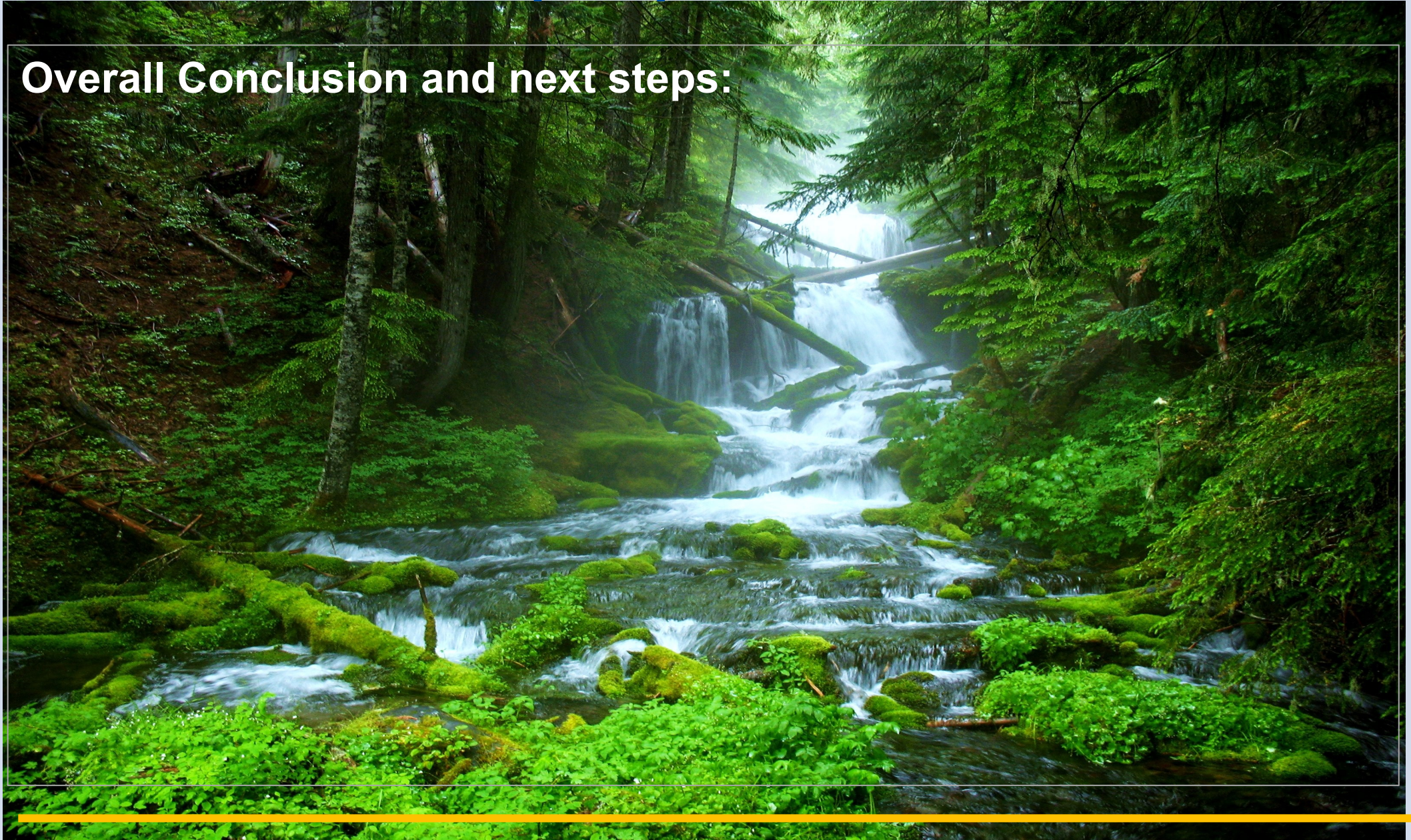
### Overall Conclusion and next steps:

- Leverage network-based training (e.g. Skillnet Ireland) to build critical mass of SMEs, and Invest in train the trainer programmes for further cross-fertilisation
- Develop public-private co-funded initiatives and networks and encourage SMEs to participate in industry training initiatives.
- Utilise dedicated national and/or European funding programs to develop specific training programmes and incentives for SMEs
- Adopt learning methods that combine online and in-person training to enable more SME employees to participate in training without disrupting day-to-day operations.
- Adapt trainings and link technical requirements to SMEs business realities.
- Ensure free access to standards during vocational training.
- Ensure regular updates of certificates. Continuous standardisation training should be provided to maintain state-of-the-art knowledge



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Overall Conclusion and next steps:



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