

Draft Agenda of the 2nd E4E Skills Council Meeting Engineers for Europe (E4E) Project # 101054872

Venue: Scotland House, Schuman Square 6, 9th floor, Brussels

Day 1: Thursday, 16 May 2024

14:00 – 14:15	Registration of Participants and Welcome by ENGINEERS EUROPE
14:15 – 14:50	Introduction and Update on Project Status (ENGINEERS EUROPE): Findings
14:50 – 15:00	Impact Assessment Report by ANECA
15:00 – 15:40	Developing the 2 nd version of the Skills Strategy: from the first to the second version
	Input & Feedback of the Skills Council Good practices, lessons learned, suggestions for improvement
15:40 – 16:00	Coffee Break
16:00 – 17:30	Splitting up in Working Groups: actionable recommendations for stakeholder groups Discuss in Working Groups on Educational Institutions, Policy Makers, and Professional Organizations
	Wrap-up of Day 1 and setting the stage for Day 2 >>> End of Day 1 Activities <<<
19:30 – 22:00	Dinner, Park Side Brasserie, Avenue de la Joyeuse Entrée 24

Day 2: Friday, 17 May 2024

09:00 – 10:30	Skills Strategy 2024: actionable recommendations for stakeholder groups (continued)
10:30 – 11:00	Coffee Break
11:00 – 12:30	Presentation of the WGs & Open discussion
12:30 – 12:45	Wrap up – collecting Recommendations for the Skills Strategy 2024 and Second Round of Research (ENGINEERS EUROPE)
12:45 – 13:00	Next Steps and Closure Timeline, role of the Skills council in the next Skills Strategy, Sustainability after E4E
13:00 – 14:00	Lunch Departure of participants



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Second E4E Skills Council Meeting
16-17 May 2024, Brussels
Scotland House, Schuman Square 6

Attendance List - First day (16/05)

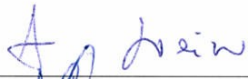
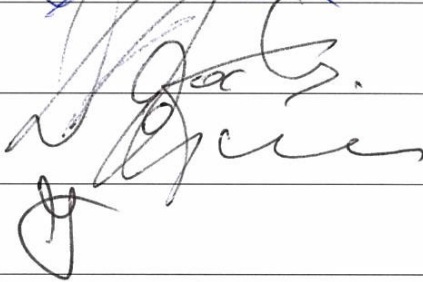
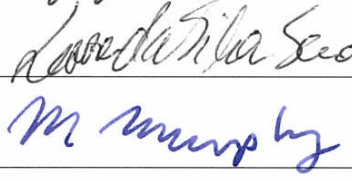
Number	Participants	Related Organisation	Name	Signature
1	1	AECEF	SOEIRO, Alfredo	
2	2	ANECA	SEDANO, David	
	3		PORTILLA FIGUERAS, Antonio	
3	4	BEST	FILIMON, Mihai	
4	5	CECIMO	COMTE, Raphaël	
5	6	ECEC	THÜRRIEDL, Klaus	
6	7	ENGINEERS EUROPE	BOCHAR, Dirk	
	8		TREIER, Hannes	
	9		CRAUWELS, Inès	
7	10	ENGINEERS IRELAND	HENCHION, Majella	
8	11	IVEPE-SEV	SIOULIS, Heracles	
9	12	KU LEUVEN	LAUWERS, Bert	
10	13	ORDEM DOS ENGENHEIROS	ANDRE, Antonio	
	14		SECO, Laura	
11	15	TU DUBLIN	MURPHY, Mike	
12	16	UPORTO/FEUP	AUGUSTO DE SOUSA, Antonio	



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Attendance List – Second Day (17/05)

Number	Participants	Related Organisation	Name	Signature
1	1	AECEF	SOEIRO, Alfredo	
2	2	ANECA	SEDANO, David	
	3		PORTILLA FIGUERAS, Antonio	
3	4	BEST	FILIMON, Mihai	
4	5	CECIMO	HUNCHAK, Olha	
5	6	ECEC	THÜRRIEDL, Klaus	
6	7	ENGINEERS EUROPE	BOCHAR, Dirk	
	8		TREIER, Hannes	
	9		CRAUWELS, Inès	
7	10	ENGINEERS IRELAND	HENCHION, Majella	
8	11	IVEPE-SEV	SIOULIS, Heracles	
9	12	KU LEUVEN	LAUWERS, Bert	
10	13	ORDEM DOS ENGENHEIROS	ANDRÉ, Antonio	
	14		SECO, Laura	
11	15	TU DUBLIN	MURPHY, Mike	
12	16	UPORTO/FEUP	AUGUSTO DE SOUSA, Antonio	

EUROPEAN ENGINEERING SKILLS CO BRUSSELS, 16-17 MAY 20



ENGINEERS EUROPE

Fédération Européenne d'Associations Nationales d'Ingénieurs
European Federation of National Engineering Associations
Föderation Europäischer Nationaler Ingenieurverbände

I. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW ENGINEERING EDUCATION CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Appoint a specific liaison person/department for outreach with businesses

- A. Implement relations between Universities and Industry – give inputs about the job needs; Invited teachers (%) from the industry should be an obligation – case studies;**
- B. Promote internships / Masters or PhD's research related with industry**
- C. Standardization as possible the basic courses to be the “foundation” to get a similar outcome; defining the maximum number of ECTS in Basic, in Technical and soft skills courses.**
- D. Extra credit system based in soft skills courses or even in technical courses (after graduation)**

I. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW ENGINEERING EDUCATION CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Appoint a specific liaison person/department for outreach with businesses

- A. A shift in the educational paradigm to “Competency-based education”**
- B. Industry-academia collaboration through technology transfer and CPD**
- C. To develop middle term project of communication or cooperation with industry**
- D. Include professionals from industry, as teachers**

I. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW ENGINEERING EDUCATION CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Appoint a specific liaison person/department for outreach with businesses

- A. Consider structural connection with industry (in terms of structure design etc.)**
- B. Invite guest lectures from industry to complement the courses' content (not necessarily one per course, but enough per program)**
- C. Discussions between professors to align in a structured manner the content of these lectures/workshops**
- D. Establish advisory groups per faculty (and maybe program) level (1 meeting per quarter with members of industry, maybe those who are also alumni of that faculty)**
- E. Organize projects (even short term) in collaboration with industry. Having responsables from both uni & company to report and ensure the quality of the (mini-) internship**

II. SKILLS COUNCIL MEETING : ON PR

DEFINE ACTIONABLE MEASURES ON HOW PROFESSIONAL ENGINEERING ORGANIZATIONS CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW THEY CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Develop in-house Training (Micro Credentials)

- A. Provide continuous professional development courses; (chance to get more budget)**
- B. Implement certified CV's via National Organizations or Engineers Europe - voluntary system**
- C. To defend the importance the engineers and promote the profession**
- D. Ethical influence on the politicians / decision makers / press**
- E. Bring the engineers view to the main subjects / political discussions and processes**

II. SKILLS COUNCIL MEETING : ON PR

DEFINE ACTIONABLE MEASURES ON HOW PROFESSIONAL ENGINEERING ORGANIZATIONS CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW THEY CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Develop in-house Training (Micro Credentials)

- A. Professional Organizations should make the CPD mandatory for the members, with consequences if a member does not follow**
- B. Take as example the accounting system CPD by ENGINEERS EUROPE**
- C. To have in their boards representatives of the industry**

II. SKILLS COUNCIL MEETING : ON PR

DEFINE ACTIONABLE MEASURES ON HOW PROFESSIONAL ENGINEERING ORGANIZATIONS CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW THEY CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Develop in-house Training (Micro Credentials)

- A. Provide mentoring/CPD in collaboration with others**
- B. Support the development of necessary changes through lobbying etc. towards policy makers**
- C. Provide more transparency of their titles**
- D. Portability of credentials (recognise them if process isn't automatic)**

III. SKILLS COUNCIL MEETIN

WHAT ARE THE SPECIFIC REQUESTS **INDUSTRY HAS TO THE OTHER STAKEHOLDER GROUPS AND HOW CAN IT PROACTIVELY ASSIST IN CLOSING THE SKILLS GAP ?**

- A. Support/Invest in universities and second level schools to promote the engineering profession to attract more students;**
- B. Financial support to Up-skill and Re-skill employees**
- C. Collaboration with universities and training providers to fulfill the nowadays skill gaps and future as well, anticipating the needs of the coming future.**
- D. Support the professional engineering associations**
- E. Reward / Recognition of relevant achievements / extra skills of employees**
- F. Support the academic research to fulfill the industry needs**
- G. Influence policy makers (investments in eng. education / careers / recognition)**

III. SKILLS COUNCIL MEETIN

WHAT ARE THE SPECIFIC REQUESTS **INDUSTRY HAS TO THE OTHER STAKEHOLDER GROUPS AND HOW CAN IT PROACTIVELY ASSIST IN CLOSING THE SKILLS GAP ?**

- A. To get a procedure for linking industry to the stakeholders, for example, surveys to identify them, or list with the main gaps found by industry, at least once a year**
- B. Offer free skilling training programs in cooperation with universities, non-technical provision (soft skills)**
- C. To promote having external academy for solving and finding the gaps, by their own**
- D. To establish a kind of contract between industry – employee – CPD provider**

III. SKILLS COUNCIL MEETIN

WHAT ARE THE SPECIFIC REQUESTS **INDUSTRY HAS TO THE OTHER STAKEHOLDER GROUPS AND HOW CAN IT PROACTIVELY ASSIST IN CLOSING THE SKILLS GAP ?**

- A. Expect engineers with strong technical skills but more importantly soft skills**
- B. Provide case studies real-life scenarios (through university projects or student organizations' activities)**
- C. Sponsor master programmes to ensure the graduates are exactly aligned with expectations**
- D. Lap & equipment funds/donations for further development**
- E. More exchange between industry-academia (f.e. Sabbatical in industry from uni or industry experts coming into uni)**

IV. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW POLICY MAKING CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

- A. Increase investment in Engineering Education (increase Universities financing / each engineering student; Scholarships);**
- B. Provide financial support to CPD small and medium enterprises;**
- C. Include engineers in advisor commissions in several fields**
- D. Promote the importance of the engineering profession in the society and promote better salary conditions**
- E. Establish strategic planning / policies to promote a more balanced distribution of engineers between regions that is essential for the regions development itself**
- F. Ensure the full range of engineers' qualification (Institute Technology /Polytechnics / Universities)**

IV. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW POLICY MAKING CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

A. Structural funds

B. Add incentives to enhance industry-academia collaboration

C. Provide more flexibility in change management for programs

D. More funds & focus in secondary schools

E. Avoid industry involvement in policy-making

IV. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW POLICY MAKING CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

- A. We can influence at national level, but not at common European level**
- B. To promote engineers to the policy makers**

www.engineers4europe.eu

**E4E-2022-2025 (login
& password)**

I. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW ENGINEERING EDUCATION CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Appoint a specific liaison person/department for outreach with businesses

- A. Education providers to seek up-dating from industry and to receive input on the future research that is needed. Seek systematic guest lecturers from industry (i.e., guest teachers with an industry background) and seek support from policy makers to support that.**
- B. Education providers to work towards harmonized basic core engineering knowledge and promote a wider understanding of the learning outcomes to other stakeholders.**
- C. Educators to provide for “competence-based training”, e.g., by providing shorter internships or short-term projects in collaboration with industry professionals where both entities need to report on the quality**
- D. More structural interlinking initiatives between academic and industry staff (exchanges of staff).**
- E. Establish Advisory Groups at faculty (and program) level, include alumni in these groups.**

II. SKILLS COUNCIL MEETING : ON PR

DEFINE ACTIONABLE MEASURES ON HOW PROFESSIONAL ENGINEERING ORGANIZATIONS CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW THEY CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Develop in-house Training (Micro Credentials)

- A. Provide more clarity on the existing number of engineering titles and what is behind them.**
- B. Offer and seek mentorship for their members.**
- C. Promote and require proof of CPD after X-number of years of membership (be concerned about their professional quality, e.g., certify their CVs).**
- D. Take political influence regarding policy making: become an “authority” for the profession.**
- E. Ensure industry representation in their Executive Boards.**
- F. Offer CPD and provide help and assistance regarding recognition of qualifications, portability of degrees, etc.**

III. SKILLS COUNCIL MEETING

WHAT ARE THE SPECIFIC REQUESTS **INDUSTRY HAS TO THE OTHER STAKEHOLDER GROUPS AND HOW CAN IT PROACTIVELY ASSIST IN CLOSING THE SKILLS GAP ?**

Example : Be able to recruit “visionary engineers” having a view about future challenges.

- A. Reward / Recognition of relevant achievements / extra skills of employees.**
- B. Support in academic programs and research: donating equipment, sponsorship in master programs.**
- C. Provide case studies, real-life challenges in university projects / student organizations’ activities.**
- D. Motivate up- and reskilling through funding the training and providing the time needed / offer free training programs in cooperation with universities, professional skills.**
- E. Influence policy makers (investments in engineering education / careers / recognition).**

IV. SKILLS COUNCIL MEETING

DEFINE ACTIONABLE MEASURES ON HOW POLICY MAKING CAN BE PROACTIVE TO THE OTHER STAKEHOLDER GROUPS AND HOW IT CAN BETTER ALIGN PARTICULARLY WITH INDUSTRY

Example : Develop or reform policies e.g., to enhance more future (female) engineers.

- A. Integrate engineers in policy making (national or regional level) and promote an updated image of the profession.**
- B. Provide structural funding for engineering education, increase scholarships and focus on secondary schools.**
- C. Provide incentives for enhanced academia-industry collaboration and financially support CPD for SMEs.**
- D. Establish strategic planning / policies to promote a more balanced distribution of engineers between regions .**
- E. Ensure the full range of engineers' qualification (Institute Technology / Polytechnics / Universities).**