The Value-Based ILOs Framework on Standardisation Education

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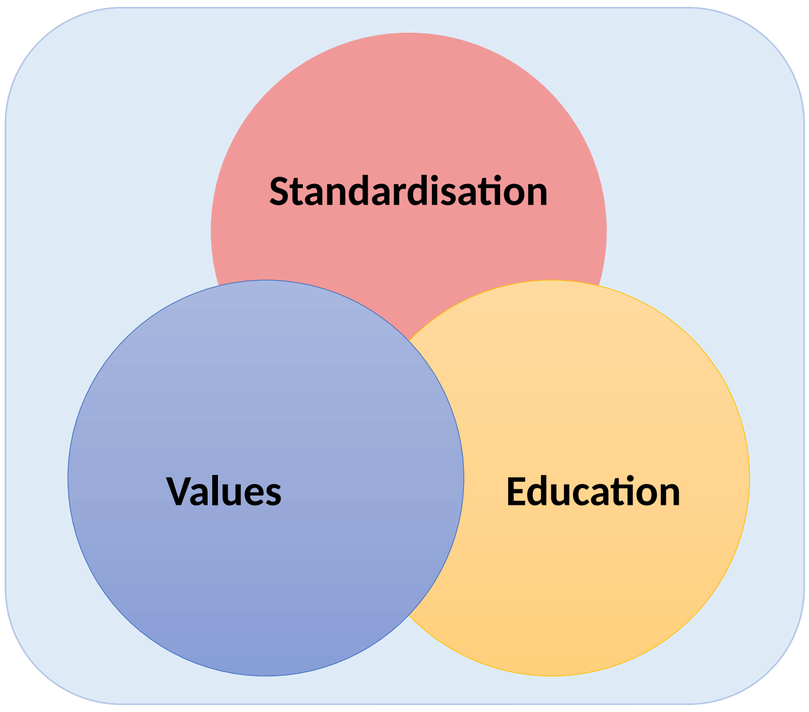
The EDU4Standards.eu Value-Based ILOs Framework addresses the issue of fragmented standardisation education by providing a clear structure and guidance on intended learning outcomes (ILOs) and levels of qualification and demonstrating how values can be integrated into standardisation education.

It represents a normative framework that shows the direction of what should be done so that standardisation education can be improved.

The primary stakeholders of the framework are lecturers and learners in standardisation, but other stakeholders such as standardisation bodies, industry, NGOs and research organisations, SMEs and citizens, can also benefit from it.



The pillars of the framework

- **Standardisation work**
- **EQF, ISCED and Bloom's Taxonomy**
- **Article 2 TEU (European values)**
- **Cedefop material**

The steps

I. Determine the basis of the ILOs framework

II. Determine the structure and the levels of the ILOs framework

III. Define the ILOs for each level

The framework distinguishes **nine levels of qualification** that are matched with nine levels of formal education, ranging from Level 0 (Early Childhood Education) and extending up to Level 8 (Doctoral level), for which ILOs are defined. At the same time, the framework covers levels of qualifications attained **outside of the formal educational system**.

The EDU4Standards.eu value-based ILOs framework contains descriptors in the form of generic statements. When applied to a specific discipline and study programme, the generic statements should be tailored accordingly.

Levels		Knowledge	Examples of skills	Responsibility and autonomy
Level 0	Early childhood education	**The learner is expected to:** •K0.1: know that standards are similar to guidelines and rules and that they make sure that things work safely and consistently •K0.2: understand the importance of having and following standards, rule, guidelines to make sure that things are understandable for all •K0.3: understand simple examples of standardised products and services such as electricity, traffic lights colours, emergency and rescue services (police, ambulance, fire brigade) etc. •K0.4: form a sense of right and wrong	**The learner is able to:** •S0.1: follow simple rules and routines •S0.2: role-play situations of rule-following and point at the rules that are followed •S0.3: in an interactive game or activity discuss with the group examples of simple standardised products or services from everyday life and why they are important	The learner can engage in simple play and creative activities with guidance and under direct supervision in a structured context.
Level 1	Primary education	**The learner is expected:** •K1.1: to have a basic general knowledge of standards and standardisation •K1.2: to have a basic general knowledge of values in standardisation	**The learner is able to:** •S1.1: define the concept of standards and standardisation by using examples •S1.2: outline the purpose of standards and standardisation (to ensure consistency, safety, understandability) and the benefits of having standardised products, services and processes in general •S1.3: list simple examples of standardised products, services and processes and recognise what values they support (ex. traffic signs & values such as safety, or transparency) •S1.4: list values and outline examples of standardised products, services and processes that they support	The learner can perform basic tasks under direct supervision in a structured context. They can participate in and contribute to group activities.

The EDU4Standards.eu value-based ILOs framework		
Levels of qualif-n	**Formal education**	
Level 0	Early childhood education (ex. 0 – 6 years)	**Non-formal education** (ex. in-company training): Not age-bound, qualifications matter
Level 1	Primary education (ex. 5 – 12 years)	
Level 2	Lower secondary education (ex. 10 – 16 years)	
Level 3	Upper secondary education (ex. 14 – 18 years)	
Level 4	Post-secondary non-tertiary education (ca. age 18-20)	
Level 5	Short-cycle tertiary education	
Level 6	Bachelor's level	
Level 7	Master's level	
Level 8	Doctoral level	

🎯 To assist lecturers in ***designing*** *their value-based* ***standardisation courses***.

🎯 To support the **integration** of *value-based education about standardisation* in institutional and national ***educational strategies***.

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Discover more about the project

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Discover more about the ILOs framework

Mosakas, K., et al. (2025). Bringing values to standardisation: From policy concepts to a value-based framework for education about standardisation. *Ethics and Information Technology*, https://doi.org/10.1007/s10676-025-09833-6