

## Annex 3

### Proposal on Future Development Opportunities for EMOS

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#### 1. Introduction

Under consideration of recommendations from [the study on the future of EMOS](#), this report is proposing future development opportunities for EMOS in three themes:

- Theme 1: Cooperation on European Training and Delivery
- Theme 2: Internships, graduate programmes and the transition to employment
- Theme 3: Focus on Communication

The text includes references to 'ideas' for which an overview is provided at the end of the document.

#### Theme 1: Cooperation on European Training and Delivery

There is strong interest in the development of some coordinated delivery of the Official Statistics component of the EMOS programme. This is a significant action that would have significant contribution to goals of providing a high-quality and holistic education experience, strengthening collaborative networks and growing EMOS as a pan-European programme.

##### [Collaboration on a European Official Statistics module](#)

A coordinated pan-European module could act as a plug-in module for universities that could otherwise meet the educational outcomes criteria, and there may be many programmes that would otherwise meet EMOS criteria if this element could be enabled, which would make the EMOS label more accessible without impacting quality. NSIs, Eurostat and other relevant institutions could contribute to this, some may already do so in their own country and may appreciate the collaborative opportunity. If there were concerns about losing some of the national context, this could be paired with a national element/project where the student can explore the national context in relation to the EU. This links back to Idea 6 from the study on *Creating shared learning and teaching resources on official statistics, leveraging online and hybrid models*.

Accessibility should be a key feature and the provision of online, distance learning should be considered, maybe in conjunction with some of the other ideas below of summer schools or intensive study programmes.

##### [Collaboration on a European Professional Certificate in Official Statistics](#)

A professional certificate addresses the challenge of upskilling existing civil servants and other working professionals on official statistics that is not really addressed elsewhere as well as the demand for continuous/life-long learning that is fundamental in a modern Civil Service. This could link in with the

European Official Statistics module above and would contribute to the recognition of EMOS across the European Statistical System.

#### Summer School, Intensive study programme and/or other webinars and training materials

An EMOS-branded summer school (Idea 5), training materials and/or webinars (Idea 6) could significantly grow EMOS as a brand. Engaging with Eurostat and other European Institutions for these would be very useful. There is a link here with the Communication theme below. A summer school could consider having some advanced courses that would be of interest to NSIs to encourage a mix of professionals and students.

Over the last couple of years EMOS has already invested in training materials on timely and relevant topics for students. For example, there are about 50 one-hour long webinars available via the EMOS [YouTube channel](#). Additionally, a series of 12 sets of [PowerPoint slides](#) is available covering the following topics:

- System of official statistics
- Confidentiality issues
- Sampling and survey methodology
- Small area estimation
- Spatial statistics
- Statistical thinking and smart data
- Time series
- Data visualisation
- Experimental statistics
- New dissemination strategies
- New trends in dissemination
- Social media

Finally, the University of Trier, Destatis, Eurostat, Deutsche Bundesbank and the European Central Bank jointly developed an EMOS course, consisting of video lectures and slides on [Economic and Financial Statistics](#)", which consists of 4 video lectures covering 32 topics.

A potential future development is considering how this diverse set of resources can be delivered to a wider audience or be used to assist universities in teaching EMOS courses. This could include a scoping study to analyse what particular topics are not yet sufficiently covered, and/or whether particular materials (e.g. exercises) need to be developed so that the materials can be better integrated within teaching.

#### Microcredentials

EMOS is struggling to find students and connecting into the high demand for continuous and lifelong learning and the need for statistical literacy across Europe, finding ways to make the material more accessible is crucial. All the suggestions above could be considered in terms of microcredentials and ways in which learning could be accumulated into a qualification.

## **Theme 2: Internships, graduate programmes and the transition to employment**

Many students and HEIs have reported the challenges of getting internship places for their students. There are several ways in which this issue can be addressed, as outlined below.

### **Cross-border Traineeships**

There have been some cross-border traineeships to date in the EMOS programme, but it is limited thus far. There is a strong communication element in the success of this (see Theme 3). It is important to create a clear and attractive package for NSIs and establishing EMOS as a brand.

### **Expanding the internship host network**

This relates to idea 7 in the EMOS study and should be considered in conjunction with the cross-border traineeships. Expanding potential host organisations to those such as Eurostat, European Central Bank, United Nations, OECD, World Bank and WHO, as well as other suitable national government institutes, expands the reach of EMOS and addresses the goal of enhancing EMOS graduate employability. Communication and branding that highlights the benefits for host organisations is very important here (see Theme 3).

### **Graduate programmes**

Some NSIs may already have graduate programmes running. It would be useful to explore graduate programmes in NSIs and see how EMOS could collaborate with them and/or feed into them through the sharing of such opportunities through EMOS communication channels.

### **Support for EMOS graduates that wish to stay in academia.**

Some students are interested in pursuing a PhD in official statistics but struggle to secure funding and the opportunities within official statistics are limited. However, there are some NSIs that have strong links with academia which include PhDs cosponsored and/or co-supervised with a partner university. There is some interest in exploring how there could be a funding mechanism for PhDs that could arise from EMOS and facilitate research within NSIs.

## **Theme 3: Focus on Communication**

Communication is critical to the success of EMOS as a quality label and its successful establishment as a valuable quality brand.

### **The website and an interactive platform**

An interactive platform has been proposed (see idea 3). It is important to have sufficient material to draw people to such a platform before rolling it out, and so it would take time to set it up. If an interactive platform was developed, it would be crucial that it would be well-integrated into the broader professional ecosystem. With increased LinkedIn activities and other professional networking platforms driving much of the engagement in the field, if the platform becomes another small, isolated space with limited connections, it risks not being widely used.

Regarding the website, it would be useful to be able to search through EMOS courses by location, language and mode of delivery to enable potential students to find the course they want.

## Branding and promotion

If EMOS is to thrive as a quality label it needs strong branding and promotion. One area this would be useful in producing an attractive package to advertise EMOS for potential host institutions. Promotional material should outline the benefits of EMOS to both students and host institutions, be clear on the skills students develop and the opportunities that are open to them. Both students and potential employers need to know what makes EMOS a quality label. Producing videos and testimonials from NSIs/host institutions and students would help with this. If they can see these benefits, they could be encouraged to refer/promote EMOS on their own websites and within their own organisations (see Theme 1).

Another part of brand promotion is increased visibility. EMOS should consider its presence at conferences, how it attracts people to the website and all the ways it might become more visible to both students and employers. It is important to acknowledge the work that has already been done in this area and commit to advancing it further. EMOS could use opportunities such as the European Statistics Day to promote the EMOS programme by including EMOS in communications.

The EMOS communication strategy should be reviewed annually. It should be considered how the success of the strategy (website hits, enrolments, viewing of training, attendance at webinars etc) can be evaluated and iterate for success.

## Summary

These ideas were explored specifically. They originate from [the study report](#).

Idea	Theme	Priority
1. Restructuring the EMOS board.	-	Low
2. Support mobility opportunities for academic staff.	-	Low
3. Setting up an interactive platform for EMOS.	3	Medium
4. Increasing Eurostat direct involvement with EMOS students.	1	High
5. Launching an EMOS summer school.	1	Medium
6. Creating shared learning and teaching resources on official statistics, leveraging online and hybrid models.	1	High
7. Expanding the network of internship hosts beyond NSIs and ESS.	2	High
8. Creating more opportunities for coordinated short- and long-term student mobility within the EMOS network.	-	Low
9. Creating an academic advisory/counselling role to support awareness of opportunities within EMOS.	-	Low
10. Offer extra credits or microcredentials to recognise student participation in EMOS supporting activities.	1	Medium
11. Introducing graduate tracking systems as a requirement for EMOS Label.	3	Medium
12. Creating an EMOS student & alumni online community.	3	High
13. Establishing an EU-level job portal for the official statistics sector.	3	Medium
14. Establishing an internship /fellowship /junior work programme for recent EMOS graduates.	3	Medium