



ENERI Stakeholder Workshop Key results

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| <p>SESSION I: Good and bad practice in RE/RI</p> | <p>Bad practice results in bad science. A culture of good practice in RE and RI has to be established. The main criteria should therefore be: transparency and trust.</p> |
| <p>SESSION II: Infrastructure for RE/RI: new challenges</p> | <p>More exchange between RECs and RIOs is needed. Stronger EU harmonization could help, but cultural differences cannot be ignored. They are given and will stay. A collaborative approach with input from all stakeholders is needed, in order to have guidelines that are broadly applicable, flexible and fit for all interests.</p> |
| <p>SESSION III: Training in RE/RI</p> | <p>The different stakeholders came to the conclusion that the following skills/competences/qualifications constitute expertise in RE/RI: Scientific literacy; awareness/understanding/interest in ethical principles/issues; diversity in backgrounds; assessment skills (benefits, risks, societal challenges); mediation/deliberation/decision-making skills; awareness of societal/cultural differences → education, experience, interpersonal skills.</p> <p>An open EU database of RE and RI experts could be very helpful.</p> <p>Certification is needed, but it should be a personally issued certification related to one's portfolio/CV.</p> |
| <p>SESSION IV: The future of RE/RI</p> | <p>A core curriculum should focus on basic knowledge in the field of RE and RI and the advanced curriculum could provide an in-depth analysis of the main issues on RE and RI. Initial training for committee/board members is the most important training, and should be a priority. For members of research ethics committees there are already established training schemes, but for members of ethics committees in the humanities and social sciences and for research integrity board members there is not much available, and this is the area where the ENERI project can make a true contribution in developing modules.</p> <p>From the very beginning of the discussion it was emphasised that the choice of a particular model depends on the purpose of the training: whether it should be a basic training to provide basic knowledge on the subject or should instead be a platform for mutual learning, sharing experiences, etc. This depends on the specific needs of the target audience. In line with this, it was generally thought that a training model based more on solely online participation would be more suitable for topics related to the <i>core curriculum</i>, while an <i>advanced curriculum</i> would most likely need more blended kind of training that also includes contact days and face-to-face discussions.</p> |