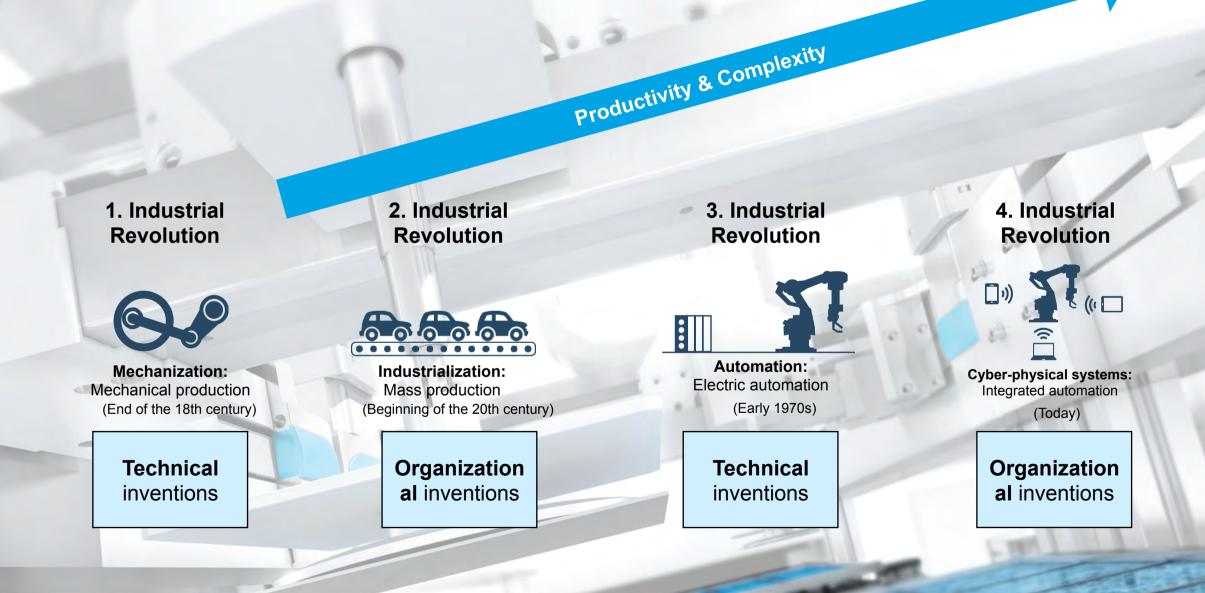


"Artisans for Industry 4.0"

- 1 Introduction to Industry 4.0
- 2 High level of complexity in Industry 4.0
- 3 Industry 4.0 the Human Factor
- 4 Qualification 4.0
- 5 Q & A

From Industry 1.0 to 4.0 | Emphases of the particular industrial revolutions



From Industry 1.0 to 4.0 | Industry 4.0 Demands "Qualification 4.0"

Education 2.0



Apprenticeship Up through the early 19th Century. Characterized by studying the Master, and focused on specific customer needs. Difficult to reproduce. Manual Arts Through the 19th and beginning of the 20th centuries. Focused on work and tools of the day. Discussion of a formal discipline began. Industrial Arts Beginning to middle of the 20th centuries. Included a focus on breadth of topics to develop technological literacy, but clinging to its vocational roots. Focused on putting students to work.

Education 3.0

Technology Education & the Designed World

Education 4.0

Today. Characterized by national movements and formal curriculum standards.

The design process and its use as a problem solving method is central.

Source: Nathan Hartman, Purdue University

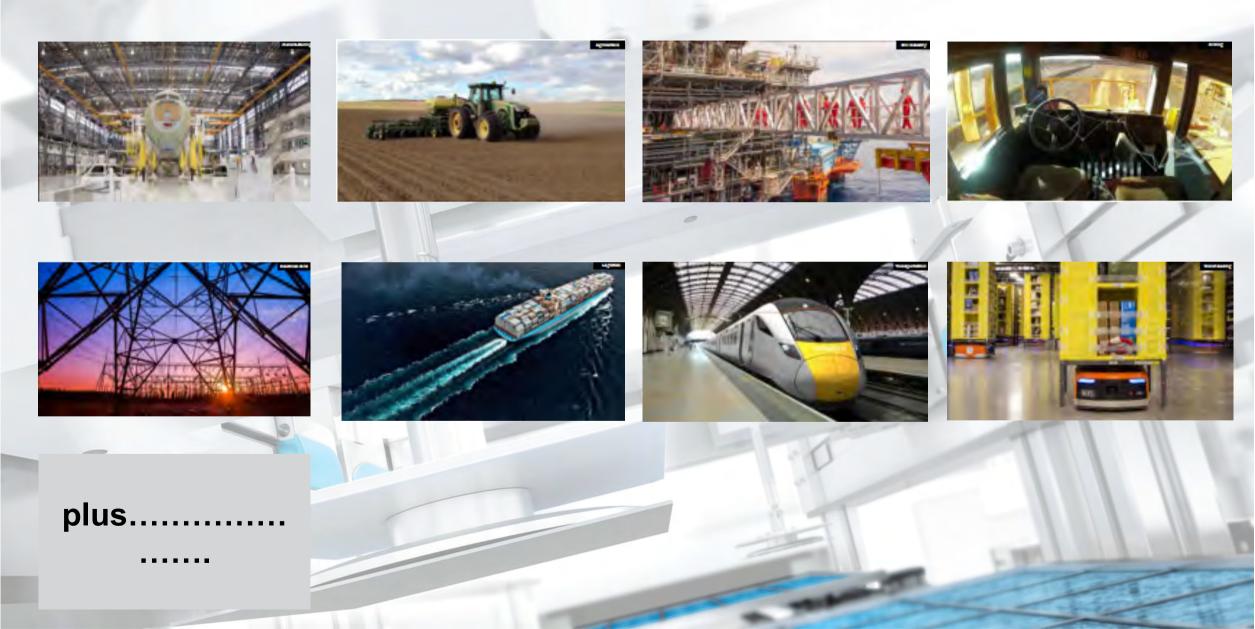


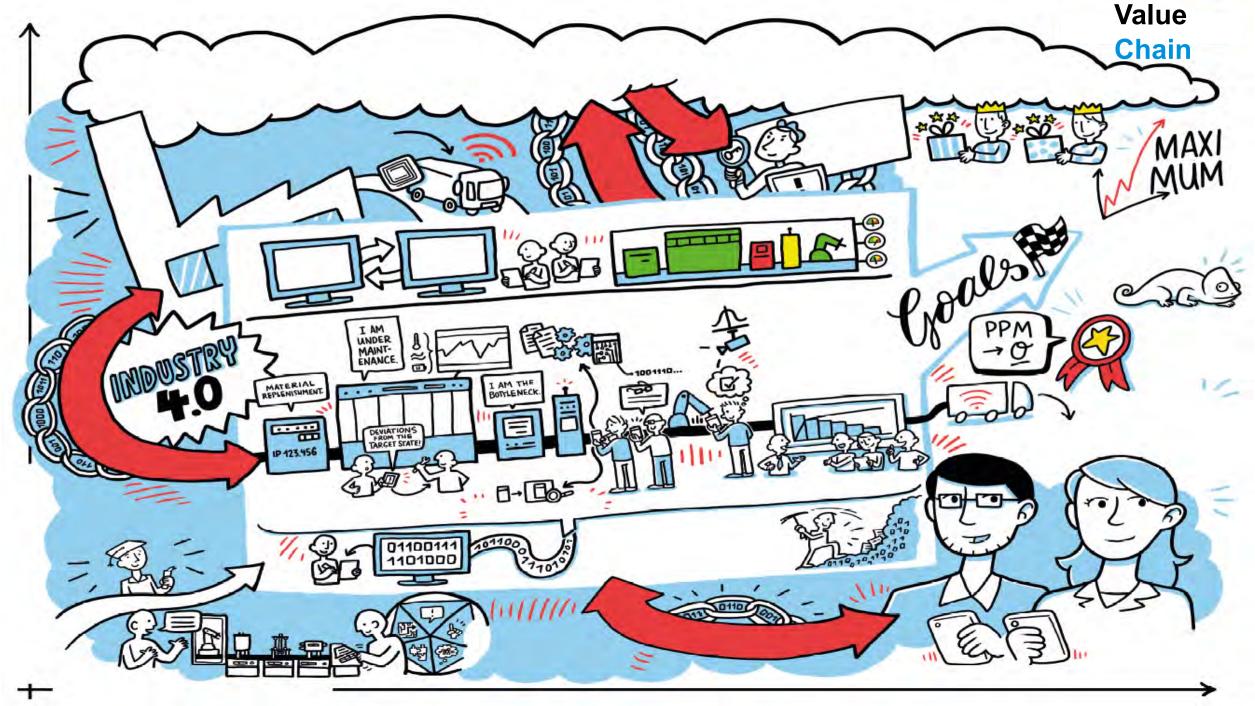
- 1 Introduction to Industry 4.0
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- 5 Practical Demonstration CP (Cyber Physical) Factory

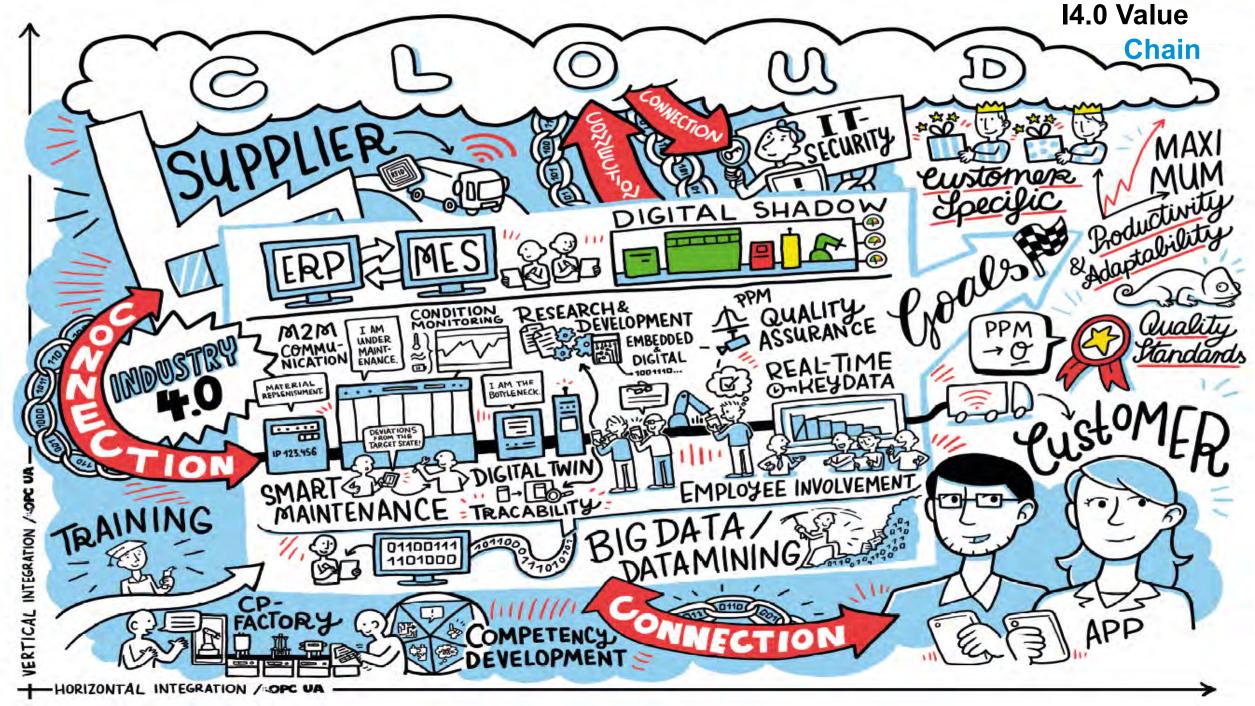
Industry 4.0 application | Smart factory, mobility, buildings, grid, etc.....



Industry 4.0 application | Aviation, Agriculture, Oil, Mining, Electrical, Logistics, etc.....



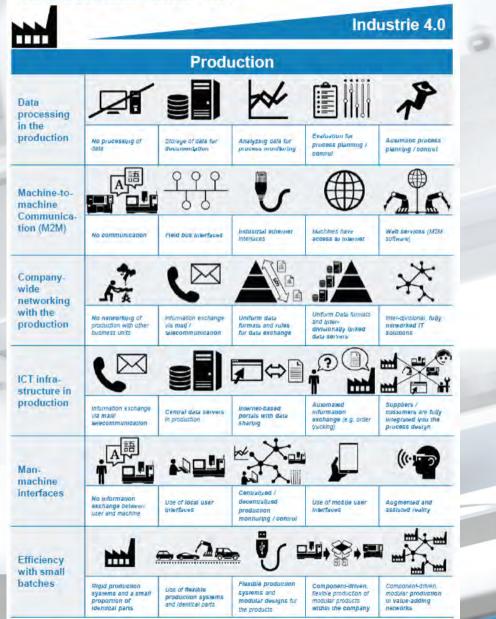




Industry 4.0 | Production and Product Toolbox

Toolbox Industrie 4.0

0.000



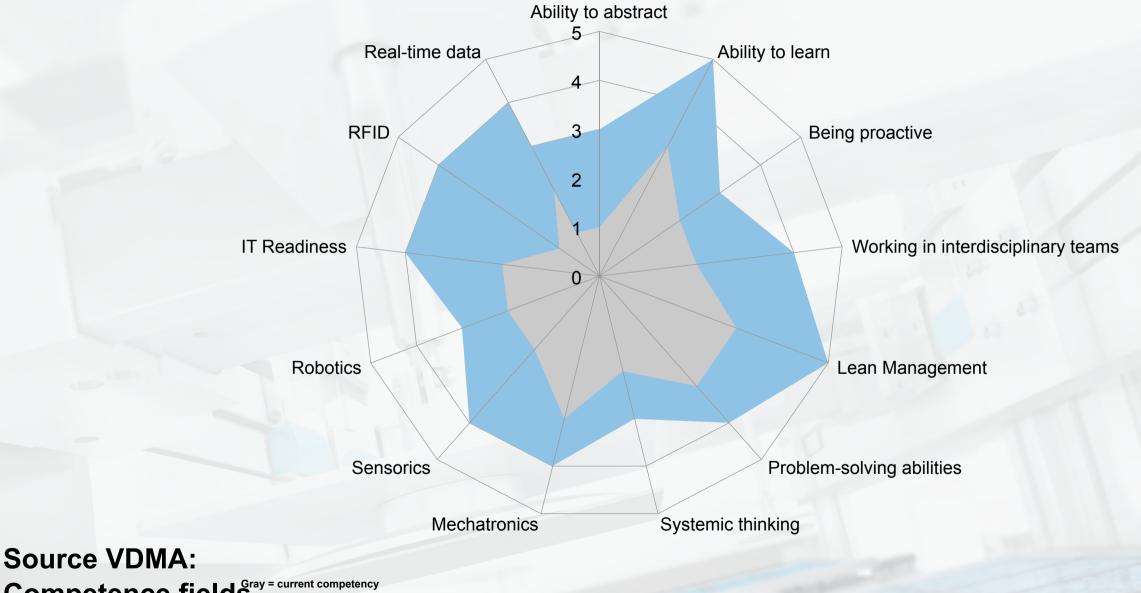
roduct X					Industrie 4.0	
		Proc	lucts			
Integration of sensors / actuators	St		+0		A	
	No use of sensors/ actuators	Sensors / actuators are integrated	Sensor readings are processed by the product	Data is evaluated for analyses by the product	The product Independently responds based on the gained data	
Communica- tion / Connectivity	€×.	1/0	999	5		
	The product has no Interfaces	The product sends or receives I/O signals	The product has field bus interfaces	The product has Industrial Ethernet Interfaces	The product has access to the Internet	
Functionali- ties for data storage and information exchange						
	No functionalities	Possibility of individual identification	Product has a passive data store	Product with data storage for auto- nomous information exchange	Data and information exchange as integral part	
Monitoring	₫×	雪		00	÷∰	
	No monitoring by the product	Detection of failures	Recording of operating condition for diagnostic purposes	Prognosis of its own functional condition	Independently adopted control measures	
Product- related IT services	Г л		₹ ⊳#ĭ	∰⇔#ĭ		
	No services	Services via online portals	Service execution directly via the product	Independently performed services	Complete integration into an infrastructure of IT services	
Business models around the product	∰¢€	502	7	ii o	f(x)	
	Gaining profits from selling standardized products	Sales and consulting regarding the product	Sales, consulting and adaption of the product to meet customer specifications	Additional sale of product-related services	Sale of product functions	

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The Human Factor | Qualification 4.0



Skills, Knowledge and Attitude Industry 4.0 | Qualification 4.0



Competence fieldsue = required competency for Industrie 4.0

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Short, Medium, Long Term Approach | Qualification 4.0

Short Term | Qualification 4.0

- Identify Existing Talent
- Re-skilling / up- skilling on and off the job training

Electro-

Mechatro

mechanics

Computer

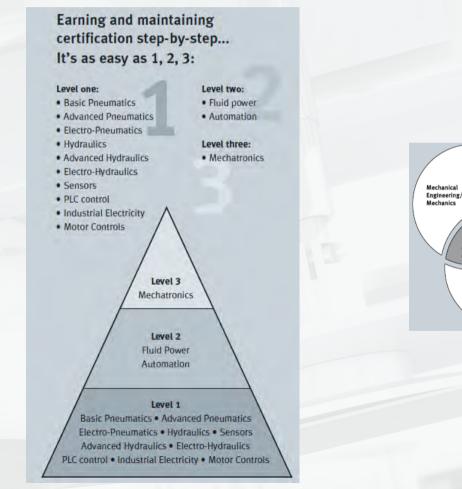
Science

Electrical

Engineering/

Electronics

Part Qualification by means of Skills Programs



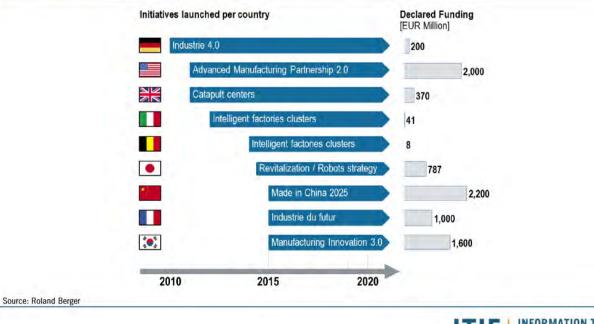


Short, Medium, Long Term Approach | Qualification 4.0

Medium Term | Qualification 4.0

- Create formal I4.0 Artisan qualification use Mechatronics qualification experience
- Create a National I4.0 Framework with all stakeholders:
 - DTI, DST, DHET, DBE, Seta's, Tertiary Institutions, Industry
- Policy formulation and implementation

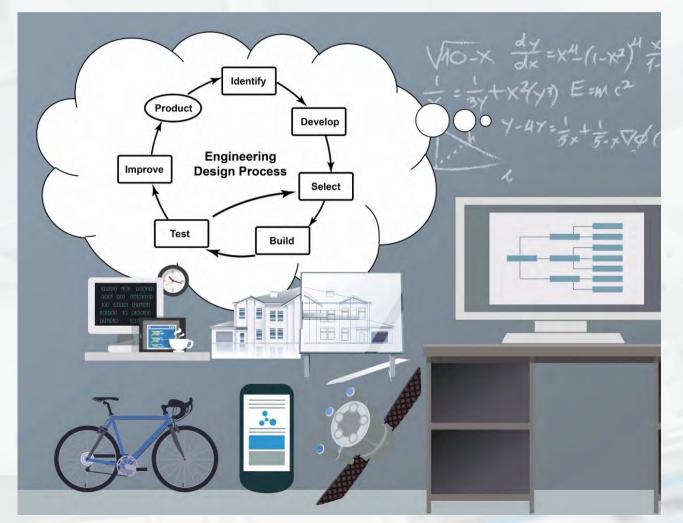
Countries Aggressively Implementing Policies to Achieve Digital Manufacturing Leadership



Short, Medium, Long Term Approach | Qualification 4.0

Long Term | Qualification 4.0

- Develop a feeder group at Basic Education level
- Expand the DBE Maths, Science, Technology (STEM) project















STEM Education | Africa must prepare for the future

Failure to educate Africa's youth in STEM has widespread implications, economically, politically ond socially.





Technology



Engineering

Math



...to prepare for the future of work, the region must expand its high-skilled talent pool by developing future-ready curricula, with a particular emphasis on STEM education.

Saadia Zahidi, Head of Education, Gender and Work and Member of the Executive Committee at the World Economic Forum

The Future of

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