

Mit Standards zum grünen, digitalen und resilienten EU- Binnenmarkt – aber wie?

Ausbau der Schlüsselbereiche in der
europäischen Forschung und Ausbildung –
Rolle der Ausbildung

Prof.(FH) Dr. Alfred Radauer



University of
Applied Sciences

The European Standardisation Strategy identifies education as one of five key sets of action

- *“The use of standards is growing, the importance of standardisation for the competitiveness and public good is undisputed, but the general awareness and training on standardisation is comparably small.”*
- *“No formal education nor vocational training on standardisation“*
- *“Difficulty to recruit technical experts for the standardisation development work“*
- *“Thanks to the investment of companies, universities, research institutions and public administrations that the European“*
- *“Upcoming generation change“*
- *“Artificial intelligence, data protection or cybersecurity“ as new necessary skills*
- *“The development of dedicated standardisation modules in business, law or engineering degrees can be an important impetus to broaden standardisation awareness and knowledge.“*

Source: COM(2022) 31 final

The European Strategy foresees actions

- Standardisation University Days
- Initiatives for young researchers and networks from Horizon Europe and the Euratom Research and Training programme, including the COST Association, for the valorisation of research and innovation through standardisation and pre-normative research
- Use the Commission's EU Academy platform for the dissemination of standardisation e-learning training material; promote the development and dissemination of standardisation academic teaching modules within the High-Level Forum to attract and train young professional in standardisation and promote re-skilling opportunities

Impressions from someone who teaches standardisation in business (I)

- Awareness among teachers on standards and standardisation is still low, particularly as a teaching topic
- Major reason: Standardisation has not yet been recognised as an activity within established teaching and research disciplines
- Example: Innovation and technology management and policy
 - No widespread recognition that standardisation is a form of open innovation
 - Tools like technology road mapping are taught without touching on standardisation
 - Limited understanding of the tool of standardisation in innovation policy, with researchers and practitioners
 - No treatment of standardisation in standard innovation teaching material / books
- One key cause AND consequence is also that standards and standardisation is also a fringe research topic within the main disciplines

Impressions from someone who teaches standardisation in business (II)

- Ways that standardisation can enter tertiary education
 - Teaching students on specific standards relevant for specific professional activities (e.g., study programme for sustainability the respective “green” standards), and – where feasible – certification
 - Teaching students the processes behind standardisation (dedicated courses or modules for existing courses)
 - Bachelor’s / Master’s / PhDs on standardisation topics

Brainstorming: What to do on top of what is already done

- The link between education and research is crucial
- Sponsoring
 - Dedicated tracks in conferences like R&D Management, ISPIM, etc.
 - Dedicated Special Issues in research journals
 - Dedicated prizes (with monetary awards) for outstanding theses
- Exploring possibilities to directly engage with authors of standard teaching books in various disciplines
- Within educational materials: case studies (and teaching cases, for interactive learning)
- Valorisation of standardisation activities
 - as success metrics for teaching and research (see also Code of Practice on Standardisation)
 - Making Technology Transfer Offices (TTOs) fit for purposes
 - Provide for funding programmes to study standards and standardisation from a business perspective



Thank you!

Contact: alfred.radauer@fh-krems.ac.at



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