

Standards Education Policy Development: Observations based on APEC Research

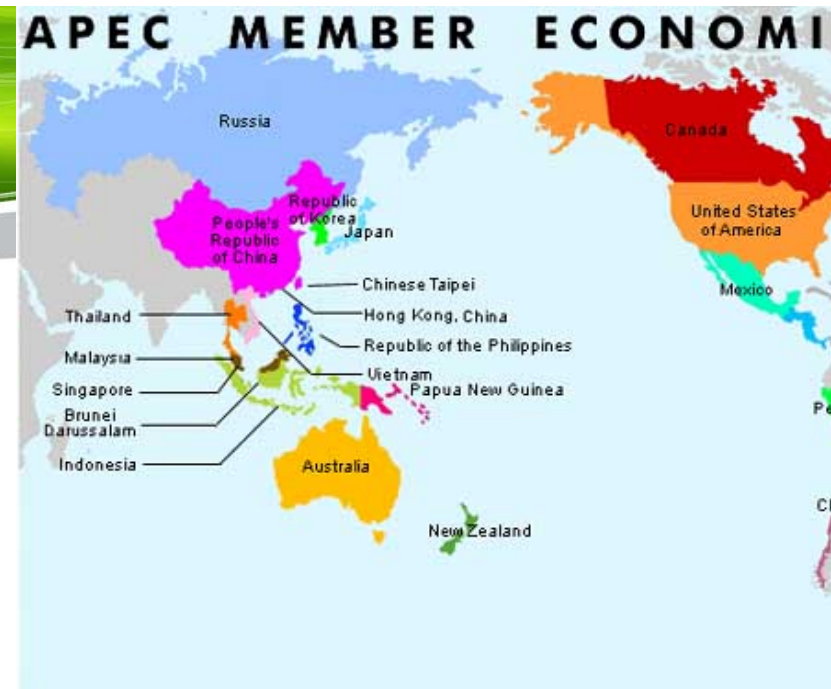


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- Objectives and Scope
- Research Approach
- Education Strategy
 - Scope of Objectives
 - Education Priority
 - Other Considerations
- Conclusion

- **Standards education policy**
 - Elements of the strategy
 - How to develop the strategy
 - Common and special interests of different countries
 - Good practices or references



- **Survey to 21 APEC members**
 - 16 responses
 - To Representatives of APEC Sub-Committee on Standards and Conformance (SCSC) whose affiliations are either governments or national standards bodies.
 - Additional research and literature review
- **Additional investigation about four European countries**
 - France, Germany, Netherlands, and UK, which were recognized as active in standards education during the literature review.

Elements: 16 APEC economies

- 15 have a national standardization strategy.
- 14 strategies include education.
- 13 have a strategy to raise public awareness on the value of standards and conformance.
- 11 have a strategy to develop and implement education programs for professionals like policy makers, businesses, etc. on standards and conformance.
- 11 have a strategy for formal education to embed the value of standards and conformance in curriculum of schools/ universities.
- 11 have a strategy to promote networking for standards and conformance matters among academia, business, etc.
- 4 have a strategy boosting to develop a database to facilitate relevant activities such as lectures, education providers, etc.

Elements: Observations

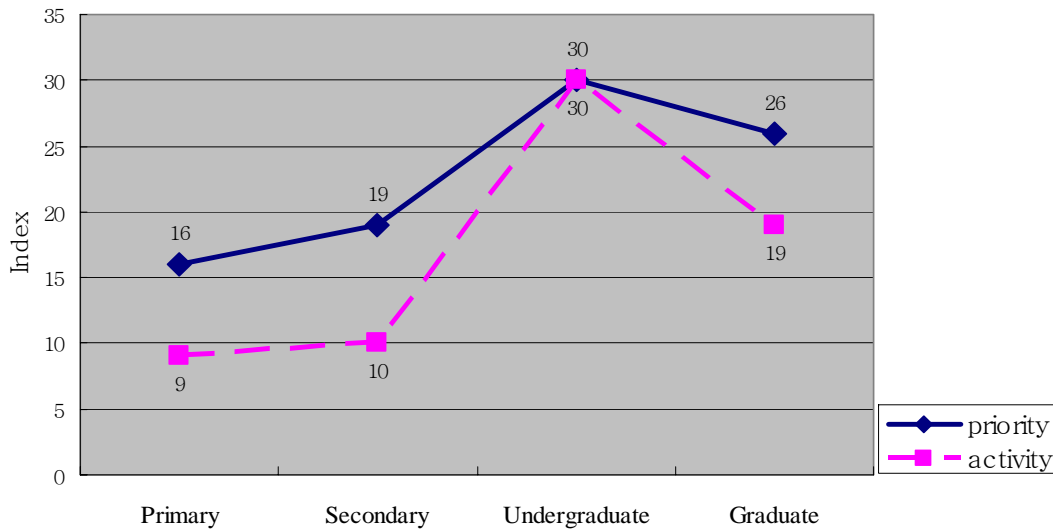
- Most nations recognize the importance of standards education, and have developed a national strategy.
- Generally, the countries with more elements in the survey are active in standards education (Indonesia, Korea, Philippines, Thailand, USA, Germany, and UK).
- Lack of an education strategy does not necessarily mean that there are no standards education activities (the Netherlands)

Scope and Objective: Grouping

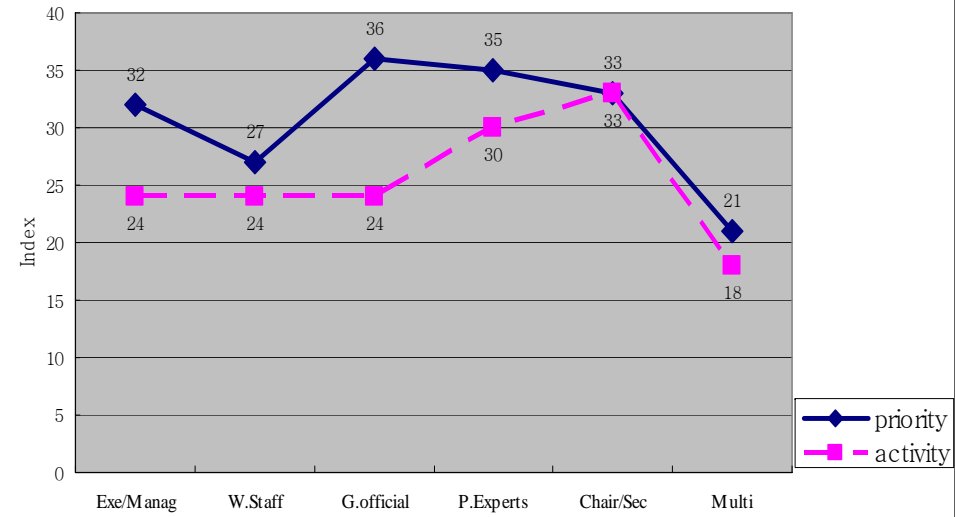
- Different Levels of Strategy

<Level of depth>	← Specific (Detailed)	France Canada Thailand ②	UK Viet Nam (draft) Germany Korea USA ④ Japan (*Japanese)
	Brief → (General)	China Chile Malaysia ①	Chinese Taipei Hong Kong Singapore ③
		← Limited (General)	Wide (Broad) →
<Level of broadness>			

Priority vs. Activity



Formal Education



Professional Education

Other Considerations

- **Standards Education Committee**
 - to support and implement relevant education strategies
 - All countries active in standards education have such a committee
- **Networking for standards education**
 - Constructive to facilitate networking to:
 - exchange information and experiences about teaching methods and textbooks
 - discuss cases and research issues among academia, businesses, and policy makers.
 - Important: national, regional, international networking
- **IT/Web Technologies**
 - For:
 - accessibility or diffusion of standards education contents
 - communications among stakeholders
 - effectiveness of standards education programs
 - Good references: websites of KSA-UEPS, ANSI, Asia Link, BSI and Consortium-Info

- **Generally, with some exceptions:**
 - More elements in the strategy → more active in standards education
 - Strategy with both broad and detailed scope and objectives → **more** active in standards education
- **Priorities:**
 - Higher education (formal)
 - Gov officials, biz executives, committee members (professional)
 - Clear correlation between priority and activity; the gap between priority and activity seem to represent the common difficulty level of implementation
- **Correlation between priority and activity**
- **Useful:**
 - Education Committee
 - Networking
 - IT/Web technologies

- **Similarity:**
 - Standards education as a common interest.
- **Dissimilarity**
 - Differences in interests and socio-economic infrastructure per country → different standards education strategies
 - Differences due to lack of attention to best practices elsewhere

Thank you for your attention.

Please share your
comment or question!



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