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# 21<sup>st</sup> Century Success

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- The Key of success to the 21<sup>st</sup> Century is education.

# Strategic Value of Standards

**Standards are a bridge between  
markets and technologies**

**Markets:**

- Consumer
- Commercial
- Government



**Technologies,  
Products &  
Services**

**Whoever controls the bridge  
controls the future...**

# The Strategic Value of Standards Education



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- In the 21<sup>st</sup> century, nations which make a significant investment in standards education will enjoy a bright economic, political and social future. Nations which do not make such investment will have to deal with a problematic future.
- In February 2008, NIST held an International Standards Education Workshop. To review current global competition in the field of standards education, see the following website:  
<http://ts.nist.gov/Standards/ICES-Workshop-Presentations.cfm> .



# National Standards Strategies & Education Programs

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- The following 9 countries have either formal national standards education programs or strategies that discuss and/or recommend national standards education programs: Canada, China, France, Germany, Japan, Russia, South Korea, United Kingdom, United States.
- The United Nations has 192 Members.
- If standards and standardization systems are a major key to economic growth and development (control of the bridge), which nations do you believe will enjoy a bright economic future?

# United States Standards Strategy for Standards Education



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- [To] develop or significantly enhance standards education programs that address the needs of specific groups within the United States. These programs must reflect the multidisciplinary environment in which standards development takes place and address national and international standards development procedures; the relationship between private and public sector standards; the environment, health, safety, sustainability, international trade, public policy, competition, legal, economic benefits, and strategic considerations; and how to balance the interests of stakeholders.

([http://www.ansi.org/standards\\_activities/nss/usss.aspx?menuid=3](http://www.ansi.org/standards_activities/nss/usss.aspx?menuid=3),  
US National Standards Strategy, as amended, Section 10, at page 15 (2005) )



# Need for Standards Education

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- Globalization is rampant and will remain so for the foreseeable future. (*The World is Flat*, Thomas Friedman (2005); <http://www.thomasfriedman.com/worldisflat.htm>)
- In 2003, standards directly affected more than 80% of global trade with an estimated value exceeding \$7 trillion (US). (US Congressional Hearing (May 2005); [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_house\\_hearings&docid=f:20998.wais](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_house_hearings&docid=f:20998.wais))
- Standards influence everything we do. (UK Standards Strategy (2003); <http://www.nssf.info/index.xalter> )
- Standards control markets. (German Standards Strategy (2005); <http://publicaa.ansi.org/sites/apdl/Documents/Standards%20Activities/NSSC/DNSenglish.pdf> )
- Standardization is a powerful economic tool and major source of competitive intelligence. (Canada Standards Strategy (2005); <http://www.scc.ca/en/nss/css-scj/index.shtml>; French Standards strategy (2006) [http://portailgroupe.afnor.fr/v3/pdf/strategystandardization\\_2010.pdf](http://portailgroupe.afnor.fr/v3/pdf/strategystandardization_2010.pdf))





# Interdisciplinary Approach to Standards Education

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- The Center for Global Standards Analysis recommends an interdisciplinary approach to standards education that covers issues such as technology, economics, business concerns, international trade, intellectual property, sustainability, public policy and law.
- Since 2000 several countries have made significant investments in creation of academic standards education programs. These investments offer significant opportunities for economic growth.



# Future Expectations

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- Which future reflects your expectations, a bright economic future or an economic future that is problematic?



# Contact Information

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