



FAIRsFAIR

Fostering Fair Data Practices in Europe

Learning lessons from FAIR data implementation: first findings from the report “Good practices in FAIR competence education”

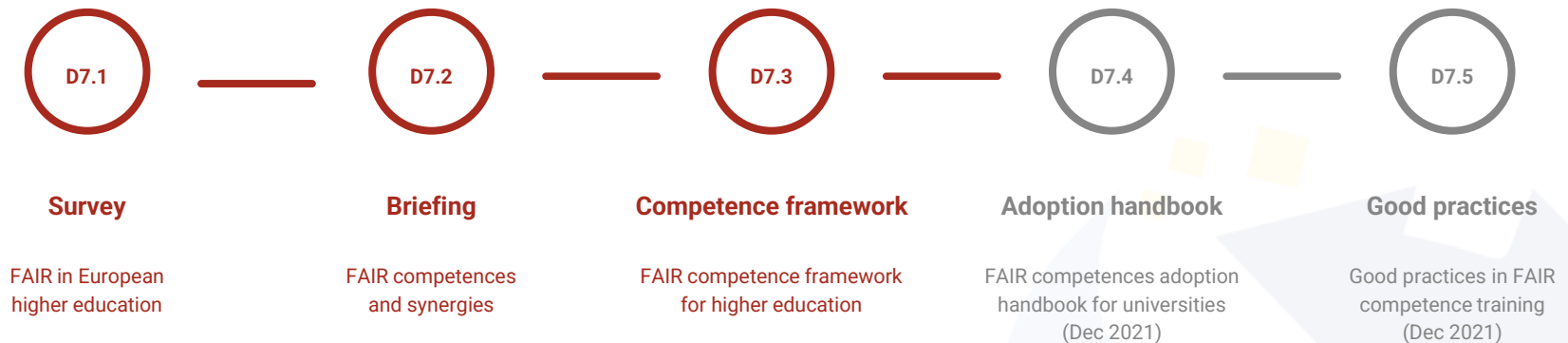
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Work package progress

Through this work package higher education institutions will gain **practical tools** (D7.4 and 7.5), rooted in a comprehensive and up-to-date state-of-play survey (D7.1) and mapping of existing instruments (D7.2 and 7.3), **helping them to improve FAIR data science curricula** at Bachelor, Master and Doctoral level



Background and objectives

- Substantial gap between the strategic importance attributed to RDM and FAIR data (55%-70%) and their implementation (15%-25%) at the institutional level.
 - Lack of awareness, skills and training at all levels (BA, MA and PhD).
 - Universities need practical guidance on the application of FAIR and related skills and competences.
- The report will:
 - **Represent a practical tool** for universities to start embedding FAIR data education in university programmes and doctoral training.
 - **Provide inspiration** on how to start new training programmes, address implementation challenges and ensure sustainability.

Sources:

D7.1 FAIR in European Higher Education. https://zenodo.org/record/3629683#.YMMCx_kzY2x

EUA Open Science survey 2020. From principles to practices: Open Science in European Universities. <https://doi.org/10.5281/zenodo.5062982>

Methodology

- Follow-up interviews on good practices presented during the university workshop series organised by the FAIRsFAIR project's WP7.
- Four macro areas addressed:
 - **Scope/objectives** (*Drivers behind the good practice; relations with national and European policy initiatives*).
 - **Capacity** (*Staff involved at the institutional level; sources of funding; collaboration with other academic and private actors*).
 - **Implementation** (*Steps for the implementation of the good practice; potential challenges and barriers*).
 - **Impact** (*Evaluation process; next steps; lessons learned*).
- Institutional practices and training activities focused on teaching RDM and FAIR data skills at the institutional level.
 - [Data Train programme](#) (U Bremen Research Alliance – DE); [Research Data Management course](#) (Nova Doctoral School Lisbon – PT); [Research Data Management](#) (Tampere University – FI); [Open Science programme](#) (swissuniversities – CH); [Research Data Management MOOC](#) (University of Minho – PT).

First findings

Scope and objectives

- Be aware of the **operational, legal and cultural context** in which an institutional training initiative needs to be implemented.
 - Crucial to create the right strategy to ensure its success and sustainability in the long-term.
- Be aware of **opportunities at the national/European level**.
 - They provide capacity and financial resources to kick-off new training initiatives and a policy framework to ensure their sustainability.
 - NRCs can be key actors and act as top-down drivers for change.

First findings

Capacity:

■ **Leadership support is key.**

- Leaders need to establish a continuous dialogue with the members of their staff who are more involved in RDM and FAIR data (e.g. librarians) and foster their ability to drive capacity building within their institutions.

■ **Leveraging on existing networks and established contacts with regional, national and private partners.**

- It can be instrumental to find the right support and capacity to bring forward the initiative.

First findings

Implementation:

- **Leadership support is (again) key.**
 - Leaders need to be open to initiatives coming from the bottom and provide opportunities for them to emerge.
- **Need to foster communications** across all the different levels (institutional, national and European) and actors (academic, governmental, private).
 - Ensuring that all stakeholders are engaged in the process will make the implementation move forward without challenges.

First findings

Impact:

- **Policies, infrastructures and training** are linked with each other and should be developed together.
 - This is key to establish an institutional framework that will foster the uptake of RDM and FAIR data skills in the long term.
- **Find synergies with other priorities** in the institutional and national agenda (e.g. research ethics and integrity, digitalisation) can be a instrumental to not replicate efforts.
- Having a **clear strategy and aims** is instrumental to take on the challenges that can emerge and transform them into opportunities.
 - COVID-19 and shift towards hybrid models of teaching data-related skills.



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Thank you for your attention!

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