

# QUALITY INTERNATIONAL

THE NEWSLETTER OF THE CHEA INTERNATIONAL QUALITY GROUP



## IN THIS ISSUE

**An Interview with Roberta Malee Bassett, Global Lead for Tertiary Education, The World Bank**

**2020 CHEA Annual Conference and CIQG Annual Meeting**

**Serbia: Annual Seminar of the Belgrade Fund for Political Excellence**

**Global and Regional University Alliances: Responding to the Call for Greater Social Responsibility and Other Challenges**

**A CHEA/CIQG Webinar Institutional Autonomy and Quality Assurance**

**Interview with Judith S. Eaton, President, Council for Higher Education Accreditation**

**Winners of the 2019 CIQG Quality Award**

**Universities and Lifelong Learning: A Contribution to UNESCO's World Conference on Higher Education**

## **AN INTERVIEW WITH ROBERTA MALEE BASSETT, GLOBAL LEAD FOR TERTIARY EDUCATION THE WORLD BANK**

*The Council for Higher Education Accreditation/International Quality Group reached out to Roberta Bassett in her most recent role at the World Bank, seeking her perspective on the issues and challenges for quality assurance and higher education around the world.*

In the course of your career thus far, you have been engaged in a number of important developments in areas such as international higher education, developing countries and higher education and equity in higher education. As you look to the future, what are some of the most important yet challenging issues facing us?



I love this kind of question—forward looking, optimistic, and strategic. Some issues that continue to challenge higher education sectors globally remain the old standby issues we've all been exploring for seemingly ever: how to guarantee quality, how to efficiently finance the sector, how to ensure equitable access, how to promote research and teaching in equal measure and as equally valued contributions from institutions of higher education. As a student

## AN INTERVIEW WITH ROBERTA MALEE BASSETT, GLOBAL LEAD FOR TERTIARY EDUCATION, THE WORLD BANK

*(continued from page 1)*

of the field of higher education and as a practitioner and policy advisor, I know that these issues have been around for as long as the field of higher education has been studied. Because societies evolve and institutions along with them, the foundational considerations will never be “solved.” They will be managed and assessed and addressed regularly and, I hope, with increasing relevance to stakeholders and society as a whole.

In terms of newer challenges, massification has led to an exponential expansion of the stakeholder community and the resultant diversity of expectations and outcomes. This puts massive pressure on the sector to prove its relevance in ways that are challenging actors in the sector to accept incursions into its ideals of autonomy and academic freedom. Establishing measures of relevance might be the most challenging issue facing global higher ed—what are the indicators of relevance? How accurate are they in depicting the breadth of relevance of a quality post-secondary education experience? And, how accountable can institutions be for the outcomes of graduates—particularly employment outcomes? At the World Bank, we apply these metrics to our projects and support our client countries as they seek to answer these challenges, so we are on the front lines of this attempt to quantify and measure relevance. It is very, very challenging, and we are still searching for better options for this.

**There has been much talk of late about higher education and social responsibility as well as equity and societal engagement. How would you characterize the key ideas and expectations at the intersection of higher education and society?**

For me, this is really the foundation for the World Bank’s engagement in higher education. It is about how higher education promotes sustainable development, which is not only economic but also social. We are asked—by stakeholders inside and outside of the Bank—why the World Bank should be engaging in higher education when poverty affects young children and the health sector and other human conditions that may seem less elite or elitist than higher education.

For those of us who do this full-time and with genuine belief in the cause, the answers are about the intersection of higher education and society. On the one hand, there is the affirmative rationale—it is in the interest of society to ensure that each person has the opportunity to pursue their potential as far as they are able and that includes through higher education. We train our most vital professionals via higher ed—never more obvious than today, in the face of the coronavirus pandemic. Not just doctors and nurses—our frontline heroes—but our policy and social leaders, with the agility to predict and forecast, advise and admonish, all based on evidence and critical thinking. We train teachers, the bedrock of any society, with the skills and the drive to lead our children toward their best possible futures. And we educate our scientists, who will lead us via research and questions and evidence, out of the depths of these challenges and toward solutions and the future. Higher education has never been more vital to society.



The other rationale in support of social investment in higher education is the consequential one—what happens when societies do not invest in higher education? Where do their best students go? Who gets lost in the progression toward high achievement in academia, if there are no local options for pursuit of further and further education? The poor and marginalized fall out first. Wealthy students have private support for seeking their best outcome, and for generations of wealthy families from the lower-income countries, this has meant and continues to mean studying abroad. And, more often than not, remaining abroad.

For those at home, both students and society, the pipeline to training and developing informed and capable leadership must include some education at the highest levels. To retain talent, to support applied research that is locally relevant, to provide highly skilled individuals to the labor market and spur localized development—higher education must be of sound quality at home. The cost borne by society in losing talent and skill to foreign schools and expatriate work is especially high in low- and middle-income countries. Sound investments in higher education are long-term investments in the social development of any country.

### **What do you see as the major challenges for quality assurance, given recent developments in higher education?**

Major challenges for quality assurance today include maintaining quality across the wide array of new delivery platforms and formats—online, of course, but also micro-credentials and blended learning platforms, cross-border provision, etc. At the policy level, it is expanding national policies to embrace mobility of degrees and credit hours. The pedagogy of distance learning is different from traditional, and quality assurance regimes must have frameworks to assess quality across these multiple formats and institutions. This will be especially challenging in World Bank client countries, as many providers are foreign and even deliver in languages outside the quality assurance capacity of local staff. Cross-border accreditation (regional and international) is being sought by programs and institutions, but the frameworks for these are still quite piecemeal and should be institutionalized in a way that gives confidence in the outcomes and value of external accreditation. These are areas where global leadership from quality assurance experts will be incredibly important.

### **What, in your view, are the roles that organizations such as the World Bank are playing and can continue to play as we move forward with higher education and quality assurance internationally?**

The World Bank has several avenues for supporting global improvements in quality assurance—(i) we have a convening capacity that is global and quite powerful, to bring globally respected thinkers and the most impactful players to the table to discuss these concerns; (ii) we have funding to support the implementation of development agendas that include reforms in quality assurance; and (iii) we work with countries most in need of support, and in these countries we are often the only global actors supporting higher education. UNESCO is the only other truly global agency with a mandate to support higher education, but they have limitations to their funding capacity to support broad scale implementation. (The OECD has global reach, obviously, particularly with Programme for International Student Assessment (PISA), but, again, they are not a funding agency and have limited though expanding programs for higher education.) The World Bank works directly with Ministries of Finance and of Education to develop, design, and implement projects that promote the most modern reforms and opportunities in quality assurance for higher education. We seek the talent and knowledge and research of the world's most respected experts in these areas and use the convening capabilities we have to bring the most relevant thinking and people to our clients and the global discourse on international issues in quality assurance, and it is among the most fulfilling part of our work.





## 2020 CHEA ANNUAL CONFERENCE AND CIQG ANNUAL MEETING

The Council for Higher Education Accreditation (CHEA) and the CHEA International Quality Group (CIQG) hosted their annual gatherings in Washington, DC in January 2020. Approximately 335 people from 30 countries attended one or both meetings, with the majority of colleagues from national and international higher education institutions and accreditation or quality assurance bodies.



Ellen Hazelkorn (left), Joint Managing Partner, BH Associates and Carolyn Campbell, Senior Consultant and Board Member, The Observatory on Borderless Education

The CHEA Annual Conference began with a consideration of U.S. federal policy and accreditation. Attendees viewed a video from the Secretary of the U.S. Department of Education (USDE) and participated in a live interview with USDE Principal Deputy Under Secretary Diane Auer Jones, whose responsibilities include oversight of accreditation. 2020 is an election year in the United States and participants also heard from two experts in U.S. electoral politics.

In keeping with CHEA's longstanding efforts, plenary and concurrent sessions focused on emerging issues and challenges for higher education, accreditation and quality assurance. These included, e.g., digitization, blockchain and predictive analytics and how developments in these areas can enhance quality and equity in higher education. One session addressed digital credentials, alternative providers and quality review and another looked at developments in borderless higher education. Others focused on students and accreditation and faculty and strengthening teaching. Attendees were kept abreast of recent developments at CHEA, including the CHEA National Quality Dialogue, a national project of conversations on the future of quality in higher education, and an overview of the CHEA *Recognition Policy* and CHEA's role in reviewing U.S. accreditors for quality.



David Gordon (left), President World Federation for Medical Education, Nadia Badrawi, President, Arab Network for Quality Assurance in Higher Education and Jack Boulet, Vice President for Research and Data Resources, Foundation for Advancement of International Medical Education

The International Quality Group meeting began with an overview of CIQG 2019 activities, a presentation on the recently released UNESCO *Global Convention* and the UNESCO *Qualifications Passport* and an overview of current challenges to U.S. accreditation. Sessions addressed such vital topics as quality assurance, digitization and skills; regionalization of quality assurance; quality assurance and societal engagement; and innovation in quality assurance. Speakers also focused on academic freedom and institutional autonomy as well as quality assurance and medical education.

This year's CIQG Quality Awards, based in the CIQG *International Quality Principles*, were awarded to Bakersfield College (US), Higher Colleges of Technology (UAE) and Technologico de Monterrey (Mexico). Each of these providers, in its distinctive way, does an outstanding job of addressing the *Principles* that include attention to, e.g., quality and students and quality and innovation. Award submissions are reviewed by a panel of experts of the CIQG Advisory Council (see article on page 10).

***The 2021 CHEA and CIQG meetings will be held in Washington DC.***

# SERBIA: ANNUAL SEMINAR OF THE BELGRADE FUND FOR POLITICAL EXCELLENCE

*Stamenka Uvalić-Trumbić*



The Annual Seminar of the Belgrade Fund for Political Excellence (BFPE) enrolled its 17th generation of students this year. BFPE was founded and presided by Sonja Licht, sociologist and political activist. This year's event addressed "Economic and social challenges in Serbia by 2030 in the context of the EU integration." Serbia, one of the successor states of Former Yugoslavia, is among the two countries negotiating European Union membership. The Seminar was held from 21-23 February, 2020, in the town of Šabac, Serbia.

The **Annual Seminar**, launched in 2004 and supported by the Council of Europe, is conceived as an educational and leadership program. It consists of three seminars every year leading to a certificate of completion. Participants are selected among the younger generation of representatives of political parties, civil society and business from different parts of Serbia with the aim to educate them about European and Euro-Atlantic values and integration.

Higher education is one of the elements of social challenge in Serbia, a country with a high percentage of brain drain with one graduate out of three leaving the country. The Seminar included a session on *Global and European Trends in Higher Education* led by Stamenka Uvalić-Trumbić, CHEA Senior Advisor for International Affairs, who addressed five major trends in higher education: massification (and inequality); diversification; digitalization; internationalization and basic values of higher education. The central role of quality assurance was emphasized as a response to these trends. In addition, the session also included a discussion period, intended to contribute to one of the main objectives of the Seminar – to promote dialogue among representatives of different parts of society in Serbia, a country with strong political divisions, comparable to those in pre-Brexit Great Britain, France or the United States.



The participants included a diverse mix of different political party representatives, both those in power and in opposition, the media, regional non-governmental organizations, ethnic minorities, alternative education providers, the business sector and young politicians. What was particularly striking was their level of engagement and interest. The issue of the recent suspension of the Serbian QA body from its membership in the European Network for Quality Assurance (ENQA) was debated, as were the reasons behind it. Related to quality, the importance of transdisciplinary approaches in most fields of teaching and learning was underscored. The lack of a proper balance between academic and applied courses and practical training in general was also noted. The participants felt that conservatism of higher education institutions in Serbia was one of the factors affecting innovation and quality. The country is marked by a high percentage of graduate unemployment causing massive brain-drain. The only exception was the booming information technology sector, unique for its good employability rates.

Other sessions unpacked a number of other economic and social challenges, ranging from the current economic situation in Serbia, climate change, artificial intelligence and the 4th industrial revolution, to depopulation. The Seminar was a good example of lifelong learning for an upcoming generation of leadership in Serbian society.

# GLOBAL AND REGIONAL UNIVERSITY ALLIANCES: RESPONDING TO THE CALL FOR GREATER SOCIAL RESPONSIBILITY AND OTHER CHALLENGES

*Stamenka Uvalić-Trumbić*

Despite the geo-political changes that are affecting the internationalization of higher education, especially through an increased thrust of nationalist and populist movements, the growing concern for social equity is driving the desire to develop new initiatives. Although there is no lack of university networks all around the world, two recent efforts are particularly worth mentioning.

The first initiative, in Europe, is the launch of the “European University” by French President Macron. His talk at the Sorbonne University (September 2017) triggered two rounds of the formation of university alliances, supported by European University funding. According to the European Commission, the rationale for the European Universities Initiative is the importance of responding to the need for the next generation of students, teachers and researchers to find solutions to contemporary societal challenges by preparing for the jobs and societies of the future.

Its aim is also to accelerate the transformation of Europe’s higher education institutions to ensure their quality, inclusiveness and international competitiveness at a time when the value of multilateral collaboration is under threat. It offers an opportunity to

create a true “European identity” for the younger generations, to push for both institutional and systemic reforms, to focus on teaching as much as on research and to promote interdisciplinary teams to address the most pressing challenges in Europe. The value-added of this initiative is to include partners from all types of institutions and to cover a broad geographic scope from across Europe.



The first call was launched in February 2019. The European Commission announced a budget of 85 million euros through the Erasmus+ project funding for the 17 alliances selected. The second call was launched in November 2019 for 24 new alliances, supported by a budget of 120 million euros. These budgets are expected to be supplemented by other funding sources (e.g., Horizon 2020). Despite the enthusiasm for these new alliances, it is yet to be seen how successful they will be as a long-term development. Will they really be inclusive or develop into another elitist network as one of many already existing in Europe?

The second initiative is global, announced at the World Economic Forum in Davos in January 2020 by well-known world philanthropist George Soros. He pledged to invest one billion U.S. dollars into the creation of the Open Society University Network (OSUN) and called other donors to join in with additional funds. The Network is intended for a range of deprived and minority groups, such as migrants, and the poorest segments of the population. Its aim is to foster critical thinking and open intellectual inquiry as well as

to encourage universities to strengthen openness in authoritarian regimes through freedom of expression and diversity of beliefs.





Although it is just beginning, the OSUN has already attracted a dozen universities from different parts of the world participating in this initial phase, such as the BRAC University in Bangladesh, the Ashesi University in Ghana, the University of London in the UK and the Science Po University in Paris, France, among others. It is led by Central European University (CEU) which has relocated from Budapest to Vienna and Bard College in the United States. The President of Bard College, Leon Botstein, has been named as the first Chancellor of OSUN. Research and educational institutions are also associated with the Network such as the Carnegie Council for Ethics in International Affairs. In addition, in cooperation with other organizations, OSUN aims to develop a massive “scholars at risk program.”

Certainly, both initiatives are worthy efforts at a time of global crisis marked by climate change and growing inequalities. It is difficult to predict their impact, but they do deserve attention, especially given that social responsibility grows as a much-debated element of quality assurance in higher education.

## A CHEA/CIQG WEBINAR INSTITUTIONAL AUTONOMY AND QUALITY ASSURANCE

THURSDAY, APRIL 16, 2020  
8:00 AM ET/14:00 CET/20:00 HKT

**WHAT IS MEANT BY “INSTITUTIONAL AUTONOMY” AND WHAT IS ITS CURRENT STATE OR CONDITION IN COUNTRIES AND REGIONS AROUND THE WORLD?**

**WHAT IS ROLE OF QUALITY ASSURANCE IN SUSTAINING AND STRENGTHENING INSTITUTIONAL AUTONOMY IN THE FUTURE?**

### WEBINAR GOALS

- Enhance understanding of the complexity of what is meant by “institutional autonomy” in various places around the world.
- Probe the oft-repeated assertion that institutional autonomy is under threat worldwide – to what extent is this the case?
- Whatever the state of institutional autonomy, what role quality assurance can play to sustain and enhance this autonomy?



**SPEAKERS, PRESENTERS:** **Jamil Salmi** (Moderator), Global Tertiary Education Expert; **Kai-ming Cheng**, Professor Emeritus, University of Hong Kong; **Helen Lockey**, Senior Assistant Registrar, University of Hong Kong; **Goolam Mohamedbhai**, Former Secretary-General, Association of African Universities; **Srbijanka Turajlić**, Professor, University of Belgrade Faculty of Electrical Engineering (Retired)

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# INTERVIEW WITH JUDITH S. EATON, PRESIDENT, COUNCIL FOR HIGHER EDUCATION ACCREDITATION

*Stamenka Uvalić-Trumbić*

*You have announced your retirement from the Council for Higher Education Accreditation (CHEA) after 23 years of committed work which, in addition to the main activities of the Council in the United States also included the launch and development of its International Quality Group in 2012. Could you tell us the background and rationale for this development?*

The Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG) may have been launched eight or so years ago, but this was not CHEA's first foray into international quality assurance. CHEA's international work dates back more than 20 years, aided by several grants from the Ford Foundation here in the United States. Over the years, CHEA hosted a number of International Seminars and established an International Commission, all focused on quality assurance and accreditation.



## Why this longstanding effort, including CIQG?

First, going all the way back to the formation of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 1991 and noting the Bologna Declaration in 1999, interest, concern and engagement in international quality issues has been growing. The hallmark of this interest, as our good friend and colleague Jamil Salmi so astutely articulated in his *Is Big Brother Watching You?* (CHEA, 2015), is assuring quality. Quality assurance has been undergoing a “quiet revolution” that started in the 1980s and 1990s: Changes in higher education itself, globalizing economy, growing student mobility and changes in technology all meant that quality assurance had to at least match, if not lead, these changes with its evolving policies and practices.



Second, increasingly, quality assurance issues and challenges in one country or region were also quality assurance issues in others. We all are and have been concerned about quality improvement, internal quality assurance, external quality assurance, access and equity, academic freedom, institutional autonomy and the role of government in higher education and quality assurance. We all need to respond to, e.g., distance learning, lifelong learning, borderless higher education and rankings. During the past several decades, multi-national organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO); the Organisation for Economic Co-operation and Development and the World Bank played a major leadership role in framing regional and national quality assurance issues. They served as key places to bring quality assurance colleagues around the world together.



Judith Eaton and Stamenka Uvalić-Trumbić

So – for CHEA – we saw an important need and opportunity: bringing attention to and engaging the international dialogue on quality assurance to the United States and establishing a U.S. home for the increasingly internationalized undertaking of quality review. And, we were also aware that many of the U.S. accrediting organizations that CHEA reviewed for quality (CHEA “recognition”) were operating in other countries, whether accrediting branches of U.S. institutions operating outside the United States or accrediting non-U.S. institutions and programs. In our view, CHEA had a responsibility, beyond the recognition review, to provide additional opportunity for the U.S. accreditors to engage internationally and to advance their capacity in this doing this work.



## What was, according to you, the greatest added value of the International Quality Group to CHEA's work and visibility?

My hope has always been that that CIQG could play three roles: a convener – providing an opportunity for colleagues in quality assurance around the world to come together here in the United States, a thought-leader – how CIQG might contribute to the rich and ongoing international dialogue on quality assurance, and a partner – how to nurture and strengthen the view that we from the United States are focused first and foremost on working with colleagues and not presenting ourselves as experts urging the world to do what we've done with quality assurance over the years, in spite of the reality that U.S. quality assurance goes back more than 100 years.

And, if I may, I do think that we have had some modest success in all three – convening, thought-leadership and partnership. The years ahead can bring more.

It brings such great pleasure to CHEA to hear from colleagues that our efforts are both helpful and enjoyable. About “visibility,” I do have a sense that we have established a bit of a place to which international colleagues can turn to engage U.S. accreditation. This could not have happened without Stamenka Uvalić-Trumbić, formerly chief of higher education at UNESCO, who has been CHEA Senior Advisor and a vital partner in launching and growing CIQG.



Judith Eaton and Stamenka Uvalić-Trumbić

## What were the challenges of CIQG during the years?

I think that there were three major challenges. First, trying to do a lot with limited resources. We accommodated the development and growth of CIQG within the modest budget of CHEA itself, once we no longer had outside funding. If we had had greater resources, we could have held more events, commissioned more research and further strengthened our outreach. Second, we always faced a bit of skepticism about devoting even the efforts we did to international work from colleagues within the United States. While CHEA saw these international efforts as vital to moving quality assurance here at home forward, there were others who questioned whether this should be a priority for CHEA. Third, there was and is so much to do in international quality assurance, with, e.g., the current enormous efforts in Africa and Asia and the urgent need to enhance the pace of change and innovation in quality assurance in the developed world, I keep asking myself “How can CIQG do what we do better and how can we do more?”

## What were the highlights for you personally?

Unquestionably, for me, there is one great highlight: the opportunity and privilege to work with wonderful, wonderful friends and colleagues, to share ideas and to sustain a dedication and commitment to higher education and quality. When we started CIQG, I had not even thought about the relationships that might emerge. I now feel so fortunate to know so many people who are so caring and so willing to go beyond the perfunctory in a relationship to a genuine sharing of beliefs, respect and affection.

## WINNERS OF THE 2019 CIQG QUALITY AWARD

The CHEA International Quality Group (CIQG) announced the winners of the 2019 CIQG Quality Award on January 30, 2020: **Technológico de Monterrey** (Mexico), **Higher Colleges of Technology** (United Arab Emirates) and **Bakersfield College** (United States).

The CIQG Quality Award was established in 2018 to recognize outstanding performance of higher education providers in meeting the CHEA/CIQG *International Quality Principles*. The award is made annually based on submissions that provide evidence that the *Principles* are met. The awards were presented by Concepcion Pijano, international consultant for accreditation and Chair of the CIQG Advisory Council, at the 2020 CIQG Annual Meeting in Washington, DC on January 30.

**Technológico de Monterrey** is the largest private university in Mexico, with an enrollment of approximately 90,000 undergraduate and graduate students. The university is an innovative institution with leading-edge programs focused on the betterment of students, communities and the country, which contributed to the university's success with the CIQG Quality Principles.

**Higher Colleges of Technology** is a public baccalaureate degree-granting institution in the United Arab Emirates (UAE) with an enrollment of 21,500 students and 16 campuses across the country. Higher Colleges of Technology offers high-quality, work-ready qualifications with embedded professional certifications, resulting in graduates capable of meeting the needs and demands of the community and industry.

**Bakersfield College** is a public, baccalaureate degree-granting institution with an enrollment of approximately 37,000 students, located in Bakersfield, California. The college sustains institution-wide standards based on emerging industry demands. Learning outcomes are central to the Bakersfield curriculum, as well as guided pathways to serve students and the community.

A CIQG Advisory Council panel of experts reviewed all applications and identified award winners. Members of the panel included Carolyn Campbell, Senior Consultant and Board Member, The Observatory on Borderless Higher Education; Peter Okebukola, President, Global University Network for Innovation - Africa; Jamil Salmi, Global Tertiary Education Expert; and CIQG Advisory Council Chair Concepcion Pijano. Also serving on the panel were Stamenka Uvalić-Trumbić, CHEA Senior Advisor for International Affairs and Judith Eaton, CHEA President.



(Left to right): Abdullatif Alshami, President and CEO, Higher Colleges of Technology; Sonya Christian, President, Bakersfield College; and Joaquin A. Guerra-Achem, Vice Rector for Educational Innovation and Academic Affairs, Technológico de Monterrey

A call for applications for the 2020 CIQG Quality Award will be sent out in August 2020.

# UNIVERSITIES AND LIFELONG LEARNING: A CONTRIBUTION TO UNESCO'S WORLD CONFERENCE ON HIGHER EDUCATION (HAMBURG, 4-5 FEBRUARY 2020)

As part of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) leadership role in the attainment of SDG 4 *Quality Education for All* – lifelong learning is one of the pillars – the UNESCO Institute for Lifelong Learning (UIL) convened an Expert meeting on “Universities’ contributions to lifelong learning”



in Hamburg, on 4 and 5 February 2020. The objective of the meeting was to assess the extent to which universities contribute to lifelong learning as part of their third mission, societal engagement. The meeting brought together international and regional university network representatives and experts to frame the project. The first phase will consist of a survey of higher education institutions throughout the world about their lifelong learning activities, supplemented by several case studies, a glossary and a literature review. The International Association of Universities (IAU) will conduct the survey. Shanghai Open University is a partner in the project and will produce an

overview of the Open Universities network in China.

For the purposes of the global survey, lifelong learning refers to “learning activities for people of all ages, in all life-wide contexts and through a variety of modalities, which together meet a wide range of learning needs and demands” (UIL, n.d.). What is defined as lifelong learning, may be called “adult education,” “postgraduate studies,” or “continuing education” in other surveys.

The discussions at the expert meeting informed the development of the project by focusing on key elements of the engagement of universities in lifelong learning. Participants considered that such engagements depended to a great extent on national policies and institutional strategies. In Europe, the institutional culture for lifelong learning was still lacking and needed to be strengthened while in Africa, adequate resources were needed and teacher training was essential to strengthen lifelong learning. In Latin America, it is a challenge to introduce lifelong learning issues into policy-making at institutional and system levels because of the growing socio-political problems governments are facing. A general lack of motivation of faculty to engage in lifelong learning is present in all regions. The impact of changing demographics and the mismatch of skills and employment needs were emphasized as growing trends. It was evident that digitization could play a major role in promoting lifelong learning at tertiary level, especially through the growing provision of shorter courses and micro-credentials. In that context, the need to develop quality assurance frameworks to regulate this subsector was emphasized.



Stamenka Uvalić-Trumbić (left), CHEA Senior Advisor on International Affairs, with a group of participants at the UNESCO World Conference

The next steps of the project are to refine the methodology for the survey, to identify potential institutions for the case studies and to develop the glossary. The final study, which will be completed by the end of the year, will contribute to the 3rd UNESCO World Conference on Higher Education to be held in 2021.





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