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Sustainable
Development
Goals

UNESCO Higher Education Priorities within the context of the Sustainability Goals

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Chief, Higher Education

CHEA International Quality Group, Washington D.C.
February 2 2017





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The Global Sustainability Goals (SDGs)





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Sustainable Development Goal 4

Ensure inclusive and equitable quality education and lifelong learning opportunities for all



Target 4.3

By 2030 ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education including higher education

Target 4.7

By 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development including education, global citizenship and cultural diversity



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Higher Education Now Matters

Student numbers are exploding around the world, as there has never been a greater need for a good tertiary education...

*Emerging economies will have around 63 million more university students in 2025 than today and the number worldwide is expected to more than double to **262 million** by the same year.*



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Innovative Higher Education: Essential Directions for the 2030 Roadmap

- Responsive study programs and curricula that provide graduates with the skills and competencies demanded of the modern labour market
- Institutional research that adds value to national, regional and global development aspirations
- A diversity of institutions that caters for a new generation of non-traditional learners
- A system of institutions which embraces the use of technologies to expand access via distance learning platforms and generates enhanced learning experiences
- Systems of Higher Education that position a process of continuing quality enhancement of teaching, learning and research impact above all else.



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Higher Education (HED) Strategic Action Areas 2016-2017 (I)

- Mobilizing University Expertise and Cooperation with the UNITWIN Projects and UNESCO Chairs to work towards SDG4



“The SDGs provide a unique opportunity for higher education institutions to demonstrate their willingness and capability of playing an active and meaningful role in the development of their respective countries and in contributing towards global sustainable development”

Goolam Mohamedbhai
Former president of the International Association
of Universities



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University Twinning
and Networking
Programme

A Decade of Progress on
Education for Sustainable Development:

Reflections by the
UNESCO Chairs
Programme



Education
2030

The UNESCO Chairs and UNITWIN PROGRAMME

+ 700 UNESCO Chairs

128 Countries

Education, Natural Sciences, Social Sciences,
Communications and ICTs, Culture

<https://en.unesco.org/unitwin-unesco-chairs-programme>



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Higher Education (HED) Strategic Action Areas 2016-2017 (II)

Innovative Technologies for On-line
and Distance Higher Education

- Design and development of Open Access Resources (OER) and MOOCs in HED
- Furthering Policy learning and the exchange of good practices, including Mobile Learning Week



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ICTs for Ed: Opening Up the World of Learning



3.2 billion people were online by the end of 2015, of which
2 billion were from developing countries



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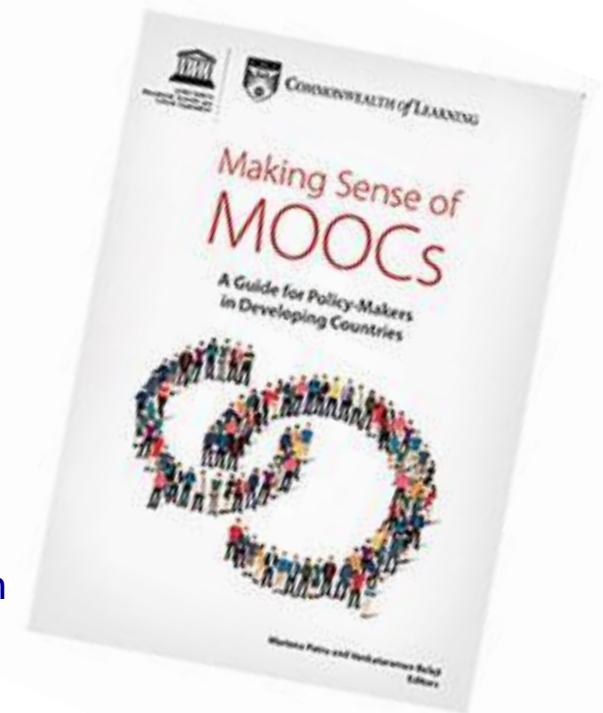
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Making Sense of MOOCs: A Guide for Policy Makers

A joint UNESCO and Commonwealth of Learning e-Publication

(June, 2016)





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Higher Education (HED) Strategic Action Areas 2016-2017 (III)

Widening Lifelong Learning Opportunities

- Policies and commitments to creating equitable access to quality higher education and lifelong learning opportunities



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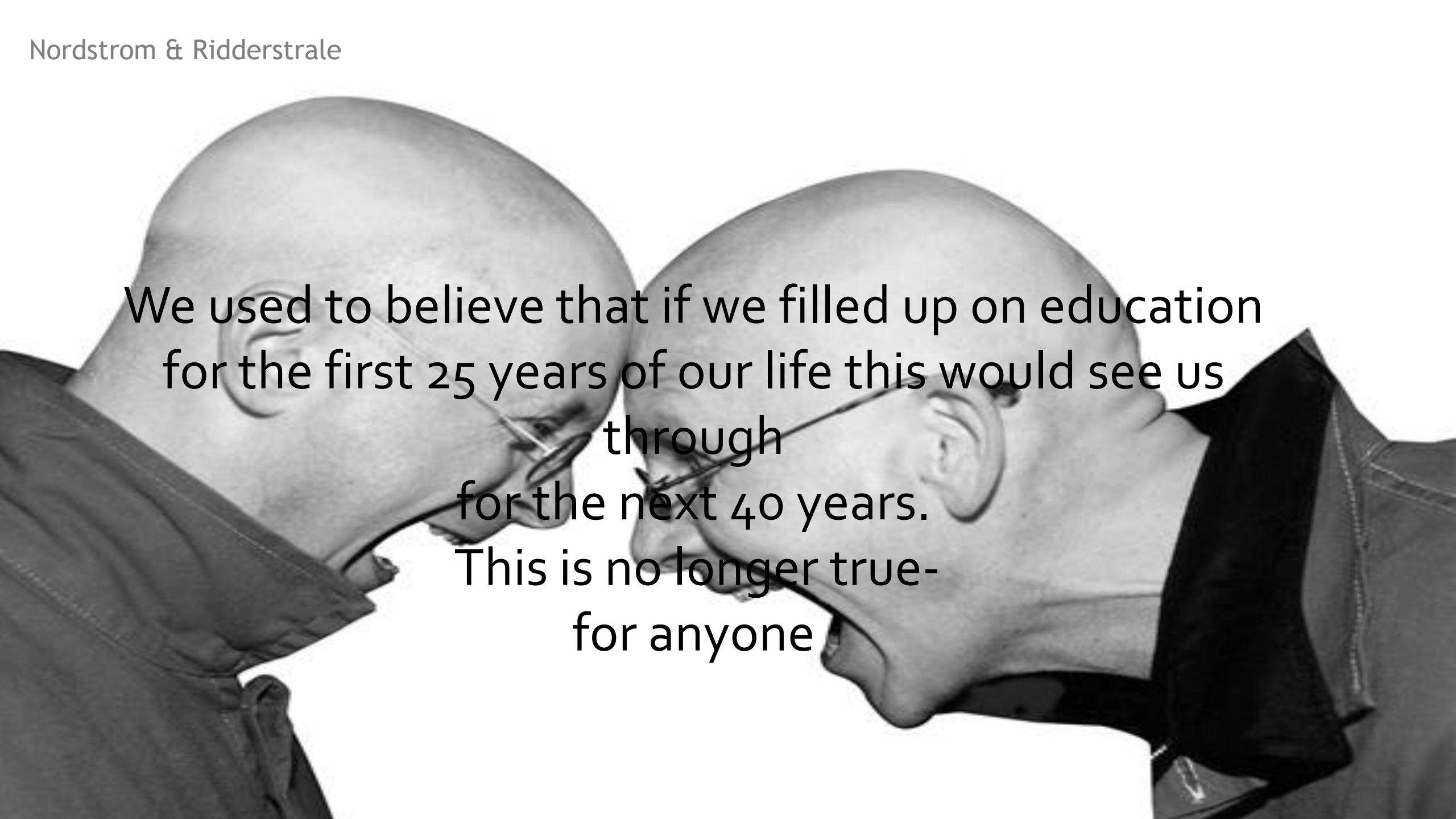


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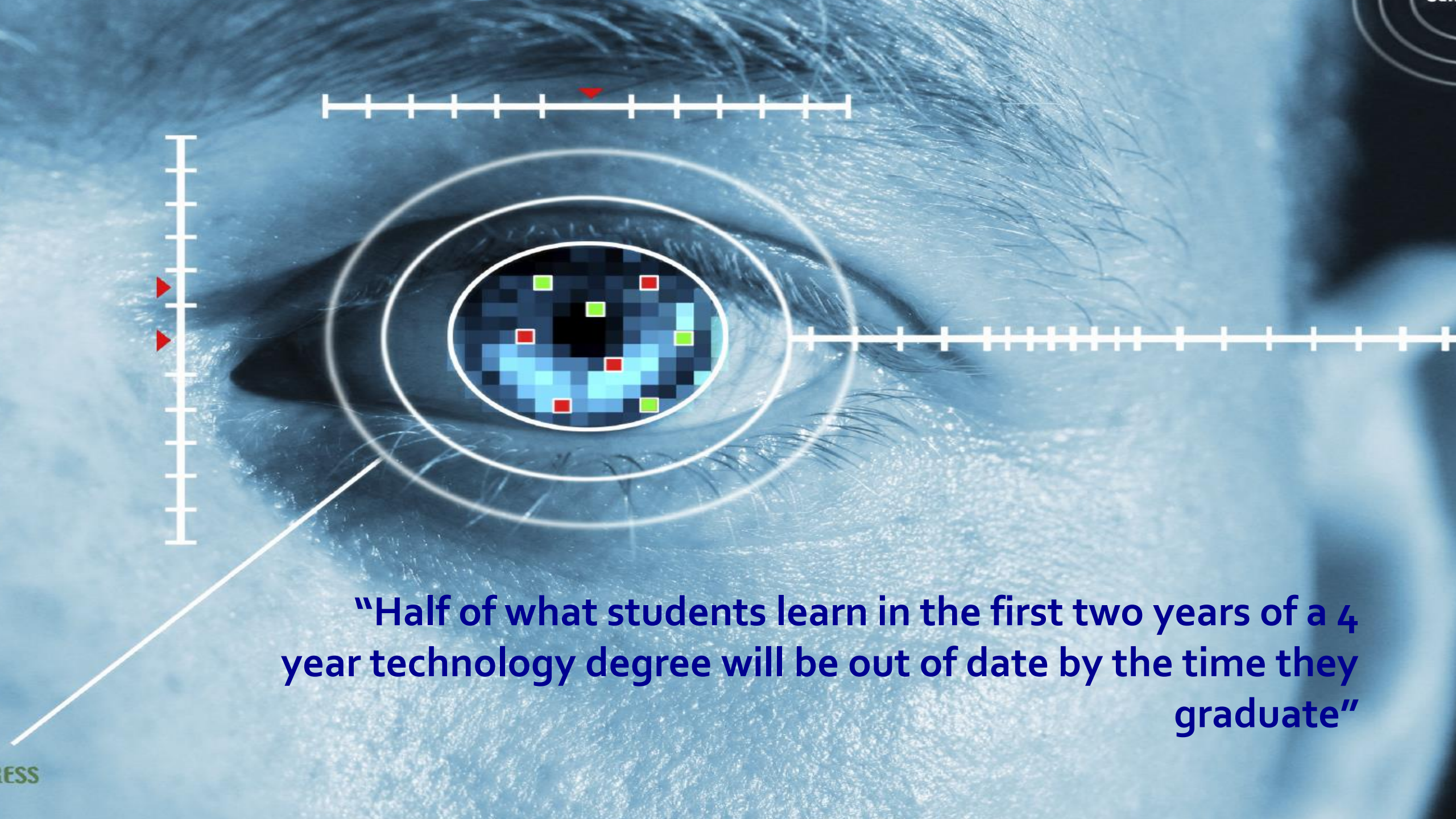
The World Education Forum: A New Vision for Education 2030

“A commitment to work towards quality lifelong learning opportunities for all, in all settings and at all levels of education with equitable and increased access to quality technical and vocational education, training and higher education and research with due attention to quality assurance”

(Incheon Declaration, May 2015)

A black and white photograph of two bald men wearing glasses, laughing together. They are shown from the chest up, facing each other and laughing heartily. The man on the left is wearing a dark jacket, and the man on the right is wearing a dark shirt. The background is plain white.

We used to believe that if we filled up on education
for the first 25 years of our life this would see us
through
for the next 40 years.
This is no longer true-
for anyone



“Half of what students learn in the first two years of a 4 year technology degree will be out of date by the time they graduate”

THE WALL STREET JOURNAL.



Ray

"What I'd like for you to do is change everything about yourself and get back to me."

Throughout their working lives graduates will need to re-fresh, re-skill, re-learn, re-train and re-qualify not only in their current field(s) of study But in completely different and unrelated ones



CAREERS

Employment Opportunities

The most
in-demand jobs in 2016
did not exist in 2006

- Director of Ethical Hacking
- Team Building Genius
- Cognitive Computing Architect
- Organizational Catalyst
- Digital Prophet
- Classroom Avatar Manager
- **DATA VISUALISATION EXPERT**
- Unmanned Aerial Vehicle Technician
- Director of First Impressions
- Happiness Manager

5

- Internet
- websites
- hosting
- banners
- searching systems
- blogs
- chats
- applications



- world data
- Finance
 - Business
 - Culture
 - Weather
 - Sport
 - News
 - Video
 - Radio
 - Technics
 - Files
 - Electronics
 - Shopping
 - Design
 - Hall
 - Internet
 - Maps
 - Radio
 - TU
 - Work
 - Travel
 - Tech
 - Entertainment
 - Security
 - Global
 - Music
 - Companies
 - Songs
 - Graphics
 - Vacancy
 - Job
 - Data
 - Games
 - People

Future Proofing or Future Visioning?

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  parameter 6 "filter.on" 0
  parameter 105 "filter.kernel" 200000000 8 4256
  parameter 7 "filter.size" 400000
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  }
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Welcome to your AR Campus

- learning whenever you need it
- learning however you need it
- learning wherever you need it



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Higher Education (HED) Strategic Action Areas 2016-2017 (IV)

Support for the Development of Higher Education Policies
and Quality Assurance Structures

- Advancing quality assurance standards and benchmarks in higher education at the institutional and system levels both in terms of internal and external quality enhancement processes
- Supporting the continuous professional development of higher education teaching and research faculty



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The Quality Enhancement of Higher Education: Activity Highlights

- Internal Quality Assurance in Higher Education: *7 Capacity Building and Training Modules*
- Training Workshops to enhance skills on management of higher education
- Policy analysis for strategies towards 2030 Agenda
- Establishment of new Category 2 Centre in Asia and Pacific region (*Innovation in Higher Education*)
- UNESCO-Shenzhen Municipality Cooperation in *Quality Assurance in Higher Education in Africa*
- UNESCO-CAMES Partnership agreement
- **2018 International Conference on Quality Assurance in Higher Education and Regional Sub-meetings:** *Quality Assurance: Towards Sustainable Development through Addressing the Provisions in Higher Education*, co-organized jointly with the International Consortium of Distance Education (ICDE), Commonwealth of Learning (COL), the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), the Council for Higher Education Accreditation /International Quality Group (CIQG), and the World Bank.



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QA? OMG





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*Quality is not an act.
It is a habit.*

Aristotle



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Principle 1: Quality and Higher Education Providers

Angela Yung-chi Hou

Principle 2: Quality and Students

Peter J. Wells

Principle 3: Quality and Society

Fabrice Hénard

Principle 4: Quality and Government

Badr Aboul-Ela

Principle 5: Quality and Accountability

Jamil Salmi

Principle 6: Quality and Quality Assurance Bodies

Richard Lewis

Principle 7: Quality and Change

Sir John Daniel

In bed with
THE CIQG 7 IQPs

KC 1. Student Learning and Progression

KQ1. What is the student progression rate through each program?

KQ2. What is the retention rate for each program?

KQ3. Are there any courses or program stages that appear a hurdle?

KC 2. Learning Resources Optimization

KQ1. Do we have sufficient learning resources for our program?

KQ2. Do we have suitably qualified and sufficient teaching faculty?

KQ3. Do we have appropriate and effective professional development programs to support learning?

KC 3. Facilities Optimization

KQ1. Do we have the correct level of physical resources to support the program?

KQ2. Are our resources in sufficient level of repair so as to encourage pride in our institution and trust in our programs?

KQ3. Do we have a realistic master plan for renewal and regeneration of resources?

KC 4. Community Satisfaction

KQ1. Are industry and the external community satisfied with our graduates?

KQ2. Are Alumni engaged with our institution?

KQ3. Are high schools engaged with our program/College?

KC 5. Student/Graduate Satisfaction

KQ1. Are students satisfied with our program? What are they most/least satisfied with?

KQ2. What do graduates think about their program 1-year/2 years/5 years after graduation?

KQ3. What does the Student Council think about our program(s) and learning resources/environment?

KC 6. Administrative Process Optimization

KQ1. How efficient and user friendly are our admissions and registrations processes?

KQ2. How efficient and friendly are our financial policies both for students and faculty?

KQ3. How well are scholarships and student loans administered?

KC 7. Benchmarking

KQ1. How are we measuring our College and program's performance?

KQ2. Which benchmarking indicators have we identified to compare our activities and programs?

QE-ing everything we do:

If it doesn't address one of these why are we talking about it?



**KEEP
CALM
AND
ESTABLISH
QUALITY CULTURE**

Building a
Culture of
Continuous
Internal
Improvement



How to give an “A”

(and Rule
Number 6)

Benjamin Zander



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Aleppo University
(UNESCO Mission
January 2017)





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Higher Education (HED) Strategic Action Areas 2016-2017 (V)

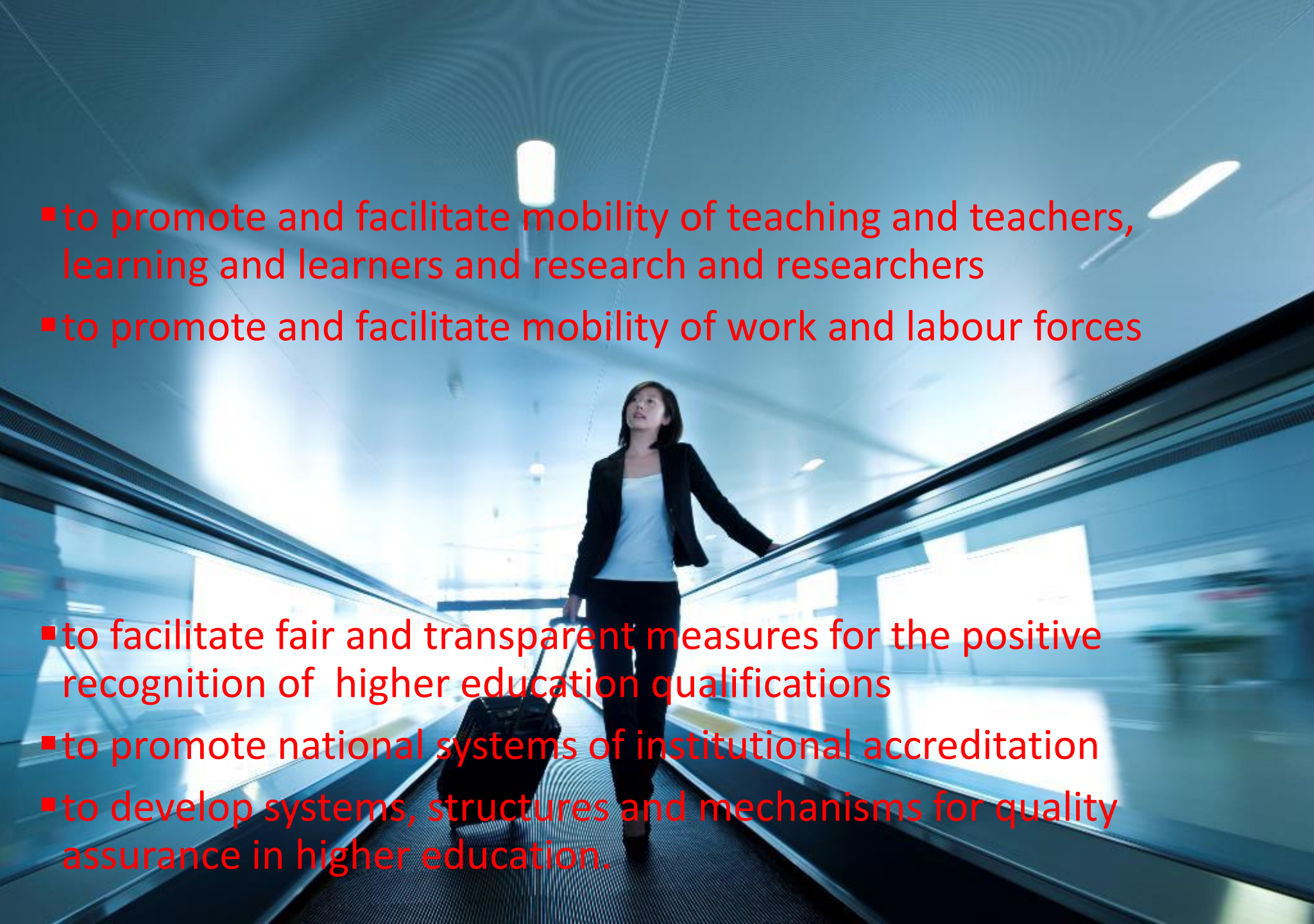
Promoting the Internationalization of HED

- Application of normative instruments on the Recognition of HED Qualifications
- Elaboration of a Global Convention on Recognition of HED Qualifications



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In 2015 4.7 million students went abroad to study - equal to 1 in every 40 students globally. This number is predicted to double by 2025.



- to promote and facilitate mobility of teaching and teachers, learning and learners and research and researchers
- to promote and facilitate mobility of work and labour forces
- to facilitate fair and transparent measures for the positive recognition of higher education qualifications
- to promote national systems of institutional accreditation
- to develop systems, structures and mechanisms for quality assurance in higher education.

**Mobility
with Benefits:**

**Founding
Principles
of the
UNESCO
Regional
Recognition
Conventions**



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The First Generation of Regional Conventions on Recognition (1974-1983)

Adoption	Region	Official name
Mexico City, 19 July 1974	Latin America and the Caribbean	Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean
Nice, 17 December 1976	Mediterranean	Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean
Paris, 22 December 1978	The Arab States	Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States
Paris, 21 December 1979	Europe	Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region
Arusha, 5 December 1981	Africa	Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States
Bangkok, 16 December 1983	Asia and the Pacific	Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific



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A Second Generation of ognition Conventions



- Lisbon Convention (1997)
- Tokyo Convention (2011)
- Addis Convention (2014)
- Latin America and the Caribbean (2018)

Recognition of Qualifications is now a global issue

- Increased internationalization of higher learning
- Diversification of provision and providers – and the use of ICTs
- Massification of higher education
- Mobility – both inter and intra-regional
- Increased focus on quality assurance and qualifications frameworks
- The employability of mobile graduates
- The emergence of competition among institutions
- Moves towards building regional higher education and research areas

**The New
Global
Horizon of
Higher
Education**



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Why a Global Convention ...? *International Consistency in Recognition Processes*

- Transparent information of quality assurance processes for HE
- Open mechanisms for information about higher education institutions and programs
- Trust building between different national institutions and competent recognition authorities
- Greater shared understanding of fair and reasonable processes and procedures for recognition
- Capacity building in processes



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Why a Global Convention ...?

Recognition as an enabler for the quality enhancement of higher education

- Retaining and attracting talent to higher education systems
- Facilitating knowledge and skills transfer across borders
- Increasing the quality of research and innovation capacities
- Improving the quality of teaching and learning in HEIs
- Improving graduate competencies



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Why a Global Convention...? *More than just recognition at stake*

- Promote international cooperation in higher education and research
- Enhance the quality of higher education provision
- Provide greater opportunities for cultural intelligence, dialogue and peace building
- Support sustainable development of knowledge societies and relevant labour markets





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WCHE III 2020
#HEDBlueSky

When I wrote *The World Is Flat* in 2005,
Facebook didn't exist; Twitter was a sound;
the cloud was in the sky; 4G was a parking place;
LinkedIn was a prison; applications were what you sent to college;
and Skype, for most people, was a typo.

Thomas Friedman

...Shift happens.

PJW



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