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Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

# The Role of Quality Assurance in Higher Education: Challenges, developments and trends

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# New Goals for Development

<b>1</b> NO POVERTY 	<b>2</b> NO HUNGER 	<b>3</b> GOOD HEALTH 	<b>4</b> QUALITY EDUCATION 	<b>5</b> GENDER EQUALITY 	<b>6</b> CLEAN WATER AND SANITATION 
<b>7</b> RENEWABLE ENERGY 	<b>8</b> GOOD JOBS AND ECONOMIC GROWTH 	<b>9</b> INNOVATION AND INFRASTRUCTURE 	<b>10</b> REDUCED INEQUALITIES 	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES 	<b>12</b> RESPONSIBLE CONSUMPTION 
<b>13</b> CLIMATE ACTION 	<b>14</b> LIFE BELOW WATER 	<b>15</b> LIFE ON LAND 	<b>16</b> PEACE AND JUSTICE 	<b>17</b> PARTNERSHIPS FOR THE GOALS 	 <b>THE GLOBAL GOALS</b> For Sustainable Development

# Higher Education and Post-2015

- **2009 World Conference on Higher Education:** “As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments.”
- **Incheon Declaration 2015:** “We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance.”
- **The Sustainable Development Goals 2030**

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



**4.7** highlights the knowledge and skills that are needed to promote a more sustainable future:

‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.’



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# Higher Education 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 and the number worldwide is expected to more than double to 262 million by the same year



- **Global student population**

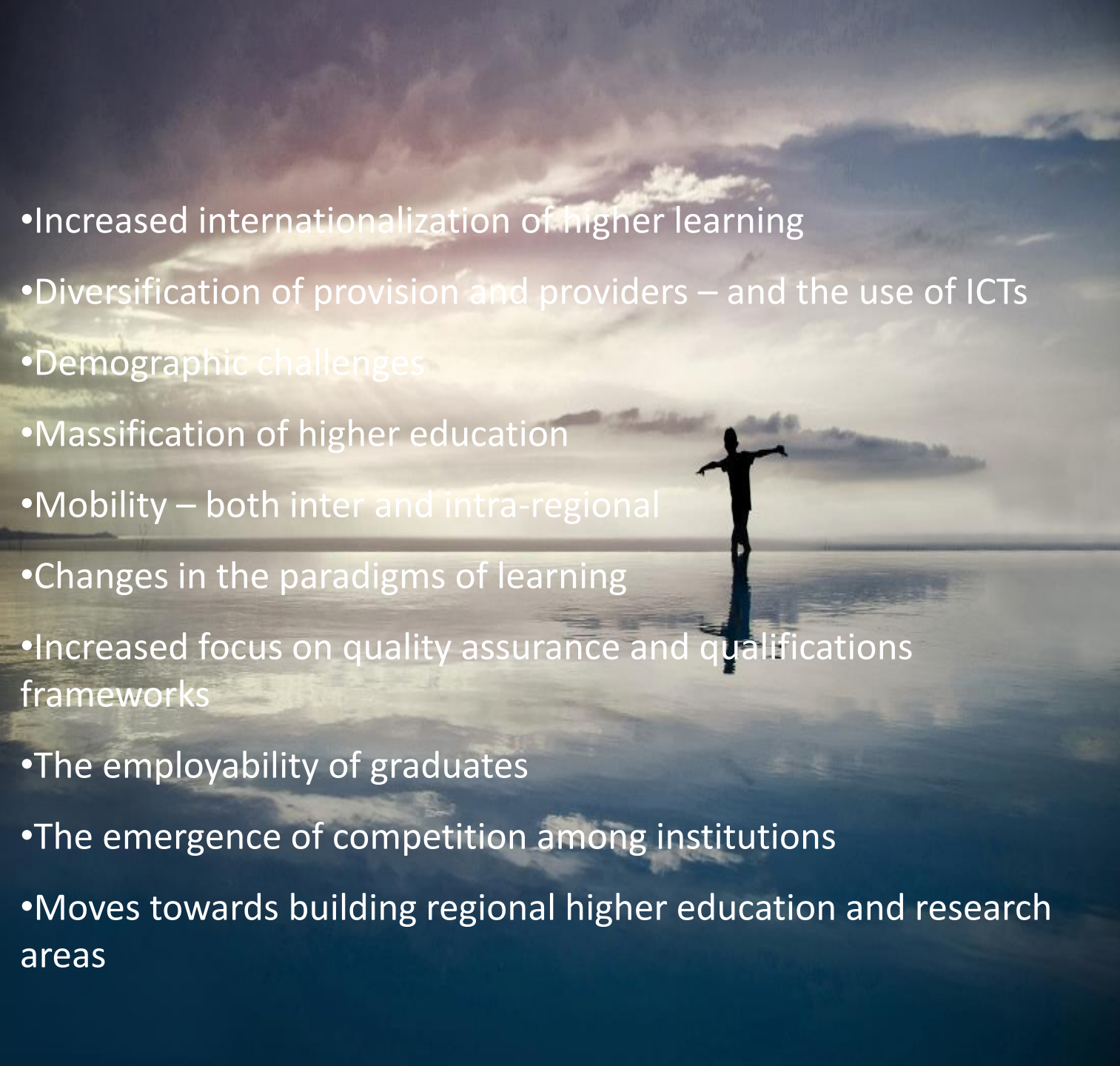
- 1900: 0,5 mill.
- 1950: 6,3 mill.
- 1970: 28,6 mill.
- 2000: 99,5 mill.
- 2005: 139 mill.
- 2013: 199 mill.
- 2035: 520 mill?



- **Regional student growth 2000 -> 2013**

- Asia: 163 % (41 mill. -> 108 mill.)
- Latin America and the Caribbean: 106 %
- Africa: 92 % (6,2 mill. -> 12,2 mill.)
- Arab States: 88 %
- Europe: 25 % (declining every year since 2009)





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

## **A New International Horizon of Higher Education**

## Roadmap to ED2030

- Curricular development
- New Programmes/Qualifications
- Use of new technologies in higher education
- Quality of delivery, accountability and responsibility
- Lifelong Learning
- Global citizenship
- Global campus





## Quality Assurance and Accreditation Systems

- Quality is regarded as an important part of accountability
- With economic downturn more social pressure on HEIs to increase ‘value for money’ for public expenditures
- Quality related funding and profiling in higher education
- Changing contexts of HE

## Quality Assurance in Higher Education: Traditions of QA Mechanisms

- Systems with QA units within education authorities
- Buffer organizations
- List of recognized accrediting bodies: Council for Higher education Accreditation (CHEA)
- Regional Accreditation Associations
- Specialized and Professional accreditation
- Strong tradition of institutional autonomy





*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.***



- **Global population of Mobile Students**
  - 2000: 1,8 mill.
  - 2012: 3,5 mill.
  - 2020: 7,0 mill.?
  
- **Regional growth in student mobility 2000 -> 2012**
  - Asia: 147 %
  - Latin America and the Caribbean: 93 %
  - Arab: 35%
  - Africa: 75 %
  - Europe: 48 %





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## UNESCO Normative Instruments as a Standard-Setter in Higher Education

- Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education (1974-2019)
- Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993)
- A Global Convention on the Recognition of Higher Education Qualifications (2019)



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# The First Generation of Regional Conventions (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 Updated Recognition Conventions



- Lisbon Convention (1997)



- Tokyo Convention (2011)



- Addis Convention (2014)



- Arab States  
(March, 2019)

- Latin America  
and the  
Caribbean  
(2018)





## Revised Regional Conventions

- Significant improvements in the texts, while still preserving some important principles

- The right to education is a human right and higher education represents an exceptionally rich cultural and scientific asset for both individuals and society.
- The preservation and strengthening of the cultural identity and diversity of the countries of the regions, and respecting the specific character of their education systems.
- Promotion of lifelong learning, the democratisation of education and the adoption and application of educational policies allowing for structural, economic, technological and social change.



## *Revised UNESCO Recognition Conventions: **Building on founding principles***

- 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

- Recognition and **quality assurance** are closely linked
- Recognition is to a great extent based on mutual trust, access to reliable information and cooperation across borders
- Capacity building in National Quality Assurance and Recognition Agencies
- Based on the principle of best practices and peer-review



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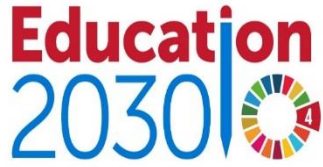


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## *More than just recognition at stake...*

- Provide greater opportunities for cultural intelligence, dialogue and peace building
- Support sustainable development of knowledge societies and relevant labour markets





# A Global Recognition Convention in Parallel

- International coherence in recognition processes
- Reinforce the importance of strong and up to date Regional Conventions as the foundation for a Global Convention and inter-regional mobility.
- Provide a normative framework for the sharing of information on HEIs and higher education systems between regions.
- Inter-regional university collaboration and cooperation on teaching, research and science
- Facilitate inter-regional good practices in the quality assurance mechanisms in higher education



# The Drafting Committee



- A Committee of 23 experts from all UNESCO regions, appointed by the Director-General of UNESCO in coordination with Member States
- 3 expert nominated by each of the 6 Electoral Groups and 5 nominated directly by the DG
- All serve on the Committee in their private capacity

- **November 2017:** the preliminary draft of the convention text together with proposed modalities of further consultations with Member States and relevant stakeholders were approved by the General Conference
- **March 2018 - March 2019 :** Consultations with Member States and stakeholder groups and organizations
- **November 2019:** On the basis of the consultations a revised text will be tabled at the 40<sup>th</sup> General Convention for adoption.



I have a definition for success.  
For me it's very simple.  
It's not about wealth and fame and power.  
It's about how many shining eyes I have  
around me.

*Prof. Benjamin Zander*

Определение успеха для меня это очень  
просто.  
Дело не в богатстве, славе и силе, а в  
том, как много восхищённых взглядов  
вокруг меня.

*Prof. Benjamin Zander*

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Thank you  
Спасибо