

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a clean, white space where the text is placed.

# REVIEW DRAFT OUTCOME STATEMENT

# Mr Gwang-Jo Kim

- ▶ **Transforming** HE in our respective home countries and the Asia Pacific region
  - ▶ Not business as usual, otherwise we will be half a century late (universal upper education system by 2084)
- ▶ HE as top education system comes with many responsibilities - strong link with lower-level education, **quality assurance**, link to industry, **humanity**, **community service** etc.
- ▶ **Collaboration** and **research** promote creative capacities to find solutions to new problems - build capacity to ensure high quality
- ▶ This conference shapes the 2018 International QA Conference in Paris and will result in **Shenzhen Statement**
- ▶ Let's connect and change the future before it is too late!

# Mr Li Ming

- ▶ Conducting **research** to promote HE innovative development
- ▶ Conferences, partnerships, training on application of ICT to substantiate innovation, teaching and enhance capacity
- ▶ Promoting education in African and other regions/nations due to globalisation and global-scale **education innovation**
- ▶ Talent cultivation for Chinese companies going global
- ▶ Strong links with the **industry**
- ▶ Trend-setter for **HE innovation** through public-private partnerships

# Ms Liu Jiachen

- ▶ HE is an important component
- ▶ Promoted by globalisation, economic growth, increasing **communication and collaboration**, countries are **connected** to each other to develop HE

# Mr Du Yue

- ▶ This Regional Conference aims to discuss aims and policies of HE and prepare a report contributing to the 2018 international QA conference
- ▶ Emergence of **MOOCs, blended learning and remote learning**, the focus is not only on HE but **quality assurance**, whether traditional or modern HE
- ▶ **Communication with different stakeholders** need to be stepped up
- ▶ Focus on developing world-class Chinese universities, with the whole education system aimed at becoming first class by 2050
- ▶ Committed to Bangkok Convention and Tokyo Convention - **leadership to improve quality of HE** which is everyone's responsibility
- ▶ **Collaboration** can solve problems on **quality assurance** and **lifelong learning**.

# Miss Jihye Hwang

- ▶ **IQA mechanisms and culture are imperative, with external QA mechanisms to ensure the attainment of learning outcomes**
- ▶ **82% said that QA initiatives led to improvement in teaching and learning**
- ▶ **75% agreed that the Asia Pacific region is on track to ensure equal access for all women and men by 2030 - not true!**
- ▶ **Top three most urgent issues to deal with for QA in Asia Pacific:**
  - ▶ **NQFs and exploring connections with QA, credential recognition and student mobility**
  - ▶ **Building a culture of quality within HEIs**
  - ▶ **Bridging the links between internal and external QA processes**

# Miss Jihye Hwang

- ▶ **Problems related to QA agencies** - credibility, accountability vs autonomy, lack of good governance, lack of quality culture and awareness, lack of innovative practices (hard to transform into local scenario) and resources, **hard to measure learning outcomes**, fake qualifications
- ▶ Need **good training** to monitor, evaluate, administer EQAAs, as well as how to build and run effective IQAAs
- ▶ **Sharing best practices** and continuous capacity building in QA - networking, staff and student exchanges, using ICT, establish pools of experts, **respect QA practices in other countries**
- ▶ Focus on building **internal quality culture**, **trust building** and **transparency**
- ▶ UNESCO can play an important role through **training and capacity building** in realising the SDG4

# Prof Teri Balsler

- ▶ We live in a complex world - the types of problems we face are changing and becoming more complex, **adaptive and creative solutions** are required
- ▶ Programmes are isolated and do not address social and environmental issues in a bigger picture
- ▶ HE spent too much time producing credentials and research without being **more broadly inclusive**
- ▶ Challenges to education - massified, diversified, global/collaborative/borderless, personalised, hence teaching cannot be passive anymore, a **paradigm shift** from teacher-centred to learner-centred is required
- ▶ How do we **fix the teachers, design and measure cognitive and psycho-social?**
- ▶ Teachers, learners and technology all play a part to make learning happen
  - ▶ Need to redefine learning experiences and **go beyond**; humanity above expertise
  - ▶ Get students curious and interested which is critical to **lifelong learning**
  - ▶ **Technology** can support learning content, leaving teachers with the non-content part

# Miss Michaela Martin

- ▶ Evaluating **learning outcomes** with regards to employability
- ▶ IIEP research on IQA:
  - ▶ Collected more than 300 responses from universities and 8 in-depth case studies
- ▶ Learning outcomes need to be evaluated by focusing on employability because of mismatch between the skills required by labour market and those possessed by graduates
- ▶ IQA is expected to **enhance the relevance of learning outcomes**
- ▶ **IQA is seen as having positive influence**, directly and indirectly, on graduate employment in general, helped in revising **learning outcomes**
- ▶ Use of tracer studies, employer satisfaction surveys, internships and involvement of stakeholders (employers, professionals and alumni)
- ▶ Time to **think out of the box** and come up with new ideas and frameworks

# Eddy Chong

- ▶ Pressing issues, challenges and opportunities for different stakeholders
- ▶ iCGPA, Malaysia's case of constructive alignment and assessing learning outcomes through the use of spider web
- ▶ How do we incorporate the **entire 'well-being'** in learning outcomes for the development of graduates?
- ▶ Getting buy-in from academics require time, **a clear guide and identification of champions** are amongst the first critical steps to be taken

# Prof Yuto Kitamura

- ▶ Globalisation gives opportunities for **local context**
- ▶ SDGs with a universal goal - focus on **learning outcomes** based on the **needs and demands of both local and international contexts**
- ▶ **International collaboration** is required to improve HE; HE should be regarded as 'knowledge diplomacy' (mutual relationships, learning from each other)
- ▶ UNESCO and WTO: platform to promote QA, trans-disciplinary education and research
- ▶ Indicators on internationalisation: majority of studies on student mobility, not on **quality of learning outcomes, QA**. Little data on outcome, cross-cultural understanding, no consensus on measurement, little understanding of picture and trend; need to develop more appropriate system after Bangkok meeting
- ▶ **Possible to promote regional harmonisation** but the model needs to be localised
- ▶ Teachers, researchers and learners need to **collaboratively work together**

# Prof Jianxin Zhang

- ▶ **Topic:** Aligning Institutional, National and Regional Strategies to Strengthen QA: Roles of APQN and CIQG
- ▶ Focused on:
  - ▶ Problems of quality education - mis-orientation, inefficient administration, unqualified teachers and students, employment issue, lack of social accountability and integrity; corruption is a 'alignant tumour' in education, i.e. degree mills
  - ▶ APQN efforts for quality education
  - ▶ **Capacity building** to strengthen QA at institutional, national and regional level: consultant database, MPI, Bengaluru Statement, CIQG
- ▶ Different stakeholders have different understanding of quality, **quality assurance is needed**
- ▶ **There is a bright future for capacity building (all-win goal):** students, teachers, sponsors, employers, enterprises, parents, government
- ▶ **Collaboration makes life beautiful**

# Mr P.S.M. Gunaratne

- ▶ **Topic:** Communicating about quality: EQA - QA processes in Sri Lankan university system
- ▶ Roles of Directorate of QA and functions of IQA Unit
- ▶ Tools of QA to **strengthen EQAAs and IQAAs** based on institutional review (IR Manual) (10 criteria), undergraduate study programme (PR Manual) (8 criteria) and Sri Lankan Qualifications Framework (key characteristics, levels and types of qualifications)
- ▶ Foreign experts are invited to work with Sri Lanka

# Dr Nantana Gajasen

- ▶ **Topic:** What has AUN-QA network done to uplift the quality of ASEAN universities?
- ▶ **Quality improvement**, enhancing **regional recognition of HE** (through AQAF and AQR), and empowerment of labour market and graduates
- ▶ **Outcome-based education** driven; quality education taken care of based on Kuala Lumpur Declaration on HE
- ▶ **Developed a database** to serve assessors, public users, members and secretariat
- ▶ AUN-QA international conference to **share and network** with QA practitioners

# Mr Zhou Aijun

- ▶ Focused on:
  - ▶ Profile of HE in China
  - ▶ Trends and China's solution
  - ▶ National QA in China (National Data Platform, Institutional Dimensions)
- ▶ Three key philosophies: **student-centred, outcome-based education and continuous quality improvement**
- ▶ **Building capacity and quality enhancement** being the core task - promoting **quality culture** is important
- ▶ **Building quality assurance system in IQA is imperative**; EQA system (external drive) is supposed to support IQA (internal motivation)
- ▶ A comprehensive system combining EQA and IQA evaluation systems backed by big data would be an excellent approach

# Prof Joshua Ka Ho Mok

- ▶ Nurturing caring leaders through quality HE: a case of LINGAN University, a liberal arts university
- ▶ A number of global trends discussed; **quality and employability** are issues to be addressed
- ▶ **There is no 'one size fits all' QA**, but focusing on the sort of graduates we are looking for (knowledgeable with heart to serve the society at large)
- ▶ Do not put too much focus on ranking that **student learning** is neglected
- ▶ **Quality culture** is an on-going process; **international benchmarking** is preferred
- ▶ **Top 5 attributes**: international skills, interpersonal skills, problem solving, critical and analytical thinking and team work abilities
- ▶ **Excellence with a soul**: nurturing caring leaders, promote whole-person development, prepare professionals with integrity and morality, bring back value in education for human betterment, creating entrepreneurs

# Mr Wesley Teter (The Wall)

- ▶ About 40 people and spent an hour, determining what the problems are
- ▶ How do we **build regional and local capacity for living quality culture?**

# Dr Libing Wang

- ▶ QA is about close monitoring rather than dominating
- ▶ We need a balance between EQA and IQA
- ▶ Ideal - a **very strong quality culture** with minimum government intervention
- ▶ Need to engage stakeholders to make LOs comparable to others

# Mr Wang Lisheng

- ▶ Building a stronger graduate education with better QA system in China
- ▶ Graduate education plays a significant role and is a major platform for talent cultivation in P.R.C. (10,000 in 1978 to 2.6 million in 2016)
- ▶ **Quality assurance of HE by CDGDC: UNESCO's focus**
  - ▶ Reform of **quality evaluation mechanism**, stronger role of **HEIs in QA**, **better external quality supervision system**, **information platform** of education quality
  - ▶ All-round QA system operating mechanism: **internal (major) and external (secondary)**
- ▶ Working Group with the ASEM Framework (ASEM Recognition Bridging Declaration) - Asian National Information Centre Coordinating Website (**promote recognition** of qualifications, mobility, communication, QA system), establish Cross-Border Quality Assurance Network, draft Handbook of Guidelines, Principles and Good Practices on Recognition in the ASEM Region; CAMPUS Asia and ASEAN+3 QA Working Group; cooperation with UNESCO and ratification of Tokyo Convention
- ▶ Research on **NQF** (included in China's 13<sup>th</sup> 5-year plan) - promote recognition of **learning outcomes**, platform for **lifelong learning**

# Mr Mohammad Dzafir Mustafa

- ▶ MQF: Assuring Quality of Flexible Learning
- ▶ Flexible learning is beyond MQF/NQF; but MQF/NQF needs to venture into covering flexible learning
- ▶ MQF/NQF becomes neutral rather than prescriptive; it becomes **learner-centred**
- ▶ QA and QF - **linking IQA, EQA and benchmarking**
- ▶ MQF supports formal, **non-formal and informal learning** from input (APEL), process (MOOC, short courses, CPD, OER, ODL, life experience, world of work) and output (award)
- ▶ Shift in QA approach in non-formal and informal learning to cover processes verifying output
- ▶ APEL and MOOCs based on meeting **learning outcomes**

# Miss Melesete Lino Mariner

- ▶ Modes of delivery - face-to-face learning, non-formal learning, on-the-job learning, apprenticeship and ODL
- ▶ Continuous improvement approach, **recognition of prior learning, international recognition of qualifications**

# Mr Ojat Darojat

## ▶ Issues:

- ▶ How people understand quality and perceive QA
  - ▶ Perceive in **different perspectives**
- ▶ Challenges in the development and implementation of QA in learner support areas
  - ▶ QA is too demanding and time consuming
  - ▶ Government quality guidelines do not correspond well with distance education system

## ▶ Recommendations for practice:

- ▶ Set formal **working definition of quality and QA**
- ▶ Involve **all stakeholders** in order to get a balanced perspective

# Mr Sulaiman Ahmad

- ▶ Issues:
  - ▶ Low quality degree
    - ▶ Private sector, use of ITC, distance and open education
  - ▶ Sub-standard education
- ▶ HEC has a **quality assurance mechanism** to verify degrees of HEIs and provide approval to foreign/offshore campus
- ▶ Suggestions:
  - ▶ **Blended strategy** is to be adopted; ‘one-size-fits-all’ do not work
  - ▶ **Train the teachers** to use blended approach, updated facilitators who are well-trained
  - ▶ Pastoral care providers (guidance and counselling)

# Working Group Synthesis & Discussion

- ▶ Mr Robert Fearnside
  - ▶ **Building a culture of quality: IQA**
  - ▶ Quality is not achieved by process of assessment but values, processes that are nurtured
  - ▶ Need to have **champions of quality**
  - ▶ **Good practices:** Some countries have best practices, some have IQA cells, annual QA report that are made public, financial incentives for the development of IQA, training programme and focused on IQA by EQAAs
  - ▶ **Challenges:** Jurisdiction with voluntary participation, expertise spread across disciplines, resistance to change, time-scale in getting things done because of different stages, accountability in large systems, sustainability and support
  - ▶ **Good practices:** Good systems put in place, faculty development programmes, demonstrating the effectiveness of IQA, data in big systems and turned into information, quality culture for people to look for improvement/enhancement
  - ▶ IQA is everyone's responsibility that has to be systematised.

# Working Group Synthesis & Discussion

- ▶ Mr Akuila Savu
  - ▶ **Communicating about quality: EQA**
  - ▶ The standards used are **similar**
  - ▶ Communication about quality is about **effective engagement with stakeholders**, depending on the HE sector that is present in each country
  - ▶ Understand the levers at disposal in order to come up with effective strategy to fit the respective country

# Working Group Synthesis & Discussion

- ▶ Mr Michael Horig
  - ▶ **Aligning harmonisation efforts in Asia and the Pacific**
  - ▶ What drives harmonisation:
    - ▶ Regional actors, **frameworks, research** (needs analysis, state of implementation), a common language and **capacity building**
  - ▶ How can we align harmonisation efforts:
    - ▶ Dialogue platforms (regional organisations, action plans and responsibilities)
    - ▶ Deliver concrete results (have something to talk about, hands-on activities like development of curriculum) and dissemination and stakeholder dialogue
    - ▶ Share expertise (experts, documents)

# Working Group Synthesis & Discussion

- ▶ Miss Micheala Martin
  - ▶ **Capacity building for QA in Asia Pacific**
  - ▶ **Capacity development** exists at different levels, i.e. policy development for QA, need people in Ministry to understand QA, build up agencies
  - ▶ HEIs are the most important actors in running **IQA scheme**
  - ▶ Student body is also important
  - ▶ How to build **QA system**: developing a legal framework, capacity support, standard system, building up the agency, agency needs to be trained to provide support for IQA to work, some kind of stages
  - ▶ Roles of **international cooperation**: international experience, conference, e-learning course on QA to be offered to SEA, regional networks (APQN) which provides independent reviewers, bilateral collaboration, importance of setting up international networks
  - ▶ Challenges: Finance, effective resource sharing (back to networks), access to trusted information, find a way to talk to different actors at policy level, develop advocacy at national level and HEIs and faculties, to use non-technical language to communicate QA

# Mr Wesley Teter (The Wall)

- ▶ How do we **build regional and local capacity for living quality culture?**
- ▶ Main ideas:
  - ▶ Trust, collaborate and communicate (share values)
  - ▶ Transform and innovate (Daxue) (shared values)
  - ▶ Share experts (staff)
  - ▶ Share expertise (strategy) - EU Share
  - ▶ Outcome-based approach (strategy)
  - ▶ Lifelong learning (structure)
  - ▶ Soul of quality (shared value)
  - ▶ Strengthening EQA and IQA (strategy and systems)
  - ▶ Contextualisation (style)
  - ▶ National buy-in
  - ▶ Dialogue platform (systems)

# Mr Wesley Teter (The Wall)

- ▶ How do we **build regional and local capacity for living quality culture?**
- ▶ Main ideas:
  - ▶ Learn and adapt for local needs (skills)
  - ▶ UNESCO's role in building local capacity (systems)
  - ▶ Effective engagement of stakeholders (systems)
  - ▶ Build living quality culture in a wider eco-system (systems)
  - ▶ Deliver concrete results (strategy)

# Summary

- ▶ The key: how do we **build regional and local capacity for living quality culture?**
- ▶ **Outcome-based approach** for holistic development of graduates; aligned to NQFs, informed teaching and learning strategies (including use of technology) as well as assessment approaches
- ▶ **Lifelong learning**, taking into consideration new modes of learning
- ▶ **Strengthening external and internal QA** through capacity building, document template, research and training
- ▶ Building **living quality culture** in a wider eco-system perspective
- ▶ **Trust, collaboration and communication**, effective stakeholder's engagement
- ▶ Better contextualisation; 'glocal' approach
- ▶ **TRANSFORMATION AND INNOVATION** but not to forget **Daxue**
- ▶ **UNESCO is ready to support efforts in Asia Pacific** to develop and implement regional and sub-regional capacity building efforts to build a foundation for **future regional harmonisation of QA in HE and lifelong learning** in the region

# Shenzhen Statement



大學之道，在明明德，在親民，在止於至善。

*The way of great learning consists in manifesting one's bright virtue, consists in loving the people, consists in stopping in perfect goodness.*

*The way of ultimate wisdom is the comprehension of absolute integrity, genial development of the common people and endless pursuit of the perfection of humanities'*

*Daxue (The Great Learning), 500 B.C.*

## SHENZHEN STATEMENT

**How to Build Regional and Local Capacity for Living Quality Culture in**

**Higher Education in Asia and the Pacific**

*16 June 2017, Shenzhen, People's Republic of China*

# THANK YOU

UNESCO Bangkok, UNESCO-ICHEI, Shenzhen Municipal Government, P.R.C.,  
SUSTech and  
**ALL OF YOU!**