

UNESCO Regional Conference on Quality Assurance  
of Higher Education in Asia-Pacific  
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# Education 2030

## Strengthening quality assurance of lifelong learning systems

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# Shenzhen - 30 years ago



# Shenzhen - Today



# Introduction: Globalization and Higher Education

- **Convergence**: standardization, Westernization (?), etc.
- **Divergence**: diversity, local contexts, etc.
- SDGs: - **Universal** goal
  - Focus on **learning outcomes** (which should be based on needs and demands of both local and international contexts)
- Needs of developing the **indicators to monitor and evaluate** quality of education/research/other activities at higher education institutions
- Accelerating the pace of **expansion of higher education sectors** in countries/regions of the Asia-Pacific

# Fifth Pillar of “Learning”

## ❖ **Learning:**

*Treasure Within* (1996), a report submitted to UNESCO, highlighted the importance of learning.

- Learning to **know**
  - Learning to **do**
  - Learning to **live together**
  - Learning to **be**
- +
- Learning to **transform oneself and society**

# 1. Higher Education for Sustainable Society

# Sustainable Development Goals: SDGs

- Following up and accelerating development agenda (MDGs 2000-2015) and environment agenda (Agenda 21 agreed at Rio Conference in 1992)
- 17 goals with 169 targets
- Adopted by UN Member States in September 2015 and to be achieved by 2030
- Leave no one left behind: global agenda for all the societies



# SDG4 : Education Goal



SDG4: Ensure **inclusive** and **equitable quality** education and promote lifelong learning opportunities for all

- **7 Targets (4.1 - 4.7) and 3 Means of Implementation (4a-c)**
- **11 Global Indicators and 32 Thematic Indicators (to be finalized in September 2017)**

# SDG4 : Education Goal



# SDG4 relating to Higher Education

- 4.3 By 2030, ensure **equal access** for all women and men to **affordable and quality** technical, vocational and tertiary education, including university
  - 4.3.1 **Participation rate** of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- 4.4 By 2030, substantially increase the number of youth and adults who have **relevant skills**, including technical and vocational skills, for employment, decent jobs and entrepreneurship
  - 4.4.1 **Proportion** of youth and adults with information and communications technology (ICT) skills, by type of skill

## 2. Monitoring and Evaluation of Higher Education: A Focus on Internationalization

# Internationalization of Higher Education

- **Internationalization** of Higher Education
  - Higher education is a channel for the cross-border flow and exchange of people, knowledge, expertise, values, innovation, economy, technology, and culture (Knight 2012).
- Internationalization has influenced on both **quality** and **mobility** of higher education
- Shift from **State-based approach** to **Multi-actor approach**

# Monitoring and Evaluation of Higher Education

- A list of **indicators for SDGs** will be finalized by September 2017.
- On top of the **two thematic indicators (4.3.1, 4.4.1)** that are under development by the UIS-led process, more thematic indicators are needed to measure the progress of main strategies related to higher education.
- It is related to the **governance** of higher education **systems** and **institutions**.
- **The Information Centre of International Association of Universities** (IAU) as a source of information
- **National Information Center** (NIC) needs to be established (i.e., as described in the 2011 Tokyo Convention)

# SDG4 : Monitoring of Education Goal

Target	Concept	Global indicators	Thematic indicators
4.1	Learning	1	7
	Completion		
	Participation		
	Provision		
4.2	Readiness	1	5
	Participation	1	
	Provision		
4.3	Skills	1	2
4.4	Completion	1	2
	Skills		
4.5	Equity	1	4
4.6	Skills	1	4
	Provision		
4.7	Provision	1	5
	Knowledge		
4.a	School environment	1	5
4.b	Scholarships	1	2
4.c	Teachers	1	7
<b>Total</b>		<b>11</b>	<b>43</b>

Note: Thematic indicators also include global indicators

Source: UNESCO (2016)

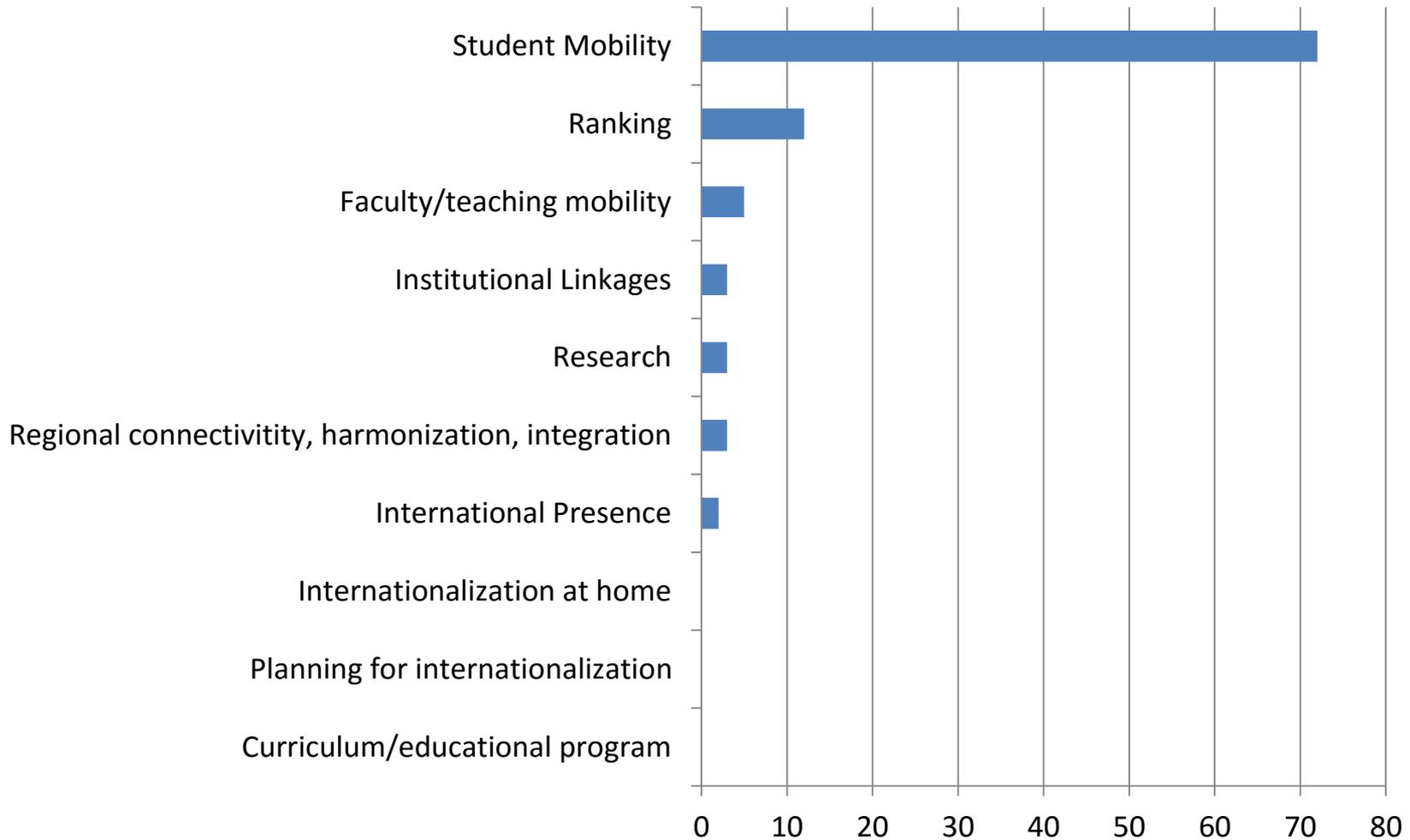
# Available data relevant to internationalization of higher education

TYPES OF DATA	NOTES
1. International statistics on higher education	UIS, OECD, some national governments; Useful context of higher ed, little on internationalization; Little indication of use
2. International statistics on internationalization of higher education	UIS, OECD, some national governments; Focused mainly on student mobility; Little indication of use
3. Government statistics	Varies by country; Difficult to compare; Variable availability; Variable utilization
4. Institutional data	Varies by institution; Difficult to compare; Mostly unavailable; Variable utilization;  Some institutional data is likely to be standardized for reporting to national authorities

# Available data relevant to internationalization of higher education

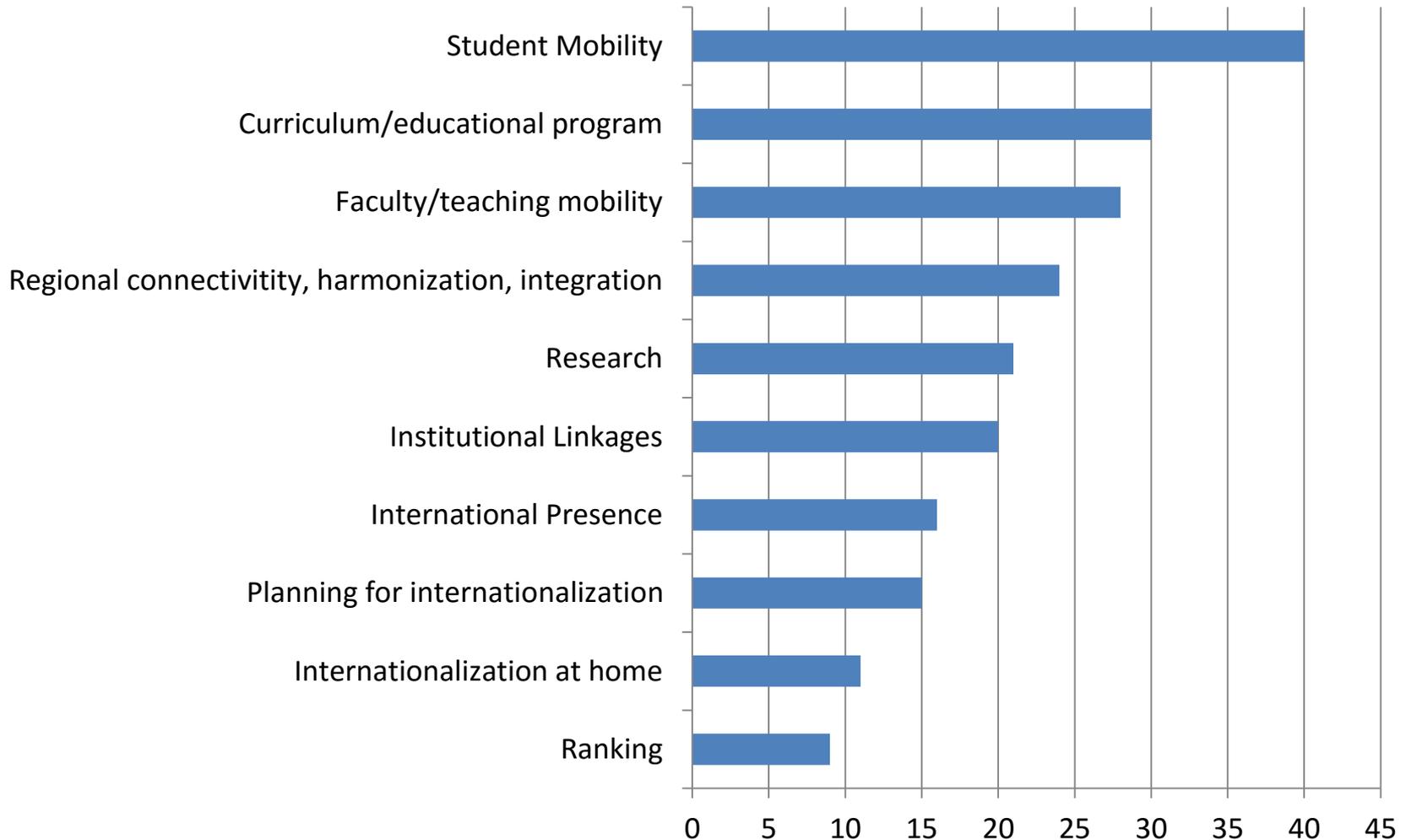
TYPES OF DATA	NOTES
5. Regional data	Regional bodies, e.g., ASEAN, have various initiatives and programs, e.g., AUN or AIMS, with data; Currently no master plan for identifying, collecting, utilizing data across region; Utilized by each initiative
6. University ranking/League tables	Collected, held by organizations that publish university rankings; High stakes; Closely watched; Widely utilization but details of use unknown
7. Institutional development focused indicators	Collected, utilized to varying degrees and ways by individual institutions for self-defined; generally not comparable or available outside the institution
8. Research data	Data collected for research projects; generally collected once, not comparable, available from researcher/sponsor
9. Ad hoc data	Various statistics collected for other purposes

# Publicly available indicators of internationalization (initial % of total)



Source: Based on the research with James H. Williams, William Brehm and Sam Chanphirun.

# References to internationalization in literature (initial counts, all levels)



Source: Based on the research with James H. Williams, William Brehm and Sam Chanphirun.

# Current state: Gaps in knowledge, measurement & application

- **Lots of data**, especially at national, institutional levels
- But much of it is **not comparable**
- No master plan or framework for data collection & utilization
- Existing data focus very heavily on **student mobility**
- Still, relatively **little detail about that mobility**
- Existing data focuses on **context, inputs, activities**
- Little data on **outcomes**
- For instance, little on **cross-cultural understanding**
- No apparent consensus about **outcomes to measure & how**
- So, beyond lots of activities, there is **little understanding of big picture or trends**

# Stakeholders Meeting on Indicators for Internationalization of Higher Education in ASEAN+6

3-4 November 2016 - Bangkok, Thailand

- Which indicators for internationalization are needed at **systems level** to promote quality higher education in ASEAN+6?
- What are the most *relevant* **institutional level** indicators to measure *quality* higher education in ASEAN+6?



# Moving forward after the Bangkok meeting

- Required systems for:
  - 1) *development* of appropriate good indicator system,
  - 2) *collection* of data, and
  - 3) *utilization* of data
- **Maximalist** versus **minimalist** approaches
- Writing up background analysis and papers
- Stakeholders' fleshing out of gaps, provision of case materials

### 3. International Collaboration to Improve Quality of Higher Education

## Asia-Pacific as the Third Pole?

- Dominance of **the Western (=American) model**
- Practices at institutional level tend to be dominated (or heavily influenced) by the Western (=American) model and **neglect local history and contexts.**
- Needs for **the multipolarization** of higher education systems
- Still (or even more) required **international collaboration** in the era of SDGs

# “Knowledge Diplomacy”: A possible direction for further discussion

- The **four pillars or cross-cutting dimensions** of “knowledge diplomacy”
  - **Education** - formal, informal and lifelong learning
  - **Research** for the generation and sharing of knowledge
  - **Innovation and application** of new knowledge for the benefit of society as a whole
  - **Culture** in terms of basic values, ways of knowing, and the multiple expressions of culture

(Knight, 2015)

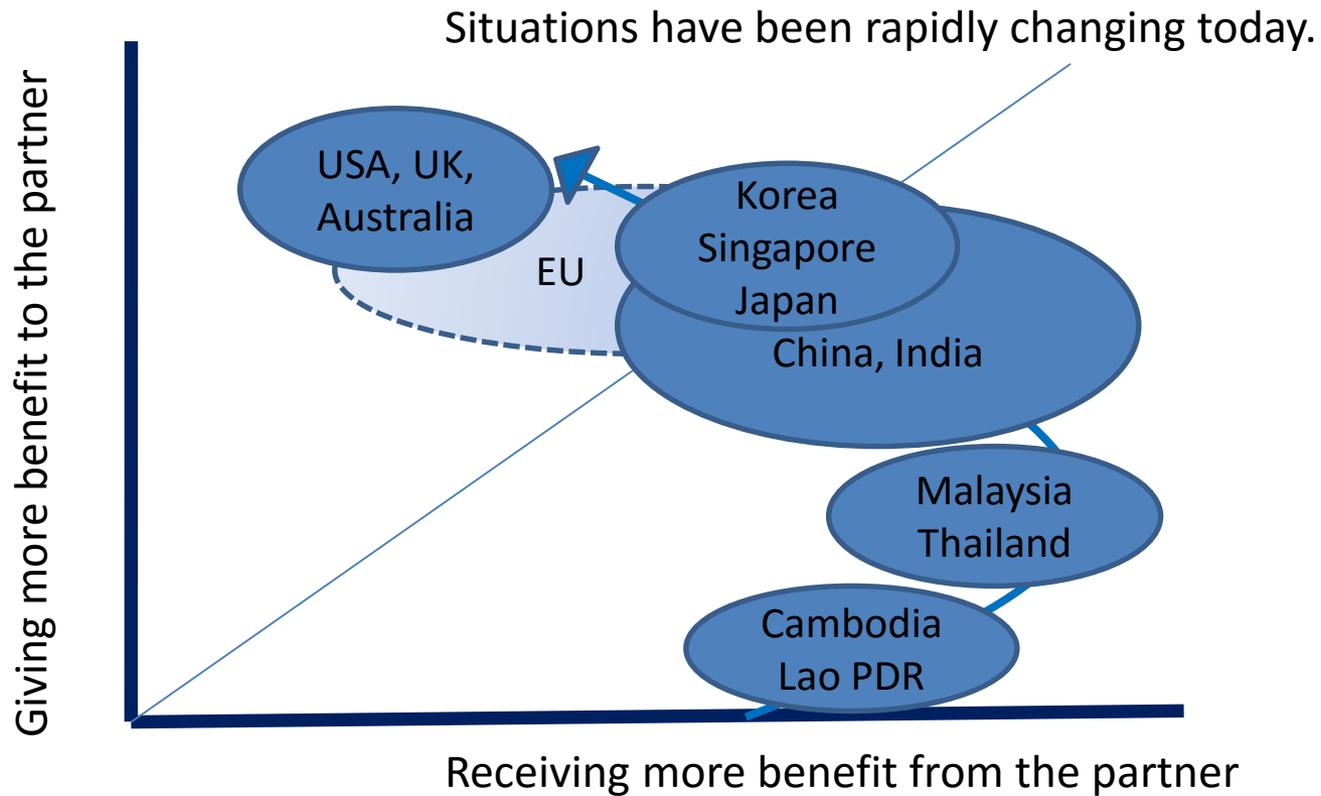
# What Does Diplomatic Impacts Means?

- Issues to be discussed
  - **Education**: outside formal system?
  - **Research**: more attention on fields of study/research topics in international research collaboration (i.e., contribution to society?)
  - **Innovation and application** of new knowledge: collaboration with non-academic actors (e.g., private sector, civil society organizations, etc.)
  - **Culture**: competencies to promote mutual understanding across borders
- **Massification** of education should require discussion on the concept of “**knowledge diplomats**”
  - Impacts in the **longer-term**

# Old-fashioned Typology of International Cooperation in Higher Education

	<b>Intellectual Exchange</b>	<b>Development Assistance</b>
<b>Knowledge Transfer</b>	- Mutual	- Basically one way
<b>Funding</b>	- Non-ODA; - Often provided by HE institutions in developed countries, but sometimes mutually generated with institutions in developing countries.	- Official Development Assistance (ODA); - Solely provided by HE institutions in developed countries, but occasionally mutually generated with institutions in developing countries.
<b>Relationship of Actors</b>	- Equal partnership	- Donor-Recipient
<b>General Period</b>	- Mid-term to Long-term	- Short-term to Mid-term

# Different Stages of International Cooperation in Higher Education



# Towards a New Stage...*Mutuality!*

- **Intellectual Development Cooperation:**
  - Mix of the old-fashioned types of international cooperation in higher education.
  - More mutual efforts to promote sustainable development.

**【ASEAN + EU】 EU Support to Higher Education in ASEAN Region (SHARE)**

**【Japan】 Science and Technology Research Partnership for Sustainable Development (SATREPS)**

Japan Science and Technology Agency (JST)

Japan International Cooperation Agency (JICA)

**【USA】 Partnerships for Enhanced Engagement in Research (PEER)**

United States Agency for International Development (USAID)

National Science Foundation (NSF)

National Institutes of Health (NIH)

# Platforms to Promote Quality Assurance through International Development Cooperation

- UNESCO and WTO as **multi-lateral platforms** to promote quality assurance of higher education
  - **UNESCO**: Regional Conventions on the Recognition of Higher Education Qualifications (Tokyo Convention 2011); World Conferences on Higher Education (2009), etc.
  - **WTO**: General Agreement on Trade in Services (GATS)
- Regional platforms:
  - ASEM, ASEAN, SEAMEO, AUN, SAARC, EU SHARE, etc.

# Prospect of International Development Cooperation

- **Trans-disciplinary** research and education
  - Natural science, social science and humanities working with diverse stakeholders in **local contexts**
  - **Future Earth** considers **SDGs** as an exemplary case
- **SDGs** are already happening
  - e.g., climate adaptation finance
  - How to institutionalize them from global to local levels of governance?



# Conclusion

## Possible to promote a regional harmonization?!

- How to develop the framework of **harmonization** while there have been challenges because of **diversity** in the region...
- **Harmonization** should promote **more stable international relations** in the region. What can be **roles of higher education** then?
  - e.g., CAMPUS Asia; ASEAN Studies; Teaching and learning tools on peace and shared history in sub-regions; etc.
- Development of **a set of indicators** for internationalization of higher education should require **multi-sectoral and multi-actor approaches**.
  - A set of indicators can reveal conditions of **mutual efforts across countries and institutions**, which will eventually promote a **regional harmonization**.
- Contributions to the realization of **SDGs**
  - **Diverse disciplinary fields** and collaboration with **other sectors** (political, economic, cultural and environmental sectors) at **different geographical levels (from global to local)**.

Thank you very much for your kind attention.



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