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

Source: UNESCO (2016)
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)

Source: UNESCO (2016)
SDG4: Education Goal

Source: UNESCO (2016)
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

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

*Note: Thematic indicators also include global indicators*

Source: UNESCO (2016)
Available data relevant to internationalization of higher education

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

Source: Based on the research with James H. Williams, William Brehm and Sam Chanphirun.
## Available data relevant to internationalization of higher education

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<tr>
<td>5. Regional data</td>
<td>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</td>
</tr>
<tr>
<td>6. University ranking/League tables</td>
<td>Collected, held by organizations that publish university rankings; High stakes; Closely watched; Widely utilization but details of use unknown</td>
</tr>
<tr>
<td>7. Institutional development focused indicators</td>
<td>Collected, utilized to varying degrees and ways by individual institutions for self-defined; generally not comparable or available outside the institution</td>
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<tr>
<td>8. Research data</td>
<td>Data collected for research projects; generally collected once, not comparable, available from researcher/sponsor</td>
</tr>
<tr>
<td>9. Ad hoc data</td>
<td>Various statistics collected for other purposes</td>
</tr>
</tbody>
</table>

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

- Student Mobility
- Curriculum/educational program
- Faculty/teaching mobility
- Regional connectivity, harmonization, integration
- Research
- Institutional Linkages
- International Presence
- Planning for internationalization
- Internationalization at home

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

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

<table>
<thead>
<tr>
<th></th>
<th>Intellectual Exchange</th>
<th>Development Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Transfer</strong></td>
<td>- Mutual</td>
<td>- Basically one way</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>- Non-ODA;</td>
<td>- Official Development Assistance (ODA);</td>
</tr>
<tr>
<td></td>
<td>- Often provided by HE institutions in developed countries, but sometimes mutually generated with institutions in developing countries.</td>
<td>- Solely provided by HE institutions in developed countries, but occasionally mutually generated with institutions in developing countries.</td>
</tr>
<tr>
<td><strong>Relationship of Actors</strong></td>
<td>- Equal partnership</td>
<td>- Donor-Recipient</td>
</tr>
<tr>
<td><strong>General Period</strong></td>
<td>- Mid-term to Long-term</td>
<td>- Short-term to Mid-term</td>
</tr>
</tbody>
</table>
Different Stages of International Cooperation in Higher Education

Situations have been rapidly changing today.

Giving more benefit to the partner

USA, UK, Australia

EU

Korea, Singapore
Japan
China, India

Malaysia
Thailand

Cambodia
Lao PDR

Receiving more benefit from the partner
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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