STANDARDISATION & EDUCATION QUALITY IN CONTEXT OF SUSTAINABLE DEVELOPMENT

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EDUCATION DIPLOMACY IN INTERNATIONAL GENEVA
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CONTINUOUS LEARNING & TRANSFORMATION

• Life Long Learning a must
  • Institutional realignment
  • Innovative subjects, content and outcome
  • Pedagogical reform
  • Delivery modality
  • Suitable for different life stages

• Learning how to learn
  • Reflective practitioners
  • New technologies
• More inclusive approach is to engage in “educational partnerships” through diplomatic means.
  • Cross boundaries
  • Multistakeholder oriented
  • Educational eco-system
  • Results
WORKING CONTEXT OF EDUCATION DIPLOMACY

• Education to promote social and economic mobility
• Education to support country development objectives
• Education to enhance sustainable life style and practices
• Education to strengthen civic conducts and engagement
KEY AREAS OF EDUCATION DIPLOMACY ON EDUCATIONAL STANDARDS

- Mutual recognition of degrees and credits
  - Accreditation schemes
  - Compatibility of curriculum
  - Acceptable and assured learning outcomes
  - Ranking

- Professional Qualification
  - Standardised tests
  - Criteria
MULTIPLE ACTORS

- Not only state, but also non-state actors
- Associations, non-profits and corporations
- Confusing messages in target countries
- Competing rankings with varied criteria
ACCREDITATION SCHEMES
• Both recognised and unrecognised accreditation associations of higher learning
• >100 unrecognised accreditation (2007) in the US, UK and the rest of Europe alone.
CRITIQUE OF CURRENT STATE

• Exclusion Mechanism for Product Positioning & Commercialisation (healthy competition)
• Issue of transparency and consumer protection
• Relevance in terms of access to economic opportunities, self–actualisation and effective citizenship and civic leadership
QUALITY ASSURANCE

Internal Quality Assurance → Peer Review → Accreditation ← Controlling

Evaluation

Internal

External Quality Assurance

controlling

Government, Market

TEIs

STANDARDS

SHARED CHARACTERISTICS

1. RESULTS OF WORK CARRIED OUT AMONG STAKEHOLDERS (EDUCATION, GOVERNMENT, ECONOMIC ACTORS)
2. BASED ON SCIENTIFIC AND TECHNICAL DATA, OFTEN PROVIDED BY THE PRIVATE SECTOR ACTORS
3. CONSENSUS DRIVEN DECISION MAKING
4. VOLUNTARY COMPLIANCE
5. BASED ON THIRD PARTY VERIFICATION
STANDARDS

ADVANTAGE

• Open new perspective for use/interpretation by political entrepreneurs (difficult to control)
• Facilitate institutionalisation of policy space yet to be regulated
• Contribute to stabilise collective actions
• Enhance perceived legitimacy of the public authority through stakeholder involvement
• Increase accountability by transparency and use of technical data
• Encourage “self” regulation and continuous improvement
OECD “GUIDELINES FOR QUALITY PROVISION IN CROSS–BORDER HIGHER EDUCATION” (2007)

• to cover foreign providers and programmes (in addition to national providers and programmes) in order to maximise the benefits and limit the potential drawbacks of the internationalisation of higher education
• To address a need for additional national initiatives, strengthened international cooperation and networking, and more transparent information on procedures and systems of quality assurance, accreditation and recognition of qualifications.

• To have a global range and emphasise supporting the needs of developing countries to establish robust higher education systems.
EXISTING QUALITY ASSURANCE STANDARDS

- ISO 10015 Guideline for Training (and Education)
- ISO 29990 Learning Services for Non-Formal Education and Training – Basic Requirements for Service Provider
- The EFQM Excellence Model

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CONTRIBUTION BY THE EDUCATION DIPLOMATS?
Thank You

Dankie

Merci

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