Education 2030: Exploring a shared agenda for Internationalization of Higher Education in ASEAN+6
**Sustainable Development Goals**

- Merge development (MDG 2000-2015) and environment (Rio 1992-) agendas
- 17 goals with 169 targets
- Adopted by UN Member States in 2015
- To be achieved by 2030

**SDG 4 on education**

- Merges and significantly expands development (MDG 2000-2015) and EFA (Jomtien/Dakar 1990-2015) agendas
SDG4/Education 2030

**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) (in total 10 targets)

11 Global Indicators and 32 Thematic Indicators (not yet finalised)
The 7+3 SDG4 Targets

1. Sustainable Development Goal 4.1 - Free quality universal primary and secondary education
2. Sustainable Development Goal 4.2 - Early childhood development
3. Sustainable Development Goal 4.4 - Skills for decent work
4. Sustainable Development Goal 4.5 - Equality in education
5. Sustainable Development Goal 4.6 - Literacy and numeracy skills
6. Sustainable Development Goal 4.7 - Education for sustainable development and global citizenship
7. Sustainable Development Goal 4.8 - Scholarships
8. Sustainable Development Goal 4.9 - Teachers
9. Sustainable Development Goal 4.10 - School infrastructure
10. Sustainable Development Goal 4.11 - Equal access to TVET, tertiary and adult education
## Monitoring SDG4

<table>
<thead>
<tr>
<th>Target</th>
<th>Concept</th>
<th>Global indicators</th>
<th>Thematic indicators</th>
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<td>Completion</td>
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<td>Participation</td>
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<td>Readiness</td>
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<td>Target 4.3</td>
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<td></td>
<td>Knowledge</td>
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<td>4.a</td>
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<td>4.b</td>
<td>Scholarships</td>
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<tr>
<td>4.c</td>
<td>Teachers</td>
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<td>7</td>
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**Total** | 11 | 43

**Note:** Thematic indicators also include global indicators.
The Importance of Measurement

- **Scientific method** uses some types of measurement to analyze results that can feed into the **verification** or **falsification** of existing hypotheses from comparative perspective.
- Evidence-based monitoring system for **accountability**
- **Inform improvement** in policies and practices with pre-determined indicators and quantitative data.
- The need to **explore mixed methods** - quantitative and qualitative research – to better understand and assess diversity.
On top of the **two thematic indicators** 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.

Internationalization of higher education has been one of the **UNESCO priority areas** for a long time.

It is related to the **governance** of higher education **systems** and **institutions**.

The pace of internationalization of HE has accelerated due to the **use of technology** in the delivery of HE programmes.
National and Institutional Statistical Infrastructure

- Promote a culture of statistics both at national and institutional level
- Robust national and institutional statistical infrastructure to generate big data for further data mining and data analysis (access and connectivity)
- Make more use of existing available data at national and institutional level
- Develop new indicators with rationales and methodologies, including the one to measure internationalization of HE.
Levels of Internationalization of HE at Systems Level

- **Harmonization**: Align national policies and practices with commonly-developed and agreed frameworks.

- **Compatibility**: Common actions for bilateral or multilateral convergence are needed.

- **Comparability**: Bilateral equivalency arrangements, thematic comparative studies, etc.

- **Transparency**: Exchange of students, professionals and information.
Internationalization of HE at Institutional Level

- **Mainstreaming** into institutional strategic planning, budgeting and monitoring and evaluation process
- The percentage of teaching staff who are active members of international professional associations
- The percentages of classes or courses that use English as the medium of instruction (e.g. textbooks)
- International staff and students, MOUs, connections with IGOs and international development partners, research income from international sources, etc.
Comprehensive Internationalization at Institutional Level (sample)

Articulated institutional commitment
Administrative leadership, structure, and staffing
Curriculum, co-curriculum, and learning outcomes
Faculty policies and practices
Student mobility
Collaboration and partnerships

Source: Center for Internationalization and Global Engagement, ACE
http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx
Platforms for Internationalization of Higher Education

- Go bilateral or multi-lateral?
- UNESCO and WTO provide two multi-lateral platforms for internationalization of higher education
  - UNESCO: Regional Conventions on the Recognition of Higher Education Qualifications; World Conferences on Higher Education, etc.
  - WTO: General Agreement on Trade in Services (GATS)
- Other important platforms: ASEAN, Campus Asia, AUN, SEAMEO, ASEM, etc.
Exploring the Regional Consensus on Indicators: Roles of UNESCO

- Taking stock of the regional experiences and expertise in higher education in general, in internationalization of higher education in particular
- Building regional consensus
- Setting regional norms and standards
- Building capacity of systems and institutions through the application of regional consensus documents
- Sharing information and experiences, and developing regional repository of promising policies and practices.
Thank you very much for your attention