MOOCs as a catalyst for quality higher education and lifelong learning: Perspectives from UNESCO Bangkok

Second Regional Expert Meeting (10-11 October 2016)
MOOCs as a Catalyst to Enhance Teaching and Lifelong Learning in Asia and the Pacific

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Seoul, Republic of Korea

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Welcome to the Second Regional Expert Meeting
First group met in July 2015 in Chengdu
Session I. objectives

- Take stock of recent trends in higher education and the role of MOOCs to support quality higher education and the new Education 2030 agenda
- Review and finalize the second expert meeting agenda
Overview

I. Major trends impacting higher education and training in Asia-Pacific
II. Remaining challenges in education and lifelong learning
III. MOOCs in the context of Education 2030
IV. Holistic approaches to MOOCs for quality higher education and lifelong learning
V. Next steps - advancing our shared agenda
I. Major trends impacting higher education and training in Asia-Pacific

The huge growth in mobile connectivity, particularly in the developing world, has also brought online content and interaction to a global audience

- Increasing internationalization and student mobility
- Growing demand for quality higher education and lifelong learning
- Changing student demographics
- The rise of online and blended learning
- Recognition and quality assurance of qualifications in a digital world without borders

Source: UNESCO and Commonwealth of Learning, 2016
## II. Remaining challenges in education

<table>
<thead>
<tr>
<th>Emerging trends</th>
<th>The need for</th>
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<tbody>
<tr>
<td>Economic growth and persistent income disparities</td>
<td>Education systems to support inclusive growth by providing skilled workforce</td>
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<td>Greater regional cooperation and integration</td>
<td>Equipping learners with skills that are crucial to moving up the skills ladder and to building inclusive and tolerant societies</td>
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<td>Changing labour structures</td>
<td>Improving the alignment of education and training with labour market demands</td>
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<td>Persistent youth unemployment and skill mismatches</td>
<td>Enhancing the relevance of programmes offered</td>
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<td>Changing population dynamics</td>
<td>Supporting learners to continue to explore and master new skills throughout life</td>
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<td>Increasing mobility and migration</td>
<td>Adapting qualifications and facilitating pathways</td>
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<td>Environmental vulnerability</td>
<td>Integrating green skills and environmental awareness into programmes</td>
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<td>Changes are unceasing and non-linear</td>
<td>There needs to be transformative changes in education</td>
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III. MOOCs in the context of Education 2030
PROMOTING QUALITY LIFELONG LEARNING FOR ALL
A PATH TO TODAY...

Jan Amos Comenius
*We should educate all people...*(17th Century)

Eleanor Roosevelt -
“Everyone has the right to education ... and higher education shall be equally accessible to all on the basis of merit” (Universal Declaration of Human Rights, Article 26, 1948)

Jacques Delors -
“Faced with a growing and at the same time increasingly quality minded demand for education, how can educational policies achieve the twin aims of high educational standards and equity?” (Delors Report, 1996)

Sources: Reimers, 16 Oct 2015; adapted by Teter, UNESCO Bangkok

The Global Goals:
“We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education” (UN Summit, Sept. 2015)
Quality education in the context of the 17 Sustainable Development Goals (SDGs)

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Links between education and other SDGs

Graph Credit: M. Dayan
MOOCs - Building new learning pathways

“Online learning, including in the form of Massive Open Online Courses (MOOCs), has the potential to build new learning pathways towards tertiary education and lifelong learning”

- Qingdao Declaration, May 2015
ICT in the context of SDG4/Education 2030

- **The right to education** begins at birth and continues throughout life; therefore the concept of lifelong learning guides Education 2030.

- To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

- **Innovation and ICT** must be harnessed to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently.

- **System strengthening** should also draw on South-South and triangular collaboration and sharing of best practices, adapted to country and regional contexts.

- Provide distance learning, ICT training, access to appropriate technology and necessary infrastructure to facilitate a learning environment at home and in conflict zones and remote areas, particularly for girls, women, vulnerable boys and youth, and other marginalized groups.

- Education 2030 - Framework for Action, 2015
IV. Holistic approaches to blended learning (or MOOCs?) for quality higher education and lifelong learning

UNESCO’s role in higher education: Building capacity for evidence-based policies

Values
• Education is a fundamental human right and serves as the basis for the realization of other rights

Vision
• Education 2030
  A universal, transformative and integrated commitment to quality education

Means
• Standards setting (integrating NQF, QA and recognition)
• Capacity building
• Qualified teachers/faculty
• Scholarships
• Education facilities
• ICTs for education
• Advocacy efforts

Gender equality and Global Priority Africa

Monitoring and Accountability
Next steps - Advancing our shared agenda

Reviewing the expert meeting agenda and goals:

- **Take stock** of regional needs (with a special focus on developing economies) to use MOOCs as a channel to promote quality education
- Conduct a ‘MOOC simulation’ on analyzing learning analytics
- Explore the need for **case studies** to distil practical advice for policymakers and practitioners that is culturally specific and relevant to the Asia-Pacific region
- Prepare a **synthesis report** to share with key stakeholders in the Asia-Pacific region
Next steps: Advancing our shared agenda

**UNESCO** as the specialized UN agency for higher education will continue its mandated role to **lead and coordinate the Education 2030 agenda**...