Towards Quality Education

*Perspectives on NQF from the UNESCO Asia and Pacific Regional Bureau for Education*

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The test for public policy?

“The greatest happiness for the greatest number”

- Jeremy Bentham (1748-1832)
  Philosopher
PROMOTING QUALITY LIFELONG LEARNING FOR ALL
A PATH TO TODAY...

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)

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

“We 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)

“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)

Jan Amos Comenius
Eleanor Roosevelt
Jacques Delors

Sources: Reimers, 16 Oct 2015; adapted by Teter, UNESCO Bangkok
“Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”

- The Dakar Framework for Action, 2000
Quality Education:

“Develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges.”

- Incheon Declaration, 2015
On current trends, the world will achieve:

- Universal primary education in **2042**
- Universal lower secondary education in **2059**
- Universal upper secondary education in **2084**

This means the world would be *half a century late* for the 2030 SDG deadline.

- Global Education Monitoring (GEM) Report
  UNESCO, 2016
The need for **transformative change in education**

### Trends and Challenges in Education

<table>
<thead>
<tr>
<th>Emerging Trends</th>
<th>The need for:</th>
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<tbody>
<tr>
<td>• Economic growth</td>
<td>• Education systems to adapt</td>
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<td>• Growing youth unemployment</td>
<td>• “Transversal” - 21st century skills</td>
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<td>• Changing labour structures</td>
<td>• Lifelong learning to support learners to continue to explore and master new</td>
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<td>• Increasing inequality</td>
<td>skills throughout life</td>
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<td>• Rising middle class</td>
<td>• Training also for non-existing jobs</td>
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<td>• Changing population dynamics</td>
<td>• Preparing students for migration</td>
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<td>• Increasing mobility and migration</td>
<td>• Learning beyond the classroom e.g. via ICTs</td>
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<td>• Technological advances</td>
<td>• Various pathways to learning</td>
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<td>• Natural disasters and conflicts</td>
<td>• Leveraging cultures, value systems, languages and traditions</td>
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<td>• Regional cooperation and integration</td>
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In sum... Changes are **unceasing and non-linear.**

In sum... There needs to be **transformative changes in education.**
Perspectives on NQF in Asia-Pacific

“The use of NQFs in qualifications recognition, NQF referencing projects and regional qualifications frameworks is a new policy area and it is [our country’s] view that there is little evidence to suggest that the development of NQFs, NQF referencing projects and the development of regional qualifications frameworks actually leads to better recognition outcomes and greater mobility for students and workers.”

- Source: Asia-Pacific Education Research Institutes Network (ERI-Net) Annual Meeting, 22-24 February 2016, Tokyo, Japan
Our universal, transformative and integrated agenda

The 2030 Agenda for Sustainable Development

UNESCO EDUCATION SECTOR
WHAT is quality education? WHY is it important?

SDG4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
The 2030 Agenda for Sustainable Development

Links between quality education and SDG targets

- Health
- Inequality
- Sexual and reproductive health care
- Eliminate gender disparities
- Universal primary and secondary education
- Early childhood education
- Technical vocational and tertiary education
- Literacy and numeracy
- Sustainable development education
- Peaceful and inclusive societies
- SCP


Graph Credit: M. Dayan
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<th>Key Competencies for Sustainability</th>
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<tr>
<td>1. Systems thinking competency</td>
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<td>2. Anticipatory competency</td>
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<td>3. Normative competency</td>
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<td>4. Strategic competency</td>
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<td>5. Collaboration competency</td>
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<td>6. Critical thinking competency</td>
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<td>7. Self-awareness competency</td>
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<td>8. Integrated problem-solving</td>
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Key competencies for sustainability

Eight key competencies

1. Systems thinking competency
2. Anticipatory competency
3. Normative competency
4. Strategic competency
5. Collaboration competency
6. Critical thinking competency
7. Self-awareness competency
8. Integrated problem-solving competency

Key competencies for sustainability

4. Strategic competency

The abilities to collectively develop and implement innovative actions that further sustainability at the local level and beyond

8. Integrated problem-solving competency

The overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences

Key competencies for sustainability

Learning objectives for SDG 4 “Quality Education”

Behavioral learning objectives
The learner understands:
• Important role of education and lifelong learning opportunities for all
• Education can help create a more sustainable, equitable and peaceful world

Cognitive learning objectives
The learner is able to:
• Raise awareness of the importance of quality education for all
• Analyze and identify learning needs in their personal development

Socio-economical learning objectives
The learner is able to:
• Contribute to facilitating and implementing quality education for all
• Use all opportunities for their own education throughout their life

8 strategic dimensions for blended learning (holistic approaches)

1. Education 2030 provides a frame"wrap:box;"work for action based on core values for sustainable development, far beyond NQF

2. Cross-cutting sustainability competencies are needed to deal with many different sustainability challenges and to relate the different SDGs to each other

3. Stakeholders in government have the responsibility (and opportunity) to engage intensively on sustainable development issues, including transnational challenges

WHAT WE can do to succeed

UNESCO’s FIVE Functions to help YOU

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

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