RECOGNITION OF QUALIFICATIONS IN HIGHER EDUCATION:

Exploring regional conventions and policy implications for Open and Distance Learning (ODL)

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Part I. Massification and the quality dilemma
PROMOTING 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; Teter, UNESCO Bangkok

Education 2030: “We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education” (Incheon Declaration, May 2015)
QUALITY EDUCATION IS ONE OF 17 GLOBAL GOALS

POLICY RESPONSES TO THE ‘QUALITY DILEMMA’

“The provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important...”

Source: Incheon Declaration- Education 2030: Towards inclusive and equitable quality education and lifelong learning for all
The 2011 Revised Convention respects “each Party’s right to create and grant a system for qualifications, and of the autonomy of its institutions”

Source: 2011 Revised Convention
Article IV.7: Qualifications obtained through non-traditional modes which allow access to higher education in one Party shall be assessed in a fair manner in other Parties.

Article V.2: (Recognition or assessment of partial studies) shall apply mutatis mutandis to partial studies carried out through non-traditional modes.

Article VI.3: (Recognition or assessment of qualifications obtained in higher education) shall apply mutatis mutandis to qualifications in higher education obtained through non-traditional modes within the framework of a Party’s education system and in conformity with domestic regulatory requirements.

Nature of these articles: Optional. Any State may declare that it reserves the right not to apply, in whole or in part, the following Articles: Article IV.7, Article V.1, Article V.2, Article V.3, Article VI.3, and Article VIII.4

Source: 2011 Revised Convention
Part III. National Qualifications Frameworks and implications for ODL
NQF AND IMPLICATIONS FOR ODL: 
EXAMPLE FROM MALAYSIA

In Malaysia, there are policies on access to higher education through APEL - by age, work experience, levels, portfolio, assessment and interviews.

There is also a limit of 5% of APEL certified candidates admitted to traditional universities per year (5% of total enrolment per annum).

Source: Bateman and Giles, in press

Source: Malaysia Qualification Agency
THANK YOU

UNESCO will join you on this journey to ensure inclusive and equitable quality education and lifelong learning opportunities for all…

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