



مكتب اليونسكو
الاقليمي - بيروت
UNESCO Regional
Bureau - Beirut



United Nations
Educational, Scientific
and Cultural Organization
منظمة الامم المتحدة
للتربية والعلم والثقافة

Dakmara Georgescu

**Programme specialist
(Curriculum, Teachers and Higher Education)**

UNESCO Beirut
d.georgescu@unesco.org

Empowering HEI through Information Sharing and Improved Governance

**Plenary Session II:
Information Sharing: Why it matters and
how?**

Beirut, 13 May 2015

Main discussion points

Visible v. Invisible

Why the invisible matters?

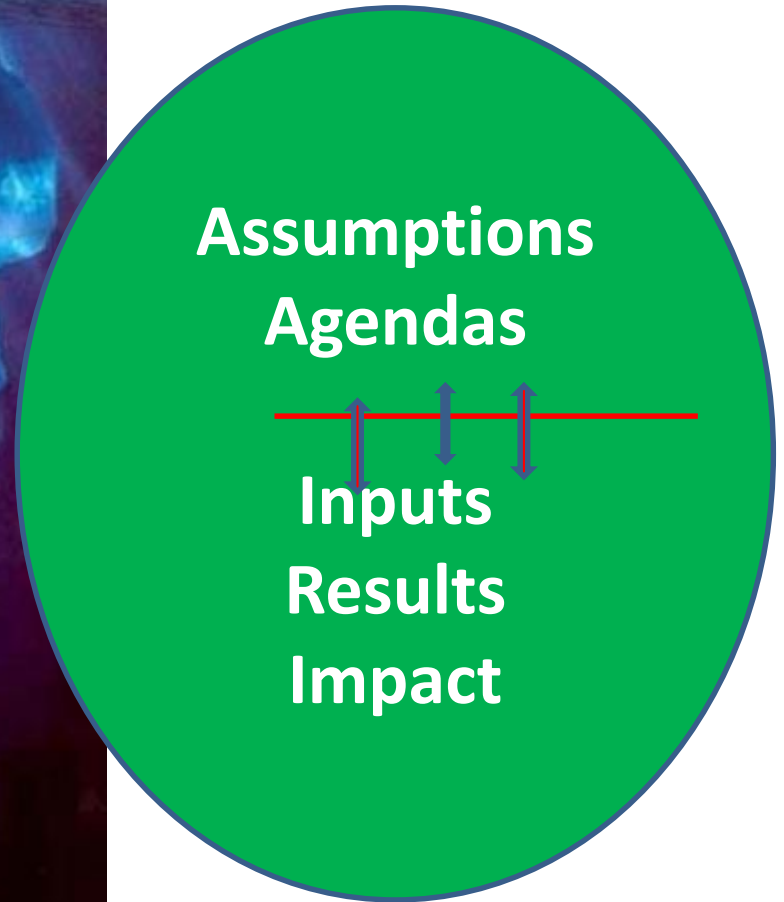
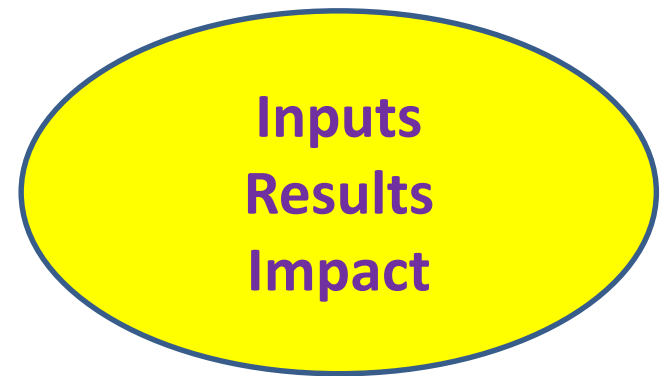
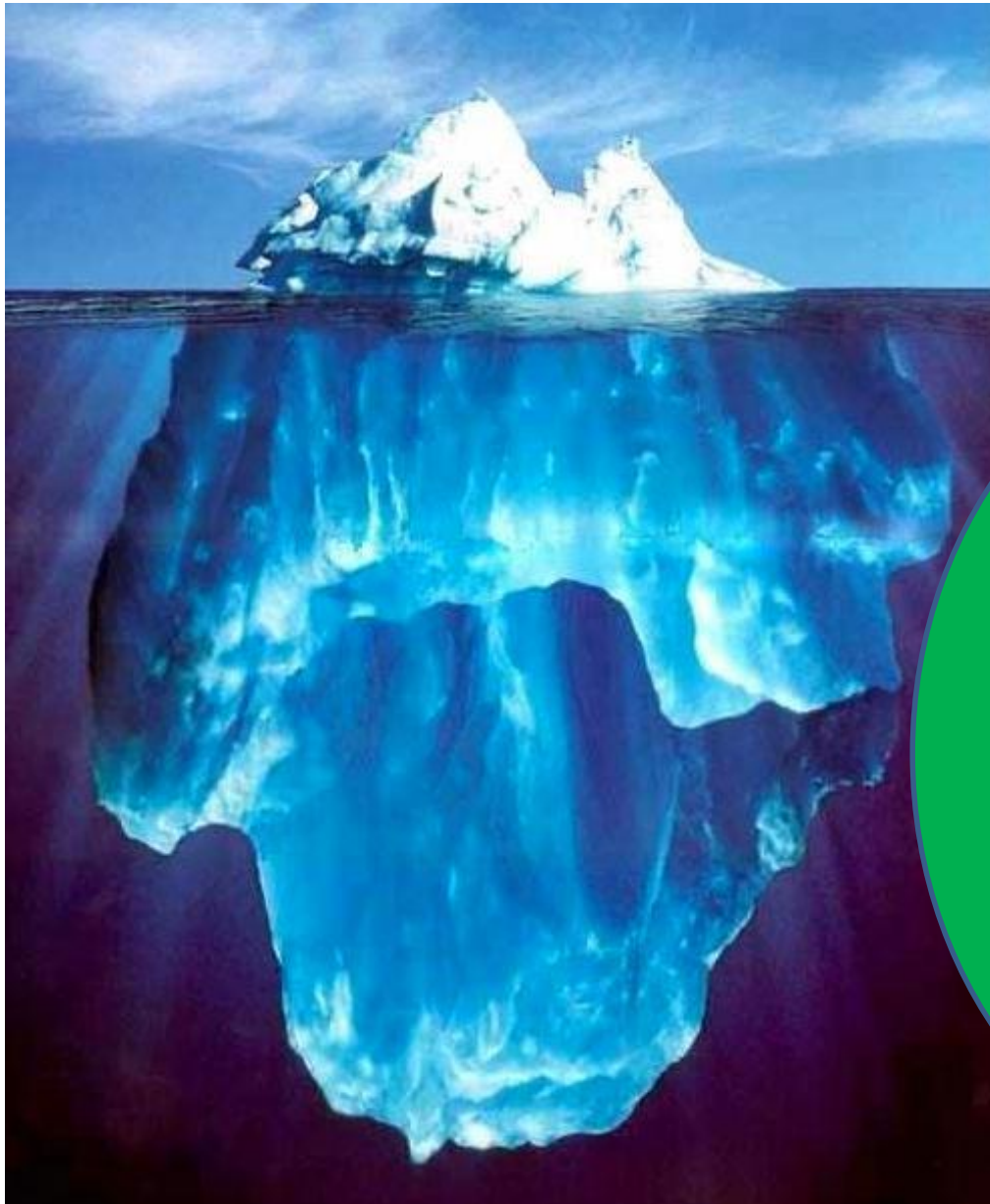
**Regional HED Policy Framework
and Resource Pack**

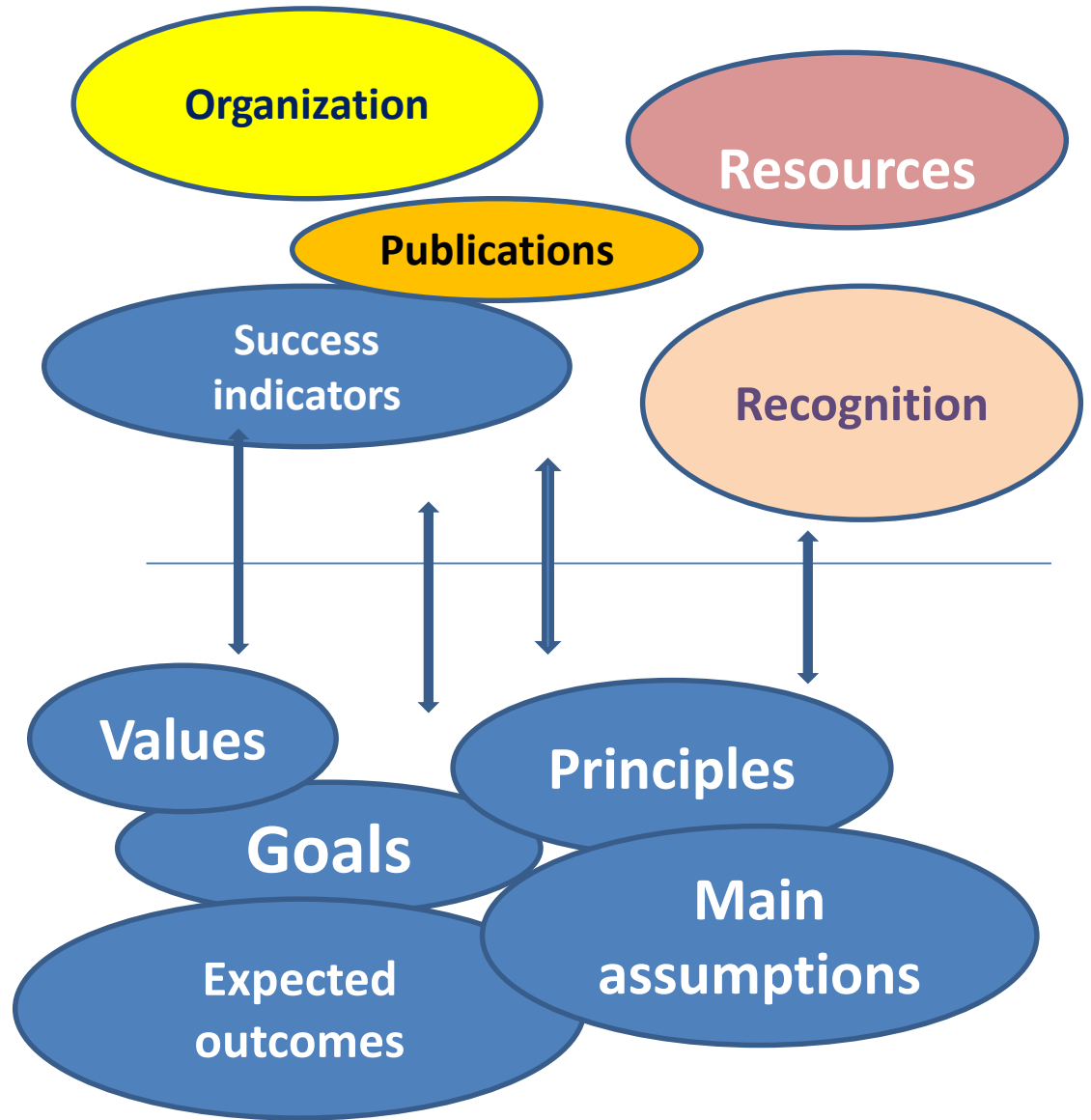


**THERE ARE TWO
GIFTS WE SHOULD
GIVE OUR CHILDREN;
ONE IS ROOTS, AND
THE OTHER IS WINGS.**

A foolish man may be known by six things: Anger without cause, speech without profit, change without progress, inquiry without object, putting trust in a stranger, and mistaking foes for friends.

Arab proverb





Courtesy of Curriculum Foundation, UK

The Economist: March 28th-April 3rd 2015

More information would make the higher-education market work better. Common tests, which students would sit alongside their final exams, could provide a comparable measure of universities' educational performance. Students would have a better idea of what was taught well where, and employers of how much job candidates had learned...(p.11)

The World is going to University...

Global tertiary enrolment (GTE) ratio
14% (1992) →
32% (2012)

GTE ≥ 50%
5 c.(1992) -54c.
(2012)

OECD countries
spend 1,6% of
GDP on HE

USA spends
2,7% of GDP
on HE

In 2014, 19 of 20
universities with the
most highly cited
research papers
were American

BA degree in
America: 15%
of return

Poor value for money?
Tuition fees have doubled
in 20 years; but 45% of
American students made
no gains in the first two
years

UNESCO Programme 2013-2015

Enhancing HED Quality and QA in the Arab Region

Regional HED Policy Framework & Resource Pack

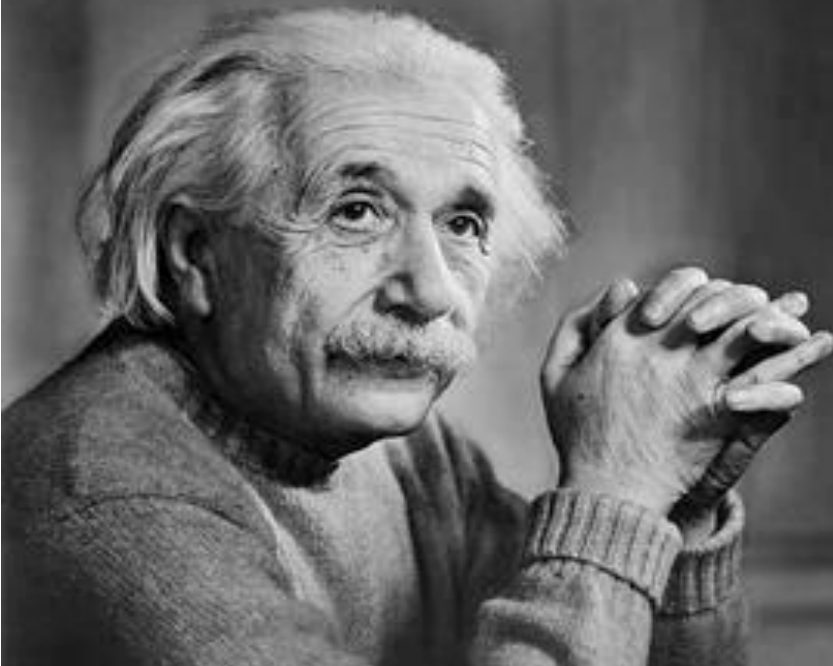
What is a *Framework*?

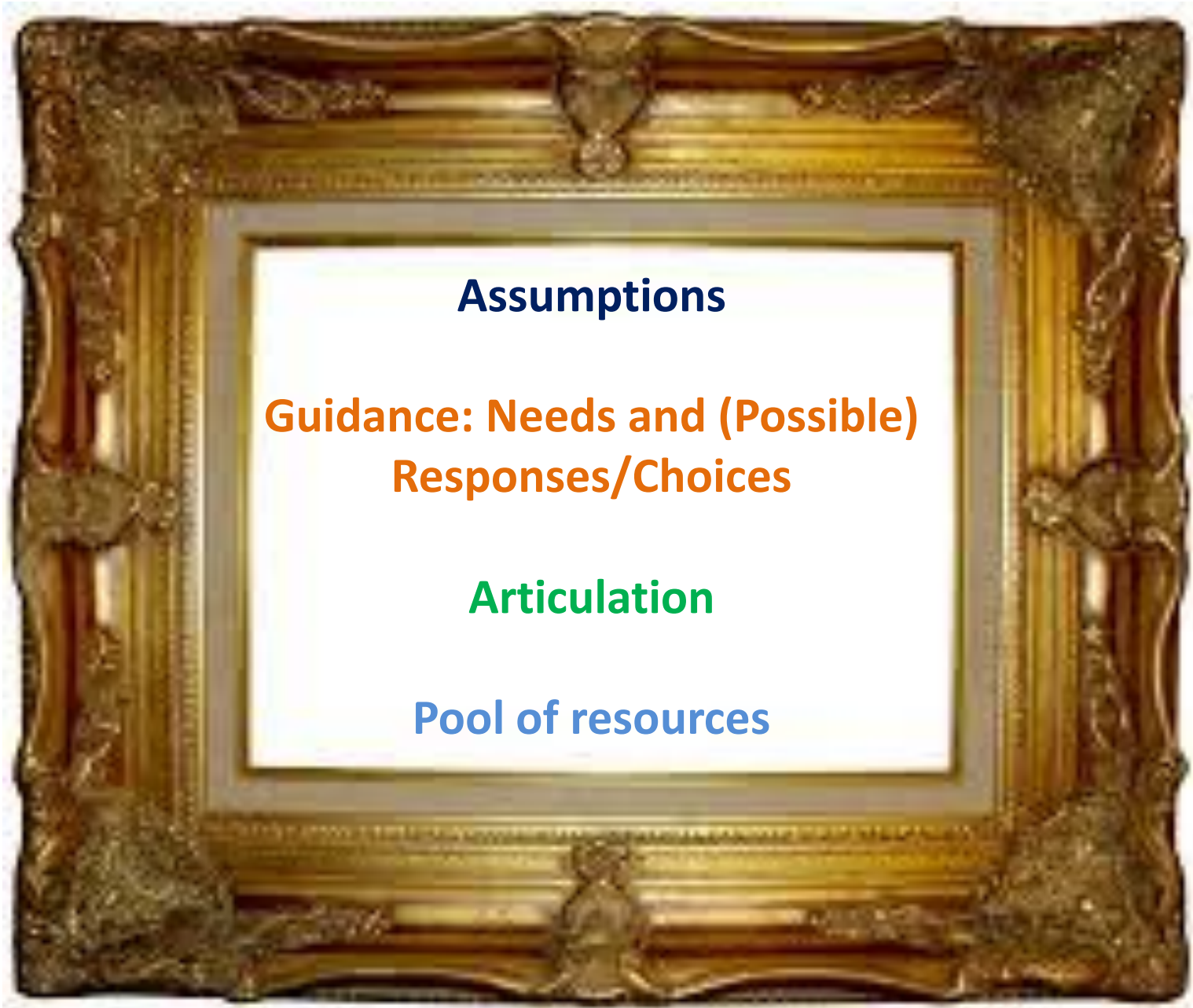
Why is it needed?

(i.e. Guidance in term of the
BIG Picture;
Common ground and options)

If you can't explain it **simply**, you don't understand it well enough.

– Albert Einstein





Assumptions

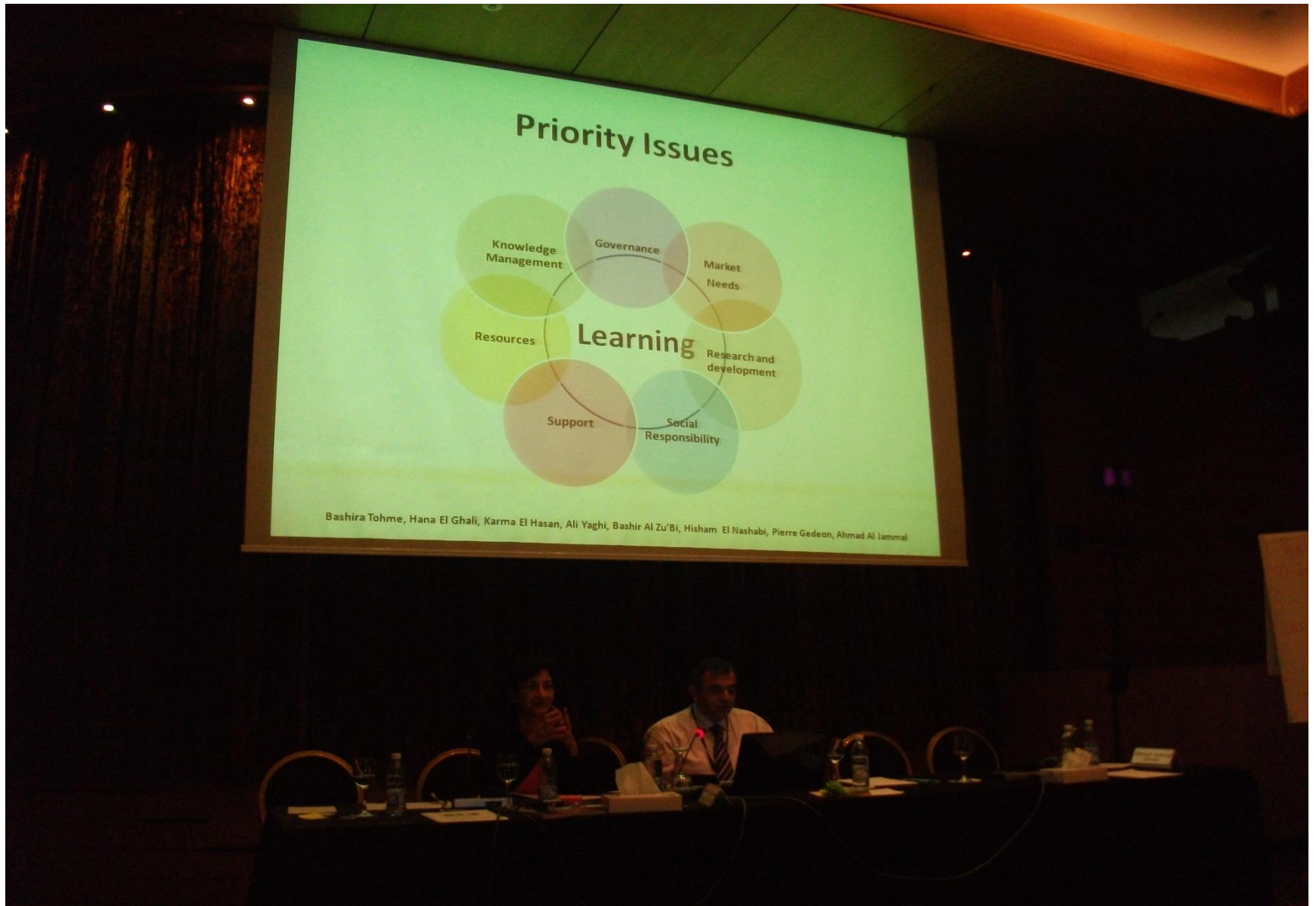
**Guidance: Needs and (Possible)
Responses/Choices**

Articulation

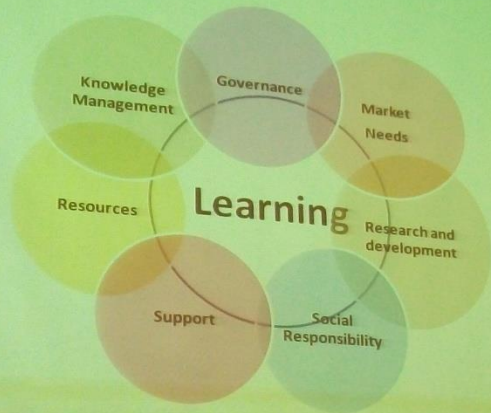
Pool of resources

بيئة التعلم المستقبلية





Priority Issues



Bashira Tohme, Hana El Ghali, Karma El Hasan, Ali Yaghi, Bashir Al Zu'bi, Hisham El Nashabi, Pierre Gedeon, Ahmad Al Jammal



Concepts and Issues: Learning

Learning: understanding of, and underpinning assumptions

Life-long learning

Learning to learn

Learning outcomes (i.e. qualification, certifications, diplomas)

Competencies: Knowledge, Skills and Attitudes

Teaching and Learning

Assessment

Prerequisites of effective learning

Modalities and Apparatus: Learning

Formal, non-formal and informal

Face-to-face

Distance learning (i.e. MOOCs)

E-learning

Blended learning

Self-learning

Communities of practice/Networked learning

Advisory and counselling services

Remedial programmes

Framework (possible) functions

**Comprehensive reference document
(i.e. Concepts, Principles & Approaches)**

Common foundation to empowering HEI

Monitoring & Evaluation tool

Capacity development

Information & Resources

The Framework aims to become...

Not a **normative**, but
an **inspirational**
document

Implementation

Frameworks in Framework

Focussed and Customized
Training Strategies and Packages
(Capacity development)