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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
Organization

Resources

Publications

Success indicators

Recognition

Values

Principles

Goals

Expected outcomes

Main assumptions

Courtesy of Curriculum Foundation, UK

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

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

GTE ≥ 50%

USA spends 2.7% of GDP on HE

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

OECD countries spend 1.6% of GDP on HE

BA degree in America: 15% of return
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
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)