

GLOBAL QUALITY EDUCATION FORWARD (Introduction)

IAQ Panel A7

Chair: Roland K. Jahnke, Germany
Panelists: Juhani Anttila, Finland,
Pedro Saraiva, Portugal,
Grace Brannan, USA
Ildiko Csoka, Hungary

Budapest, Hungary, October 25, 2015

Acn. Roland K. Jahnke,
Vice President International Academy for Quality (IAQ)
Chairman, IAQ Quality in Education Think Tank (QiETT) and
IAQ Representative at UNESCO Headquarters, Paris



Agenda

Chair's Introduction

Roland K. Jahnke, Germany

Presentations:

Juhani Anttila, Finland:

Quality Evaluation of Education and Learning

Pedro Saraiva, Portugal:

Higher Education Quality

Ildiko Csoka, Hungary:

European Universities Association's Institutional Evaluation
Program at University of Szeged

Grace Brannan, USA:

Quality Improvement Training in Medical School

Panel Discussion

Open Discussion

Chair's Concluding Remarks

***Introduction:
International cooperation
IAQ QiETT with UNESCO***

Concept of Sustainability

Millenium Goals (2000)

- End Poverty and Hunger,
- Achieve Universal Education,
- Gender Equality,
- Child Health,
- Maternal Health,
- Combat HIV/AIDS,
- Ensure Environmental Sustainability and
- Global Partnership

(see www.un.org/millenniumgoals/index.shtml, 10/04/11).

Millenium Goals, status 2012: Primary education not on track

Summary of global MDG progress:

	Improvement since 1990?	% of progress achieved towards global goal (100% = goal attained)	On track?
Poverty	Yes	80%	Yes
Undernourishment	Yes	77%	No
Primary education	Yes	90%	No
Gender equality	Yes	96%	Yes
Child mortality	Yes	69%	No
Maternal mortality	Yes	57%	No
Drinking water	Yes	88%	Yes

Source: Melamed, Claire (2012), Post-2015: The road ahead, Overseas Development Instiute, London

Education for All (EFA) (UNESCO)

- **Education for All is the cornerstone of UNESCO's work in education**
- **Six goals to achieve Education for All by 2015**

EFA Global Monitoring Report 2013/14

- „With the deadline for the Education for All goals less than two years away, it is clear that, despite advances over the past decade, not a single goal will be achieved globally by 2015“.
- ***Progress in education is vital for achieving development goals after 2015.***

Education in the Post-2015 development agenda

Draft Synthesis Report of the Global Thematic Consultation on Education (May 2013, UNESCO/UNICEF):

- ***Good quality education emerges as perhaps the most important priority for a post-2015 education agenda.***
- *Access to good quality education for children, youth and adults at all levels, as well as access to all types of education – including at the pre-primary, primary, secondary and tertiary levels, and vocational and adult education – is a consistent thread across all of the consultations.*

New Global IAQ QiETT collaboration with UNESCO

1. In 2012 QiETT started collaboration with **UNESO Division „Basic Learning“**
 - see below: common GEQAF workshop in Africa in 2013
2. In 2014 we initiated a new cooperation with **Division Education For All (EFA) Global Partnerships Team** in Paris.
 - The UNESCO EFA Global Team works together with UN at the post-2015 agenda.
 - In May 2015 we participated at the **UNESCO World Education Forum in South Korea** (see photo).



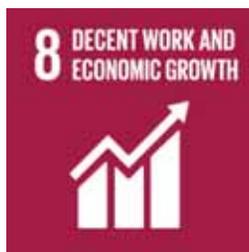
***Quality education in the heart of the
UN 2030 Agenda
for Sustainable Development***

Transforming our world – the 2030 Agenda for Sustainable Development

The **17 Sustainable Development Goals** and **169 targets** which were announced on September 25 at UN in NYC demonstrate the scale and ambition of this new universal Agenda.



New Sustainable Development Goals (SDGs) to 2030



Goal 4: Ensure inclusive and equitable **quality education** and promote **lifelong learning** opportunities **for all**

Targets:

4.1 By 2030, ensure that all girls and boys complete free, equitable and **quality primary and secondary education** leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have **access to quality early childhood development**, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and **quality technical, vocational and tertiary education, including university**.



Goal 4: Ensure inclusive and equitable **quality education** and promote **lifelong learning** opportunities **for all**

Targets:

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 By 2030, eliminate gender disparities in education and ensure **equal access to all levels of education and vocational training** for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

4.6 By 2030, ensure that **all youth and a substantial proportion of adults**, both men and women, **achieve literacy and numeracy**.



Goal 4: Ensure inclusive and equitable **quality education** and promote **lifelong learning** opportunities **for all**

Targets:

4.7 By 2030, **ensure that all learners acquire the knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



Goal 4: Ensure inclusive and equitable *quality education* and promote *lifelong learning* opportunities *for all*

Targets:

4.c

By 2030, *substantially increase the supply of qualified teachers, including through international cooperation* for teacher training in developing countries, especially least developed countries and small island developing States



More about MDGs and SDGs

Progress on the Millennium Development Goals

- 15 years after world leaders committed to a new global partnership to reduce poverty, the Millennium Development Goals (MDGs) have made a profound difference.

Transitioning to the Sustainable Development Goals

- Members of the United Nations are defined now a set of Sustainable Development Goals (SDGs) to finish the job of the MDGs.

Define the future activities of IAQ QiETT

Different Sectors (lifelong learning):

- *Early childhood development* (Kindergarten),
- *School Sector* (primary and secondary education, K-12),
- *Technical and vocational education,*
- *Tertiary education* (including university),
- *E-learning,*
- *Further Education.*

Partnerships (Quality and Sustainability):

- Schools/Universities and Business Sector.
- Quality Organizations and governments.
- *UN Organizations (beside UNESCO).*

Competences (Position) of IAQ QiETT

- **Quality in Education**
- **Education in Quality**

**QiETT looks for both sides
of the same coin.**



Following the lectures, the Panel will discuss issues like (1):

Quality is an essential issue throughout education and learning. This quality does not take place accidentally but needs a professional approach and a close collaboration between the education and quality disciplines.

- How can the situation be improved?
- Discussion about regional patterns of quality education and ways of reducing standard deviations across the world.
- How can IAQ's QiETT help in these equality efforts regarding the improvement of quality education and the distribution across the world?
- What different countries are doing to ensure competencies?

Following the lectures, the Panel will discuss issues like (2):

How can quality systems be adopted by higher educational institutions?

- Discussion about cooperation between IAQ's Quality in Education Think Tank (QiETT) and EUA (European University Association) in sharing and offering quality management tools for these evaluations.