

**ALIGNING THE QUALITY ASSURANCE OF HIGHER
EDUCATION WITH THE EDUCATION FOR
SUSTAINABILITY REQUIREMENTS – A SOLUTION TO
FUTURE WORLD CHALLENGES**

Session 4
Paper Presentation:

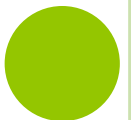
Sahar Javed
Deputy Manager QEC
FAST-NU Lahore Campus

SESSION OBJECTIVE

The Quality Assurance agenda for the next 25 years

AGENDA

Higher Education for Sustainability Development



RESEARCH OBJECTIVES

- Explore the changing dynamics of 21st century world. **(Why?)**
- Explore the importance of higher education of sustainability development and problems in current Quality Assurance Mechanism. **(What?)**
- Examine what should be the quality assurance mechanism for higher education for integrating higher education for sustainability development. **(How?)**

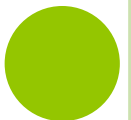
RESEARCH METHODOLOGY

- Case Study Analysis which is an empirical inquiry that investigates a contemporary phenomena within the real life context.(Robert K Yin)



RESEARCH OUTPUT

Transformative Quality Assurance Framework



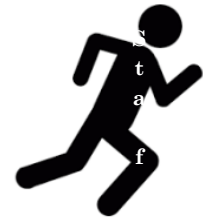
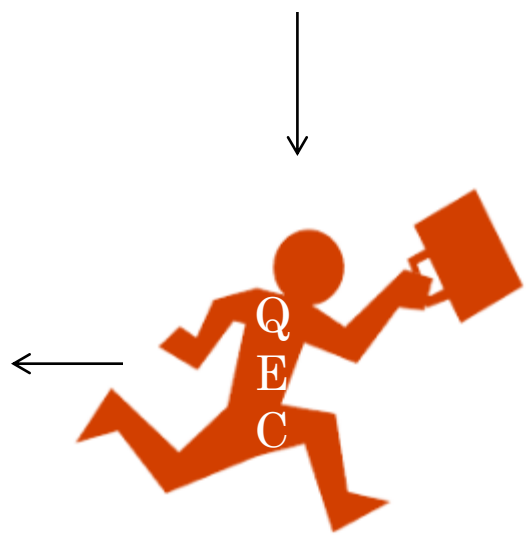
SCENARIO #1

Huge Documentation

Top Management/University

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PROBLEM # 1

The current QA Mechanism of higher education does not engage faculty , students , staff , top management and other stakeholder meaningfully to enhance or assure quality , nobody owns quality except quality professionals.

SOLUTION

Inclusive and Whole Institution Approach to Quality Assurance



QUALITY ASSURANCE MECHANISM

- Lack of enthusiasm and interest by academicians
- Externally imposed burden
- Window-dressing
- Bureaucratic
- Not a means of achieving excellence or any improvement
- Responsibility of quality assurance units only

(Oliver et al ,2014, Linking Quality Assurance and ESD)



SCENARIO # 2



TOP 5 GLOBAL RISKS 2017



Natural Disasters



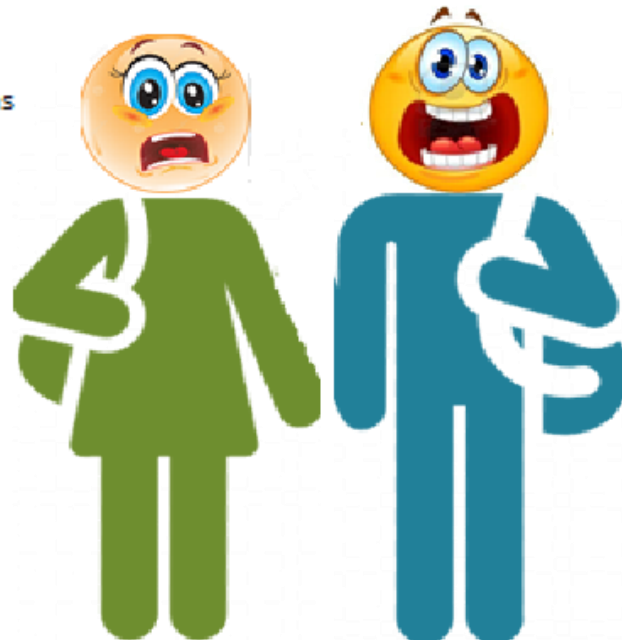
Large Scale Involuntary Migrations



Terrorist Attacks



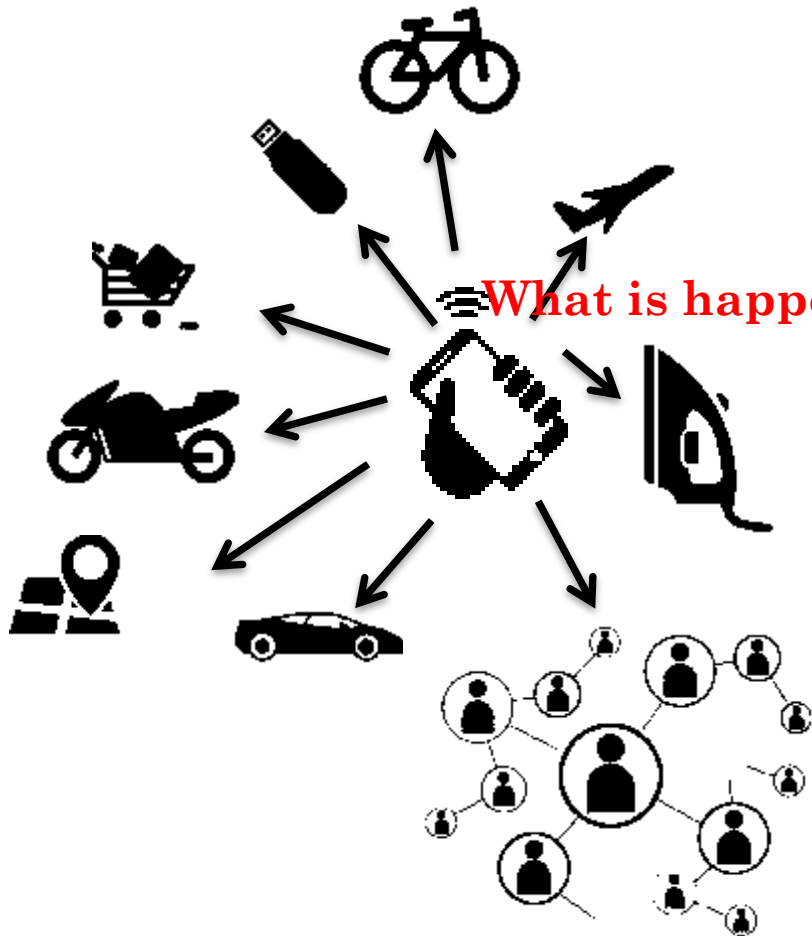
Extreme Weather Events



Data Fraud



HIGHER EDUCATION STUDENT/GRADUATES



What is happening around the world



Extreme Weather Events



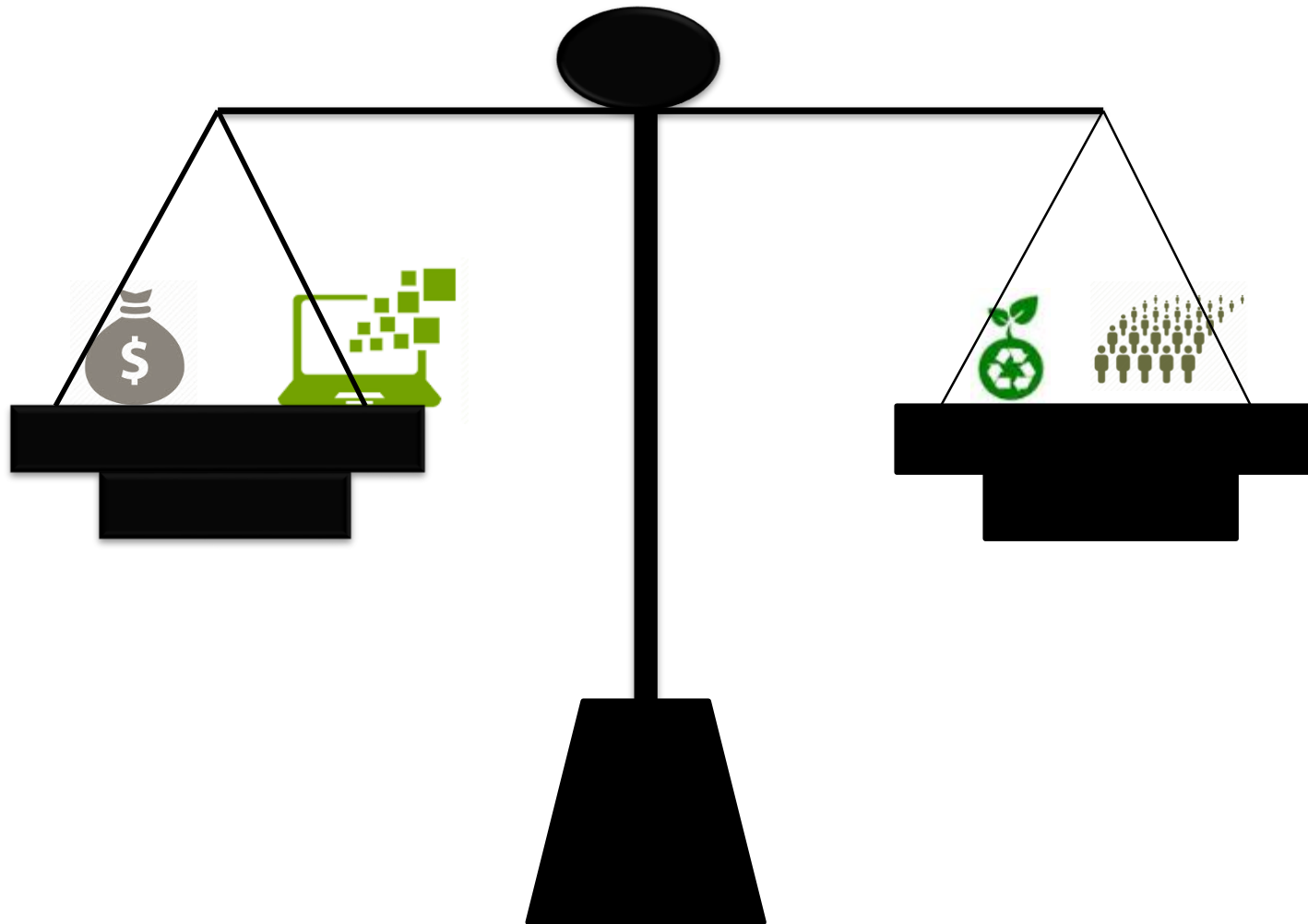
21ST CENTURY WORLD

Unsustainable Development



SOLUTION OF THE WORLD

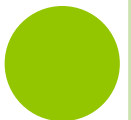
Sustainable Development



SUSTAINABILITY DEVELOPMENT

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Source: 1987, Our Common Future , <http://www.un-documents.net/our-common-future.pdf>



2030 SUSTAINABLE DEVELOPMENT GOALS



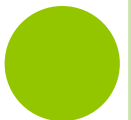
SDG INDICATOR OF QUALITY EDUCATION

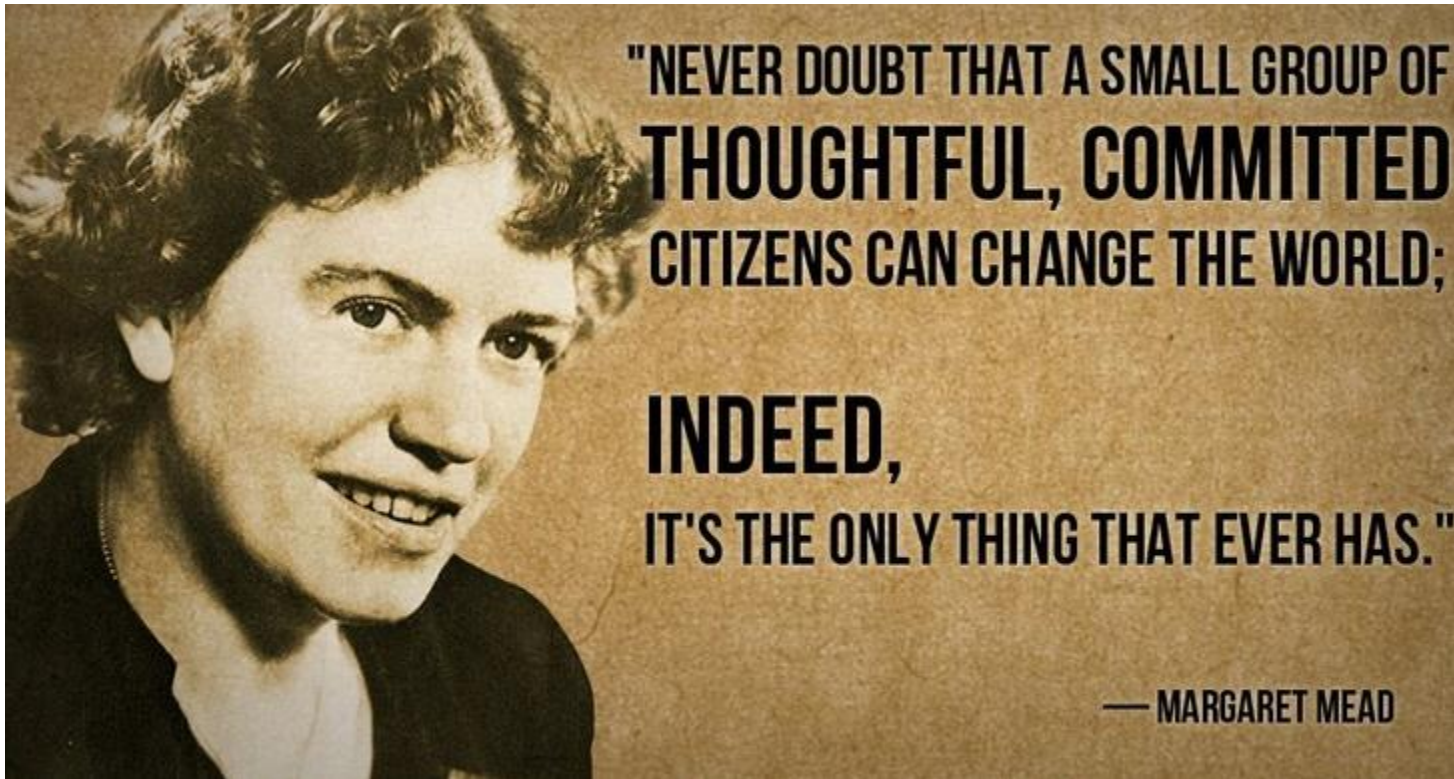
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global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



Need of the 21st Century World

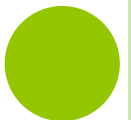
Change Makers






Need of the 21st Century World

Problem Solvers

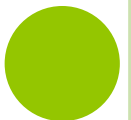


A photograph of Xi Jinping, the Chinese leader, speaking at a podium. He is wearing a dark suit, a white shirt, and a red tie. The podium has a sign that reads "WORLD ECONOMIC FORUM Annual Meeting 2017". The background is a solid blue color. Overlaid on the right side of the image is a large white text block.

What should concern us is refusing to face up to problems and not knowing what to do about them.

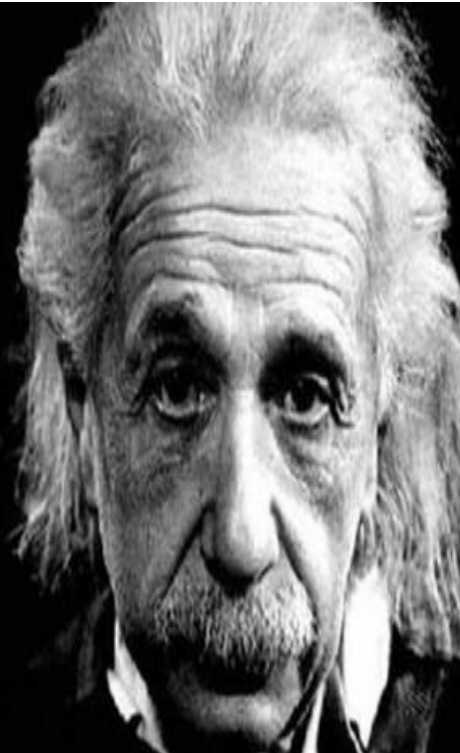
Need of the 21st Century World

Global Thinkers



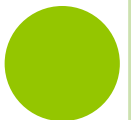
'We cannot solve problems by using
the same kind of thinking
we used when we created them.'

ALBERT EINSTEIN



Need of the 21st Century World

Risk Takers



“The biggest risk is not taking any risk... In a world that’s changing really quickly, the only strategy that is guaranteed to fail is not taking risks.”

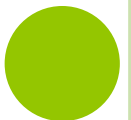
– Mark Zuckerberg, Facebook



Need of the 21st Century World

Technical Experts

with in depth grip of sustainable practice



GOAL OF HIGHER EDUCATION FOR SUSTAINABILITY DEVELOPMENT

The ultimate goal of education for sustainable development is to impart the knowledge, values, attitudes and skills needed to empower people to bring about the changes required to achieve sustainability.

Source: UNESCO



HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT – GLOBAL INTERNATIONAL TREATIES

- Talloires Declaration – 1990
- Halifax Declaration – 1991
- Kyoto Declaration on Sustainable Development – 1993
- Swansea Declaration – 1993
- Lünenburg Declaration – 2001
- Ubuntu Declaration – 2002
- Graz Declaration – 2005
- Sapporo Sustainability Declaration – 2008
- Turin Declaration – 2009
- People’s Sustainability Treaty on Higher Education – 2012

Source: sustainabilitytreaties.org

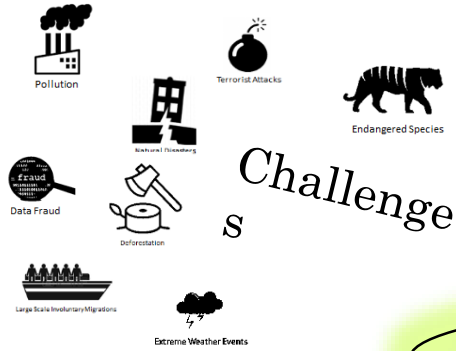


PRINCIPLES OF PEOPLE 'S SUSTAINABILITY TREATY ON HIGHER EDUCATION

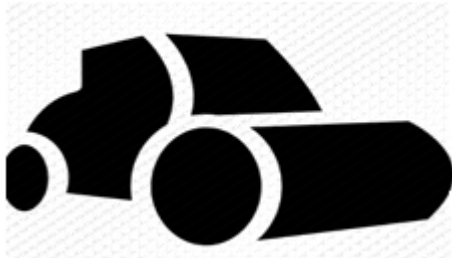
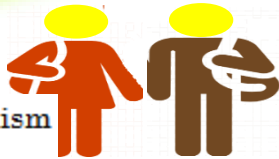
1. To be transformative, higher education must transform itself
2. Efforts across the higher education system must be aligned
3. Partnership underpins progress
4. Sustainable development is an institutional and sector-wide learning process
5. Facilitating access to the underprivileged
6. Inter- and trans- disciplinary learning and action
7. Redefining the notion of quality higher education
8. Sustainable development as a whole-of-institution commitment

HIGHER EDUCATION FOR SUSTAINABILITY DEVELOPMENT

Sustainable 21st Century



Quality Assurance Mechanism



Notion of Quality of Higher Education Opportunities



IMPACT OF STUDENTS AS “CHANGE AGENTS”

Case Study of “THE History Project”

The History Project intervention cultivates understanding of a multiplicity of narratives and reduces intolerance and prejudice by fostering empathy & critical thinking amongst school going students .

Source : <https://www.facebook.com/thehistoryproject/>



WHY THEY ARE DOING

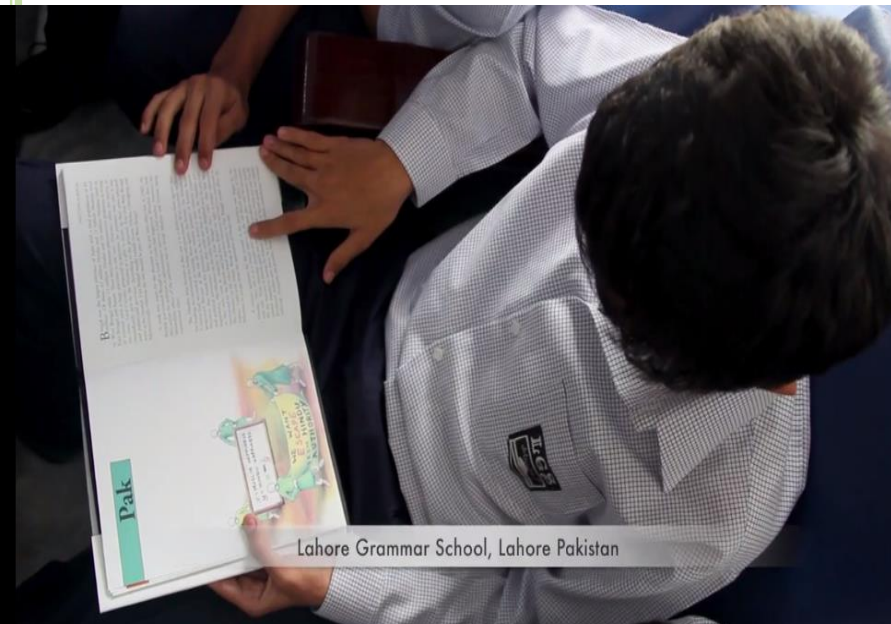
Because they want to shake the notion of rigid right and rigid wrong among school going students.

Source : <https://www.facebook.com/thehistoryproject/>



WHAT THEY ARE DOING

They have developed a curriculum that inspires empathy and critical thinking among students



HOW THEY ARE DOING

Beyond The Classrooms certification transforms four critical aspects of the classrooms



ENGAGES ALL STAKEHOLDERS

Starting with a buy-in of the school, THP offers immersive learning for the teacher, orients the parents and finally, and most importantly, transforms the students to ensure systematic adoption.



ACTIVITY BASED LEARNING

As if we haven't burdened our children enough with conventional learning methods, THP sessions have the students engaged in activities that keeps them moving and creating for more than 90% of the time, manifest behaviours and then draw lessons from them.



EMPATHY AND CRITICAL THINKING

BTC sessions are designed with special focus on enhancing the students critical thinking abilities and their ability to analyse / understand the other side across any discipline.



NO COMPETITION, YET ENHANCED LEARNING

Instead of competing against each other, THP graduates engage on a 5 week learning journey, engaging in conversations that inspire them to become more inquisitive and better listeners.

THE HISTORY PROJECT - FOUNDERS



QASIM ASLAM
Co Founder and Managing Director

Seed of Peace



AYYAZ AHMAD
Co Founder



Source : <https://www.facebook.com/thehistoryproject/>

SEED OF PEACE



Source : <https://player.vimeo.com/video/162883675>

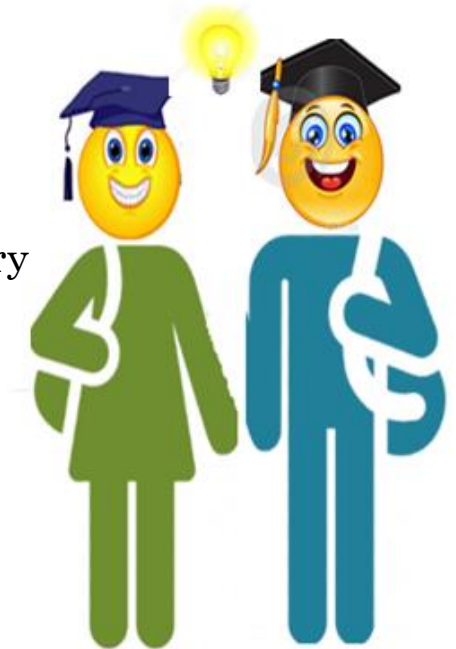
Evidence of Learning



Evidence of Impact



Transform for Sustainable 21st Century



If Social enterprises are transforming their participants to transform the society , why our universities are not able to achieve this ?

Because our Quality Assurance Standards promote the same old factory metaphor, i.e. producing students as products for the industry.

(Source: Sustainability Development and Quality Assurance in Higher Education)





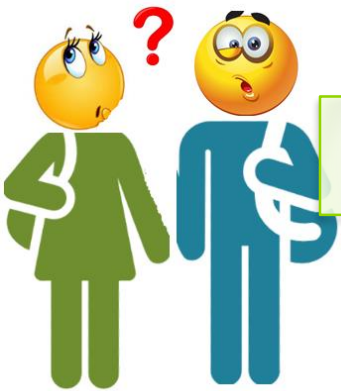
Purpose

Product

Quality as Customer Satisfaction

Ready for the Job Market

Hired by the Company





Purpose

Participants

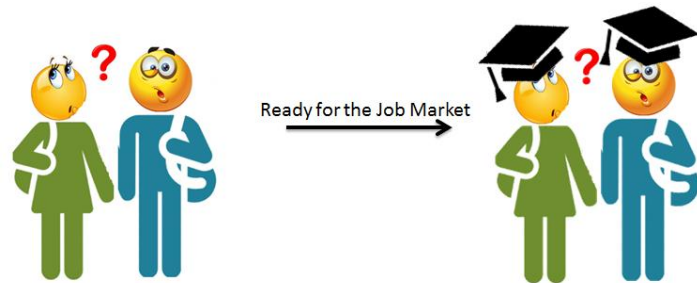
Quality as Transformation

Transformed for Sustainable 21st Century

Transforms the Environment, Society, Economy and Technology

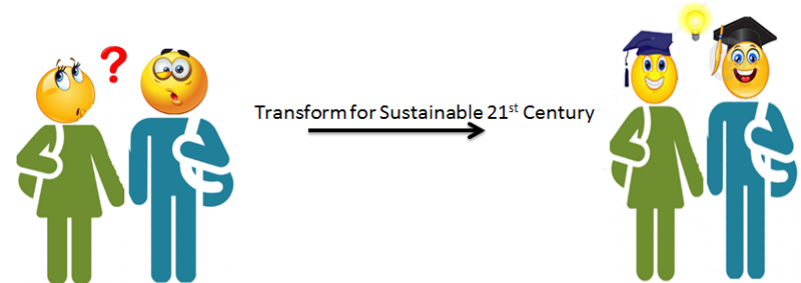


Quality as Customer Satisfaction



- Education as a “Service” .
- Students are “Product”
- Teacher Centered Learning
- Surface Learning
- Student Grades
- Industrial Requirements

Quality as Transformation



- Education as “Process of Participation”.
- Students as “Participants”
- Student Centered Learning
- Deep Learning
- Demonstration
- Sustainability Requirements

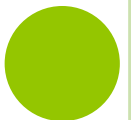


PROBLEM # 2

- Quality Assurance Mechanism is not keeping pace with the changing requirements of 21st century opportunities and challenges.

SOLUTION # 2

Quality Assurance should integrate Higher Education of Sustainable Development as must to have requirement for higher education



ESD AND QUALITY

Sustainable
Development



Institution Value



Quality

Equality

Justice

Recycling

Energy & Water
Conversation

No Waste

Commitment

Culture

Campus Operations

Curriculum

Collaborations

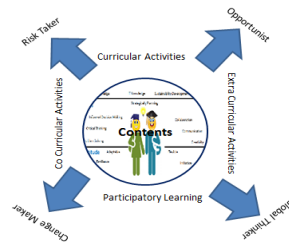


Collaborations

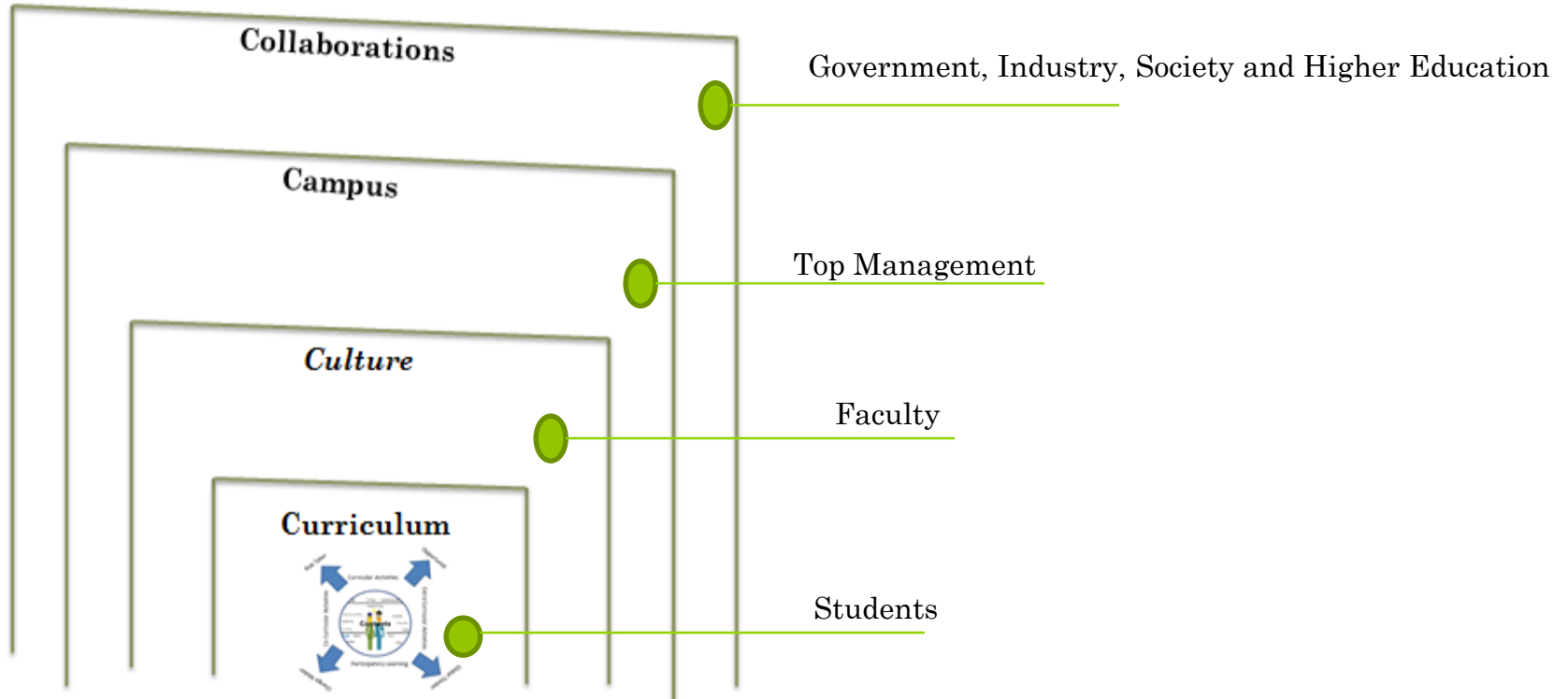
Campus

Culture

Curriculum



WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM

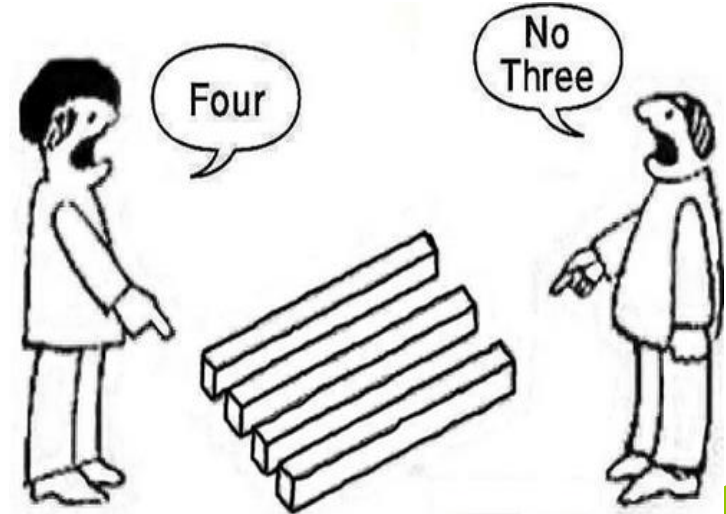


PARTICIPATION IN QUALITY OF HIGHER EDUCATION

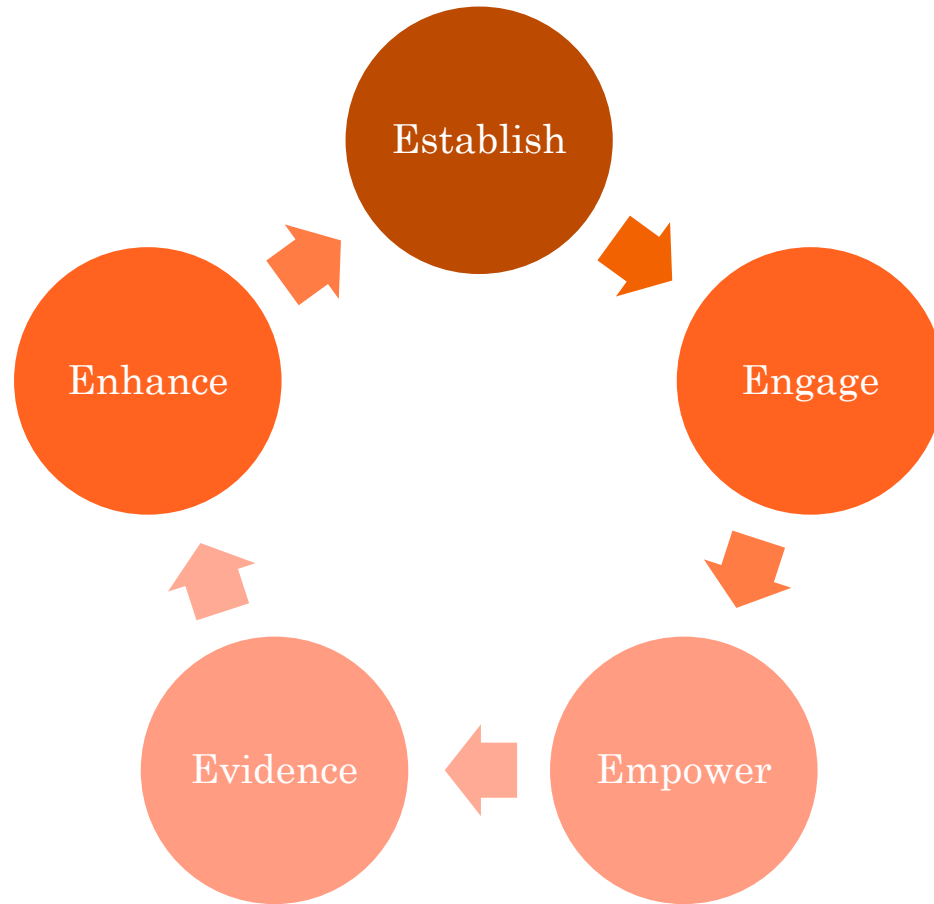
1. Everyone is his/her own Boss



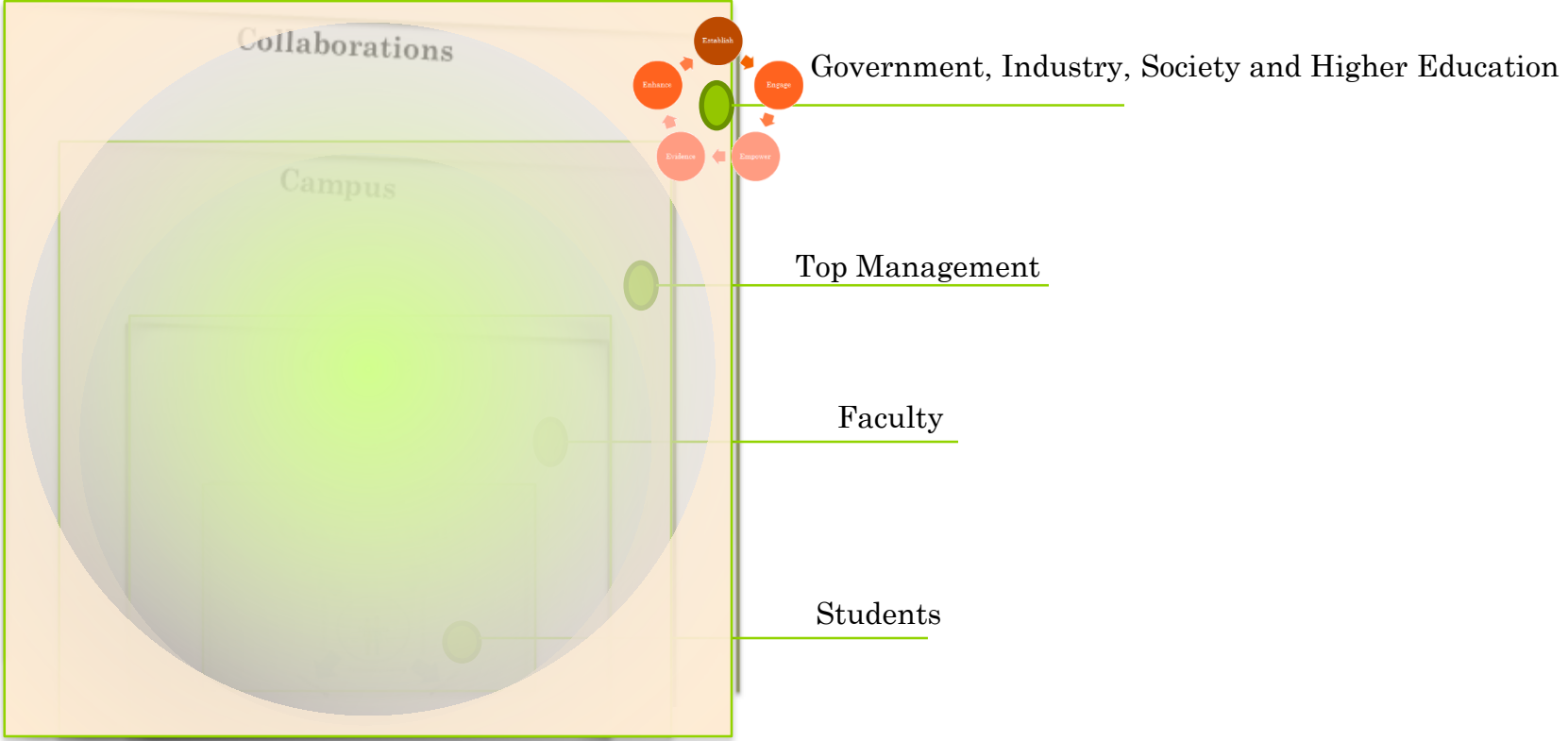
2. Different perspectives , beliefs and ideas



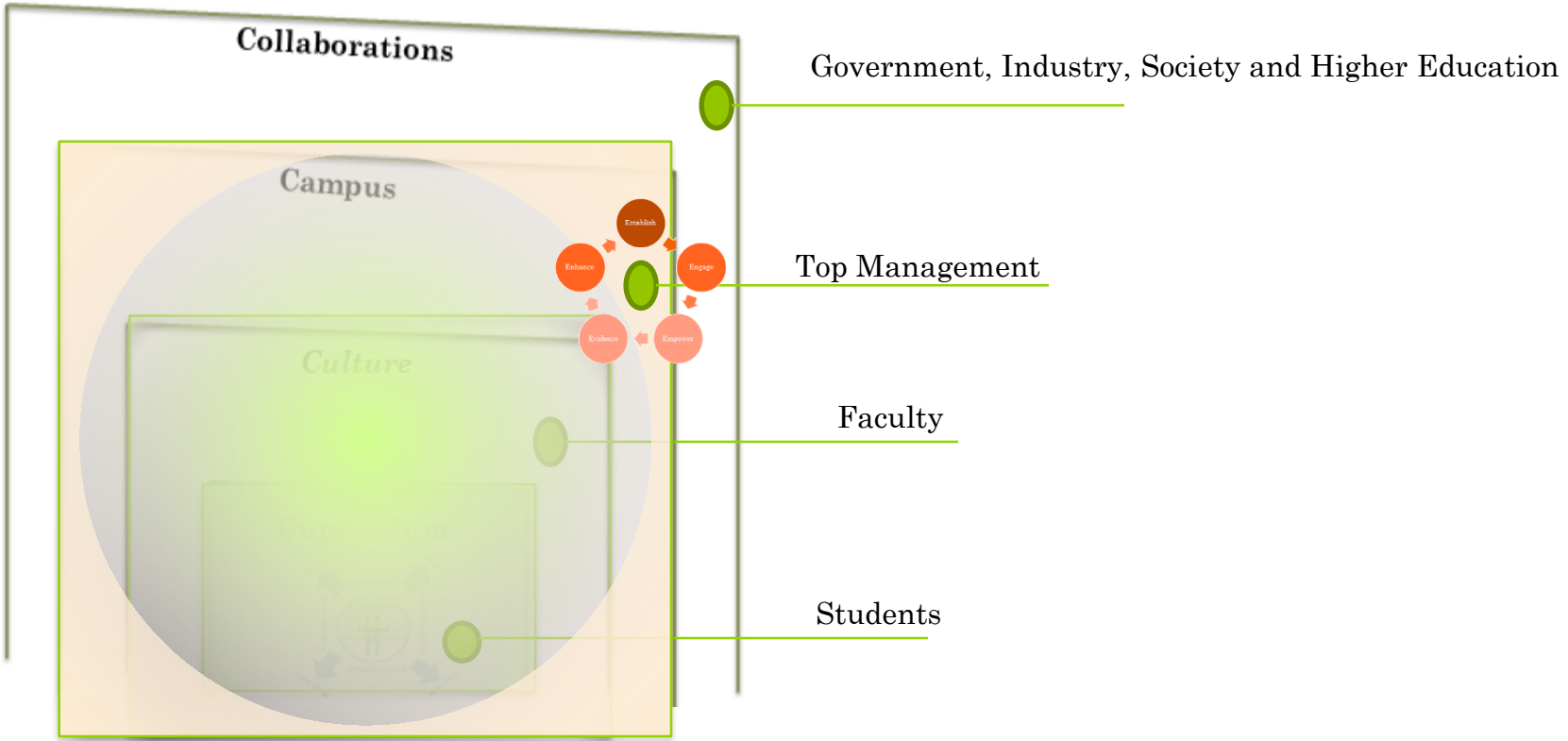
5 Es - INCLUSIVE QUALITY ASSURANCE PROCESSES



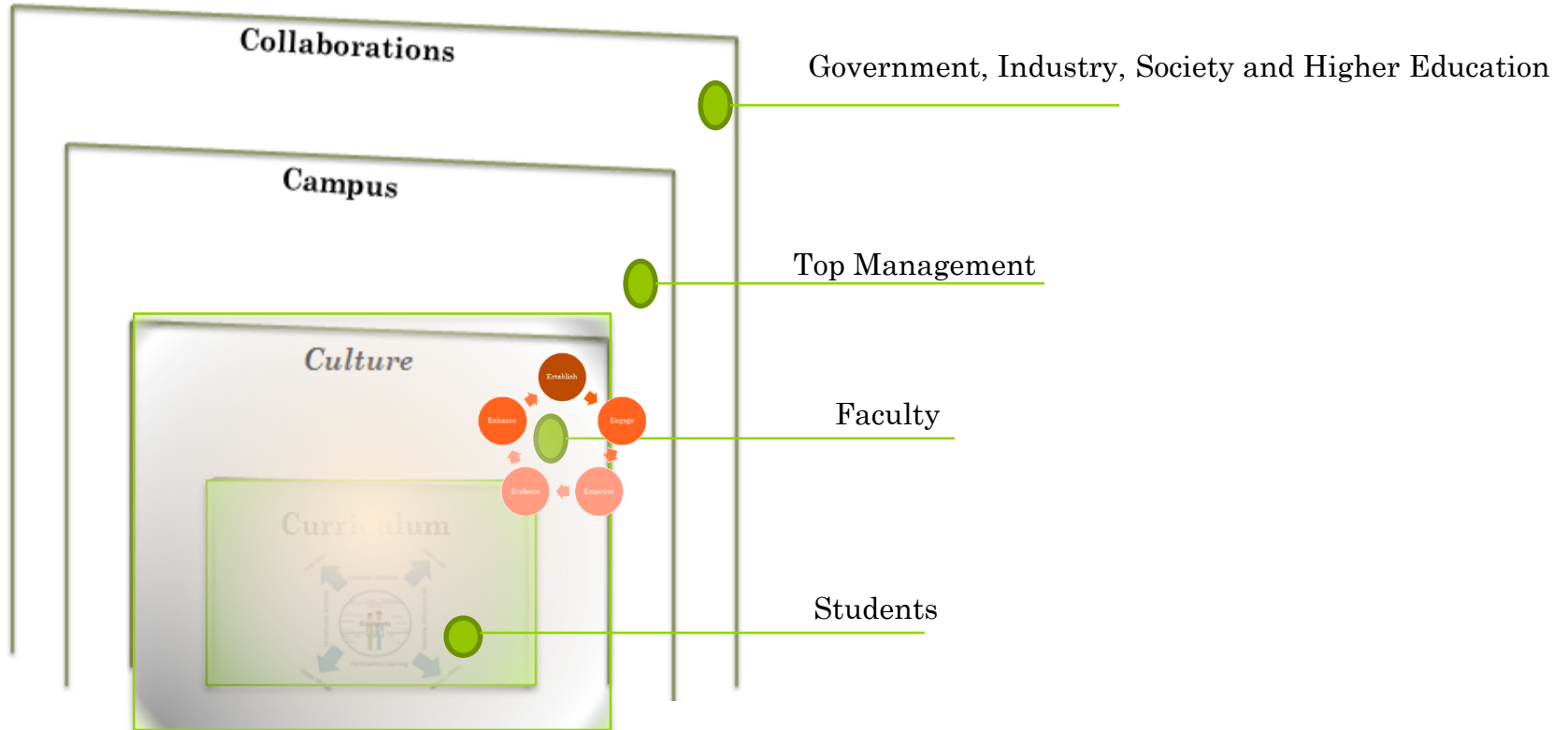
WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM



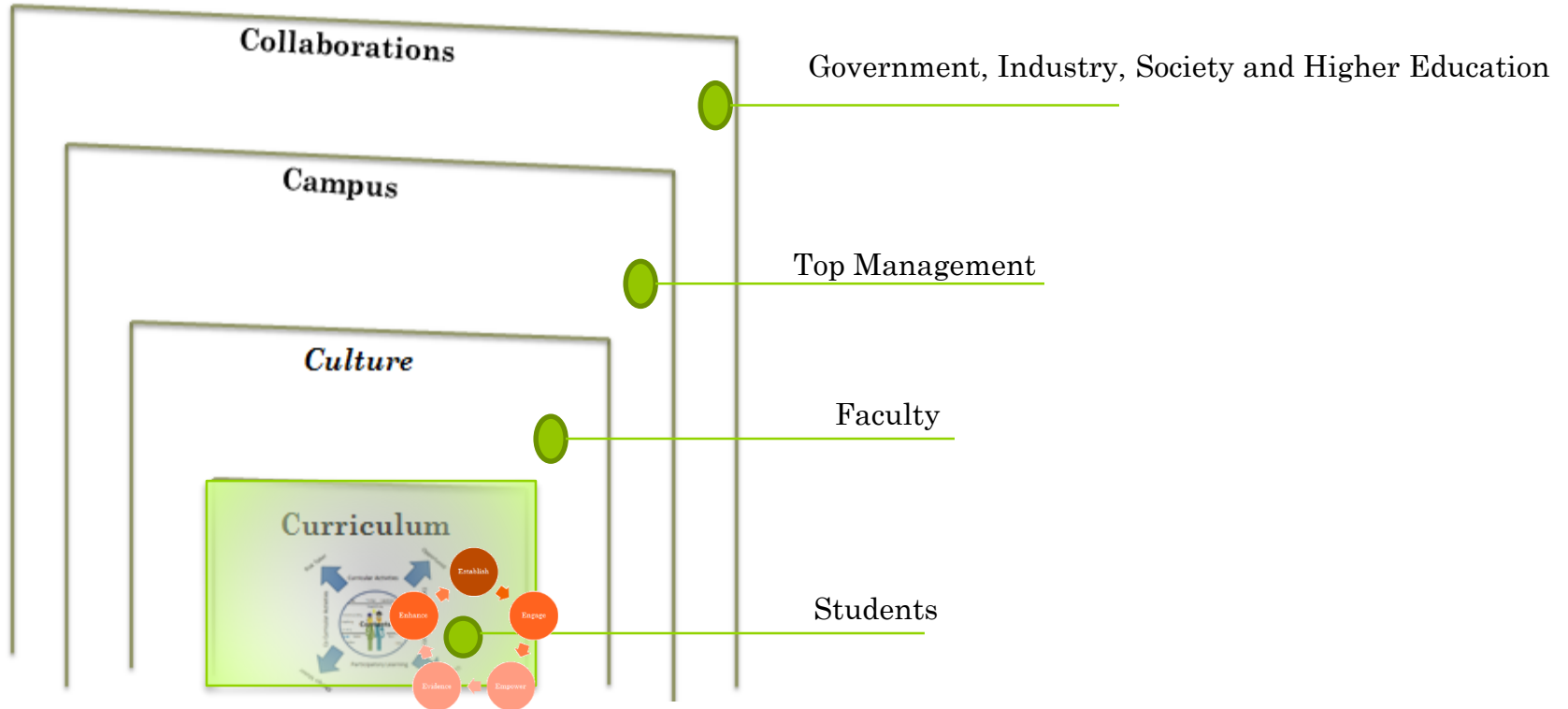
WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM



WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM



WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM



Change Makers



Problem Solver



Knowledge

Technical Knowledge

Sustainability Development Knowledge

Skills

Strategically Planning

Informed Decision Making

Critical Thinking

Problem Solving

Collaboration

Communication

Creativity

Attitude

Adaptable

Flexible

Resilience

Responsible

Initiation

Accountabl



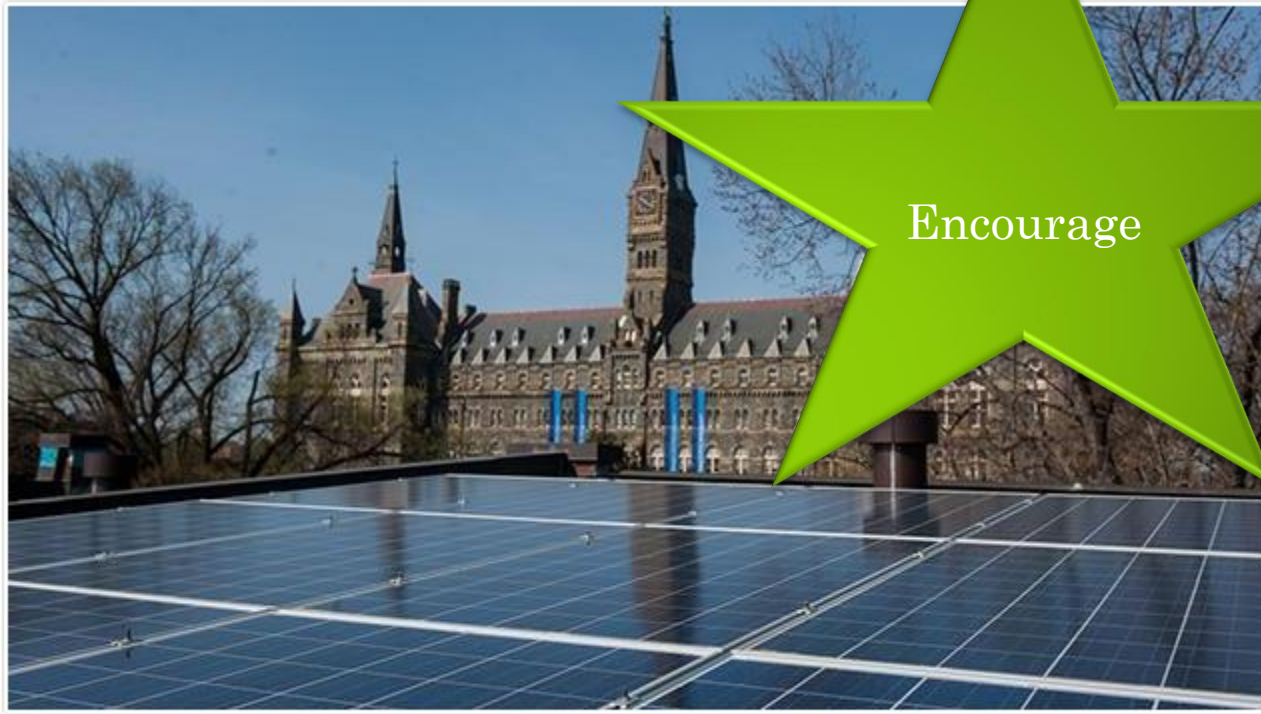
Global Thinkers



Risk Takers



EXAMPLE OF CAMPUS OPERATIONS – EVIDENCE OF IMPACT



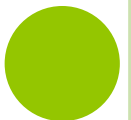
Georgetown is taking significant steps to cut our carbon footprint and promote sustainable energy on campus.



Source : GoergeTown University

CONCLUSION

- Whole Institution and Inclusive QA Mechanism
 - Value System aligned with Sustainable Development
 - Evidence based assessment
 - Encourage the impact
 - Recognition
 - Awards



Thank You

