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)

Source: [http://www.madeira-edu.pt/LinkClick.aspx?fileticket=Fgm4GJWVTRs%3D&tabid=3004](http://www.madeira-edu.pt/LinkClick.aspx?fileticket=Fgm4GJWVTRs%3D&tabid=3004)
RESEARCH OUTPUT

Transformative Quality Assurance Framework
SCENARIO #1

Huge Documentation

Top Management/University

Q A A g e n c y

Q E C

F a c u l t y

T a t f
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

Source: World Economic Forum
What is happening around the world?
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.

2030 Sustainable Development Goals
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
"NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED CITIZENS CAN CHANGE THE WORLD; INDEED, IT'S THE ONLY THING THAT EVER HAS."

— MARGARET MEAD
Need of the 21\textsuperscript{st} Century World
Problem Solvers
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

Source: sustainabilitytreaties.org
Higher Education for Sustainability Development
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.

Source: https://www.facebook.com/thehistoryproject/
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, orient 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.

Source: https://www.facebook.com/thehistoryproject/
THE HISTORY PROJECT - FOUNDERS

Seed of Peace

Source: https://www.facebook.com/thehistoryproject/
SEED OF PEACE

Source: https://player.vimeo.com/video/162883675
Evidence of Learning

Transform for Sustainable 21st Century

Evidence of Impact

The History Project
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

Ready for the Job Market

Product

Quality as Customer Satisfaction

Hired by the Company
Transformed for Sustainable 21st Century

Transforms the Environment, Society, Economy and Technology

Quality as Transformation

Purpose

Participants
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
W**hole Institution Quality Assurance Mechanism**

- **Collaborations**: Government, Industry, Society and Higher Education
- **Campus**: Top Management
- **Culture**: Faculty
- **Curriculum**: Students
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

Establish

Enhance

Engage

Evidence

Empower
Whole Institution Quality Assurance Mechanism
Whole Institution Quality Assurance Mechanism

Collaborations

Government, Industry, Society and Higher Education

Top Management

Faculty

Students
WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM
WHOLE INSTITUTION QUALITY ASSURANCE MECHANISM
EXAMPLE OF CAMPUS OPERATIONS – EVIDENCE OF IMPACT

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

Source: Georgetown University
CONCLUSION

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