CHALLENGES AND OPPORTUNITIES FOR QUALITY IN HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: A vision from CALED

Santiago Acosta-Aide
LATIN AMERICAN AND CARIBBEAN INSTITUTE FOR QUALITY IN DISTANCE HIGHER EDUCATION

CALED

- Characterizing Higher Education in Latin America and the Caribbean.

- QA agencies in the region.

- Quality Assurance in the region.

- Problems of higher education in the region prior to the pandemic.

- What should education be like, after the pandemic?

  What should QA be like after the pandemic?
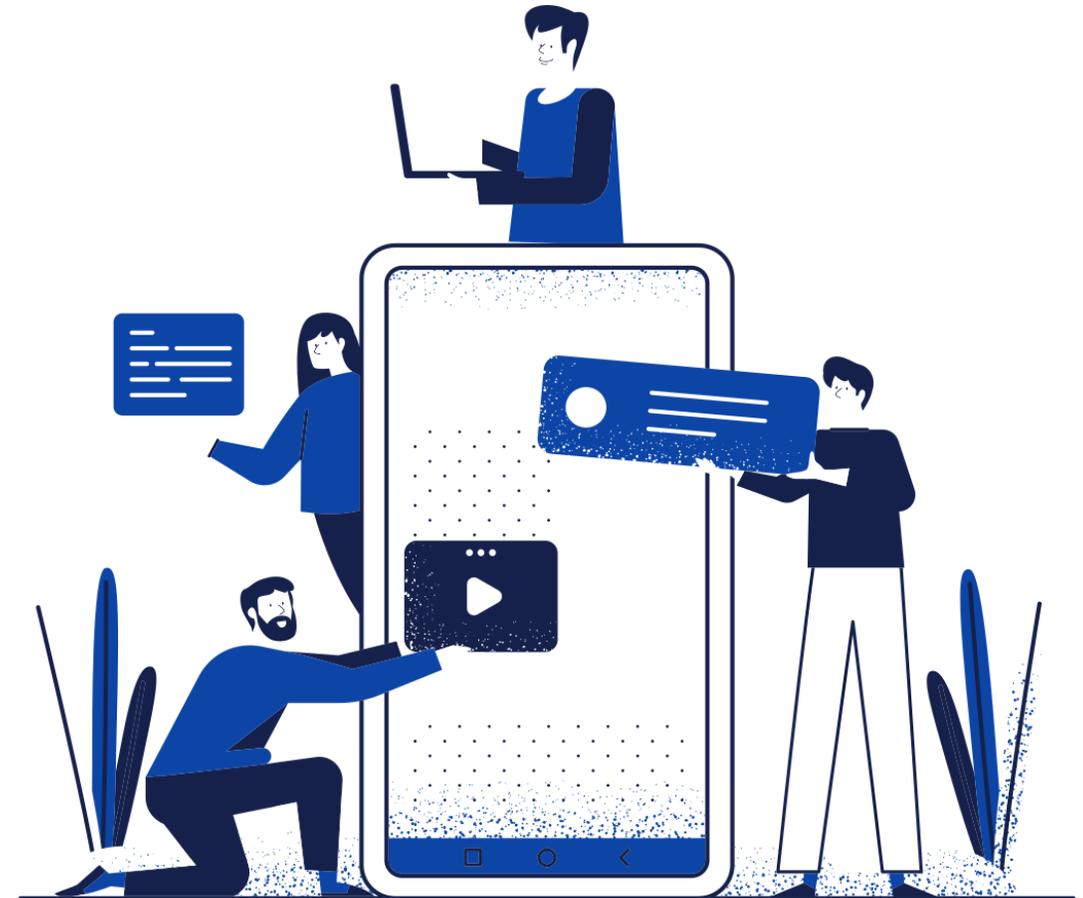
Characterizing Higher Education in Latin America and the Caribbean

A system dominated by five countries, according to the ranking:

- Brazil, Mexico, Argentina, Chile and Colombia.

Shanghai Ranking:

- Sao Paulo U. (Brazil), UNAM (Mexico), Buenos Aires U. (Argentina), UNESP (Brazil), Campinas U. (Brazil).

THE Ranking:

- Pontifical Catholic University of Chile, University of Sao Paulo (Brazil), University of Campinas (Brazil), Monterrey Institute of Technology (Mexico), Minas Gerais U. (Brazil).

Characterizing Higher Education in Latin America and the Caribbean

01

Predominance of the private sector: (1) in the number of institutions. 3958 universities (33% public and 67% private). **(2) in number of students.** 54 % private and 46% public (2017).

02

Continuous growth of students: 30 million (13.6% of the world total), with a gross enrollment rate of 52%. Professors: 1.52 million instructors.

03

Low student mobility.

04

Low percentage of professors with PhD.

05

Aspiration to integration: ENLACES, EIC, EU-LAC.

In summary, an uneven, diverse higher education system, but eager to integrate.

QA agencies in the region.

Status	Country	
There are no agencies	Guatemala	
Private agencies	Mexico	
Government agencies	The other countries (not operational in Uruguay or Bolivia)	
Regional accreditation systems	ARCU-SUR (for MERCOSUR)	
Network of agencies	RIACES (2003)	
Bi-regional QA system	SIACES (2018)	

Quality assurance in the region

Inequality in quality

Concern over quality. This is present.
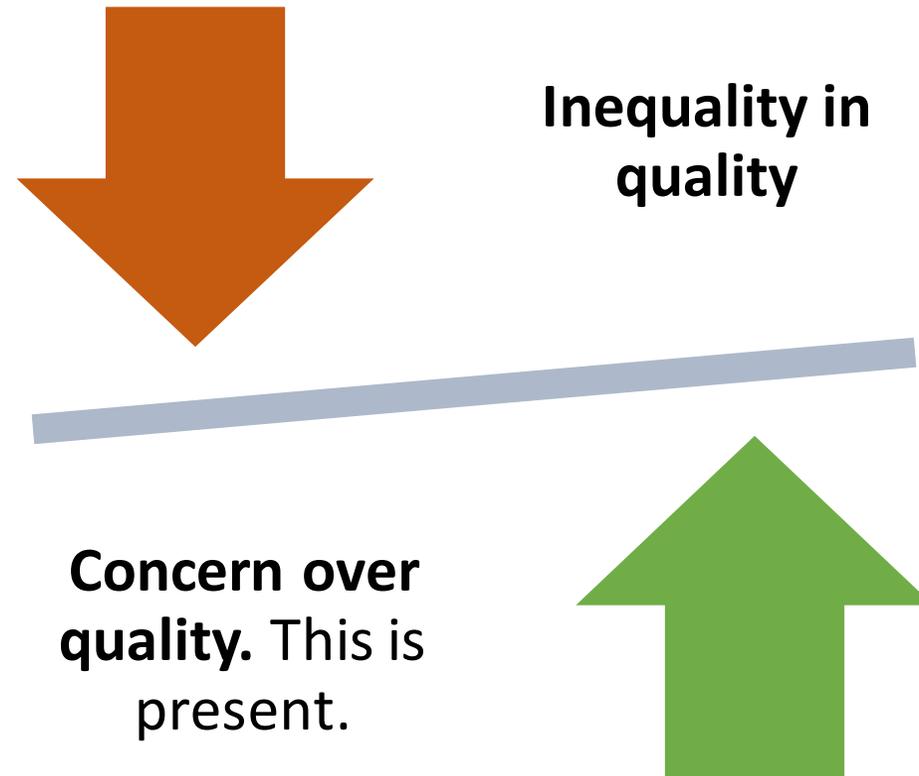
Ecuador closes 14 universities (2012).

Authorities ordered 14 universities closed, arousing indignation among students

Ecuador: autoridades ordenan cierre de 14 universidades y se genera indignación entre estudiantes

Source: América Economía (americaeconomia.com)

Peru closed 51 universities: over 1/3 of the country's 145 HEIs. Over one third of Peru's universities will close – why?

EL ESPECTADOR — Martes 18 de mayo

Opinión   Economía   Tecnología   Cultura   Entretenimiento   Deportes   Au

Inicio / Noticias / El Mundo / Más de un tercio de las universidades en Perú cerrarán, ¿por qué?

Más de un tercio de las universidades en Perú cerrarán, ¿por qué?

El Mundo   1 feb. 2021 – 9:11 a. m.
Por: Redacción Internacional

Source: El Espectador (elespectador.com)

Quality assurance in the region.

Institutional accreditation

- **Voluntary:** Colombia, Mexico, Paraguay, Peru, Dominican Republic
- **Mandatory**: Brazil, Chile, Cuba, Ecuador
- **Not done:** Costa Rica, Guatemala, Bolivia and Uruguay

Institutional evaluation

- **Mandatory**: Argentina

Quality assurance in the region.

Accrediting undergraduate programs

Mandatory (all degree programs):
- Ecuador

Mandatory (only some programs)
- Argentina
- Brazil
- Chile
- Panama
- Paraguay
- Peru.

Voluntary
- Mexico
- Bolivia
- (ARCU-SUR) Colombia
- Costa Rica, Cuba

Not doing this:
El Salvador
Nicaragua
Honduras
Guatemala
Dominican Republic

Accrediting Graduate Programs

Quality assurance in the region.

Mandatory: Argentina and Brazil. Ecuador and Panamá have not yet begun.

Mandatory (only a few post-graduate programs): Chile (doctorates), Paraguay.

Voluntary: Mexico, Colombia, Costa Rica, Cuba, Peru.

Not doing this: Bolivia, El Salvador, Guatemala, Honduras, Nicaragua, Dominican Republic, Uruguay.

Problems with higher education in the region during the the pandemic.

- **23.4 million on-campus students** stopped attending classes (98% of the total).

- **1.4 million professors** stopped giving in-classroom instruction (98% of the total).

- **Total interruption of classes.** The case of Brazil.

- **Dropout rate: 25% - 30%.**

- **Quality-related problems.**

# Problems of higher education in the region due to the pandemic.

Worsening of prior problems: Chile and Colombia.

Economic contraction. Dropping regional internal product (-5.3%).

Problems with quality: emergency remote education.

"**For now, higher education institutions are forced to focus on surviving today and tomorrow – to make sure they teach effectively and have students (and staff) this last term of the academic year just ending, next term or the entire next academic year. They are worried and feel isolated**" (Liviu Matei. Covid-19 and "the crises in higher education", 137)

Source: IESALC-UNESCO 2020

What will education be like after the pandemic?

And QA after the pandemic?

What should education be like after the pandemic?

Resilient

Equitable

Inclusive

Diverse

Multimodal

Hybrid

Flexible

Autonomous

What should QA be like after the pandemic?

Fuente: Outsourcing
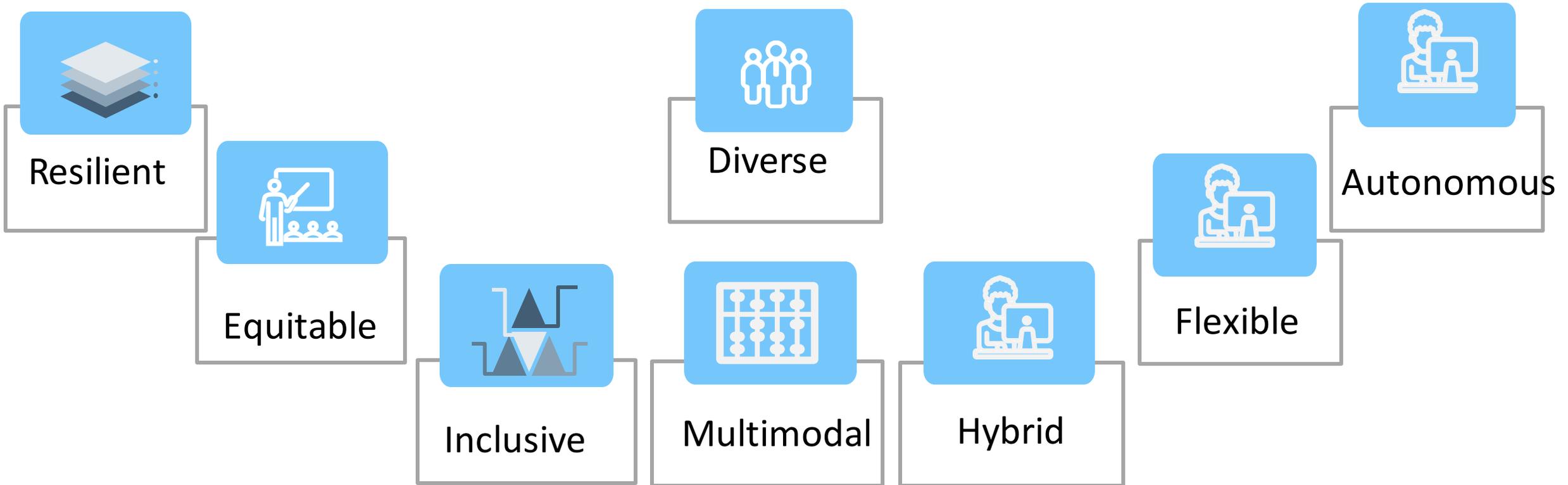
Post – COVID education	Post-COVID quality assurance
Resilient	¿…?
Equitable	¿…?
Inclusive	¿…?
Multimodal	¿…?
Flexible	¿…?
Autonomous	¿…?
Diverse	¿…?
Hybrid	¿…?

Challenges for QA systems in the region after the pandemic

Get back to what is essential.

Be quicker, les bureaucratic.

Do more with less.

Access

Quality

Cost
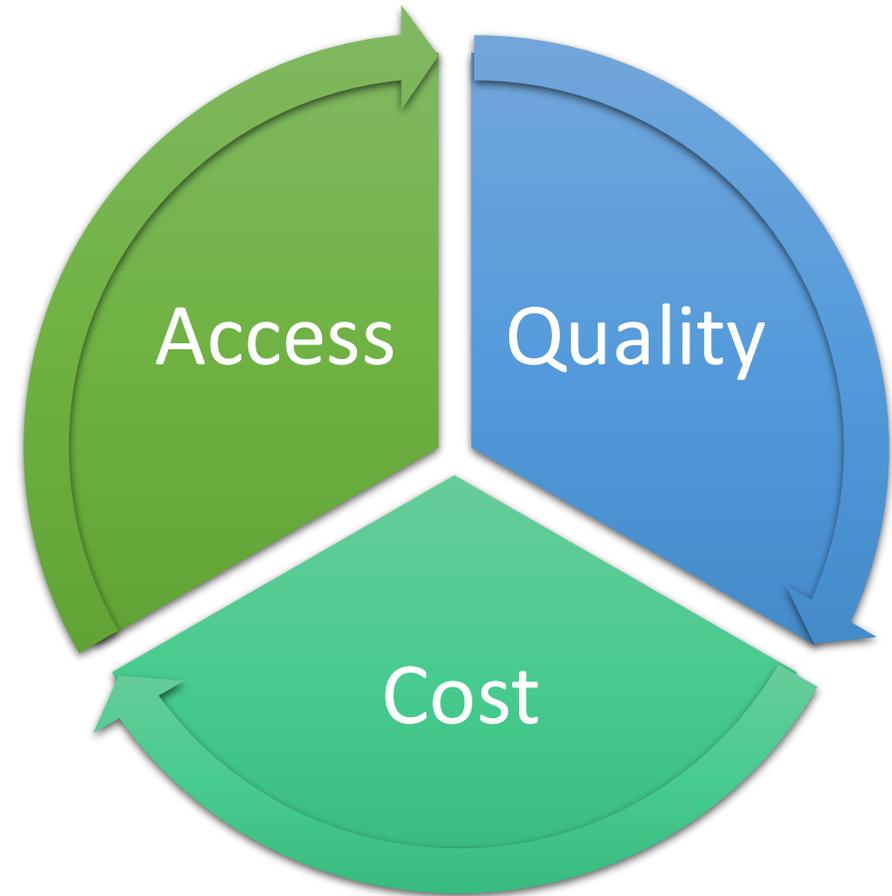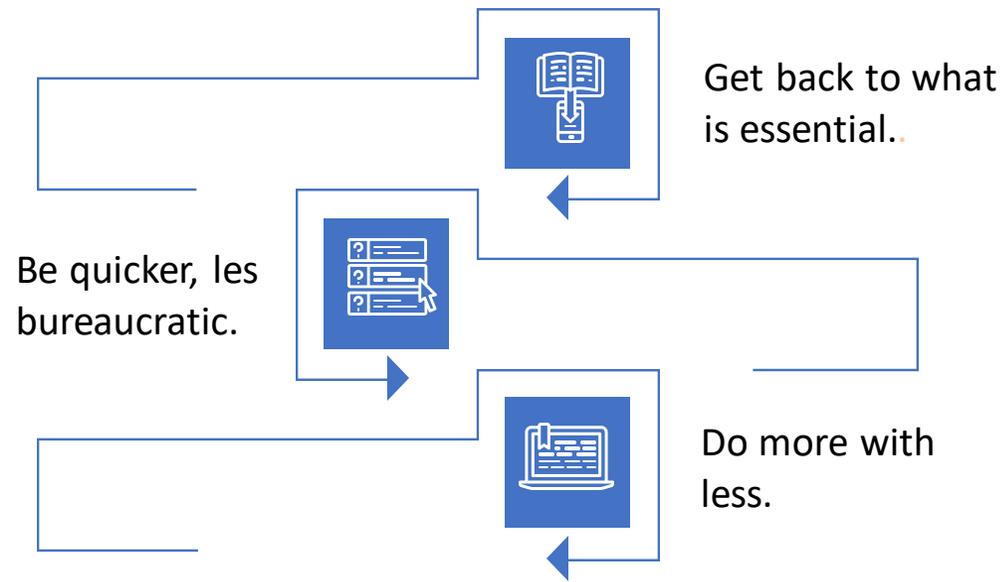
Challenges for QA systems in the región after the pandemic

Make room for multi-modality, virtual delivery, and hybridization.
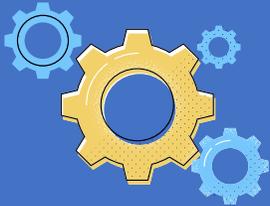
Grant greater autonomy and greater self-regulation.
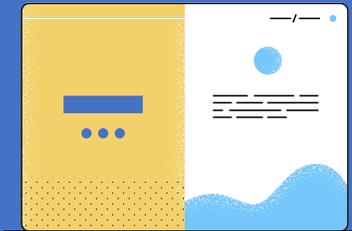
Be more equitable.

Challenges for QA systems in the region after the pandemic

Promoting more cooperation
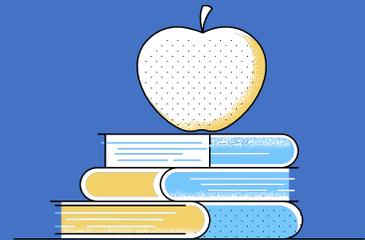
1. • Among national agencies (SIACES-RIACES)

2. • With other institutions: CALED-QM-EADTU-OEI

CREATION OF THE LATIN AMERICAN AND CARIBBEAN INSTITUTE FOR QUALITY IN DISTANCE HIGHER EDUCATION – CALED
19/10/05 UTPL - Loja

Consejo Asesor

OEA
ICDE - LAC
ISTEC   OEI

Junta Directiva

Consejo Académico LAC*

UNAM
UNED-CR
UNAD
PUCP
UCN
IUA
CEDERJ
UNISUL
UAPA
..//..

Consejo Académico No -LAC*

Cát. UNESCO ED
Cát. UNESCO e-L
UNED-ES
UOC
EADTU
NOVA
PENN S
SUNY
ACADIA U
..//..

Secretaria Ejecutiva

RIACES
Agencias Nacionales de Acreditación

**UNIVERSIDADES**
Otras instituciones
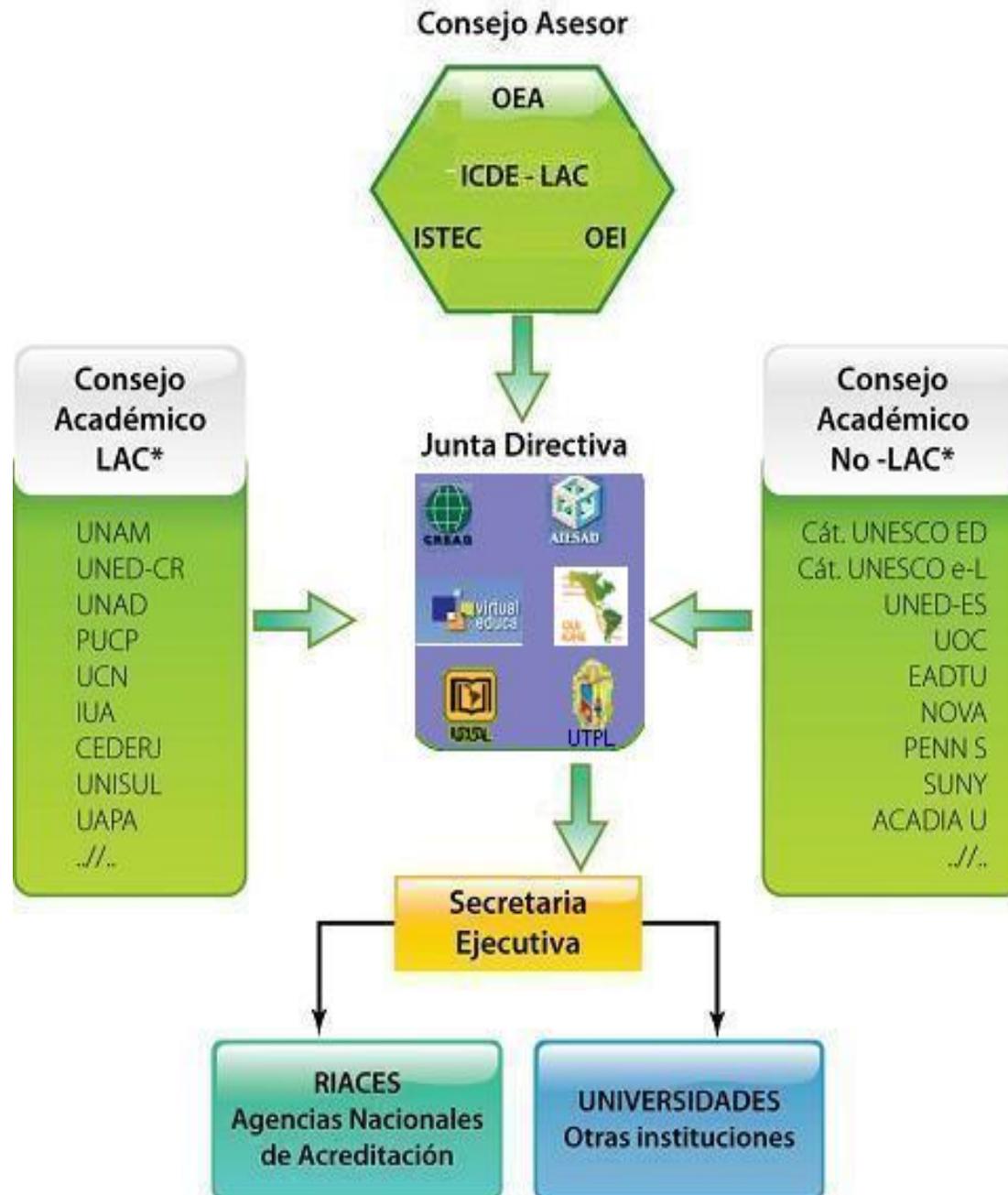
STRATEGICC GUIDELINES

Contribute to preparing guidelines and instruments for Higher Education program evaluation, accreditation, and certification.

International Projects

Consolidate a team of experts in Distance Higher Education quality

Collaborate interactively with institutions offering DHE in LAC in self-assessing their programs.

Promote publications, seminars, workshops, meetings, congresses on quality in Distance Higher Education.
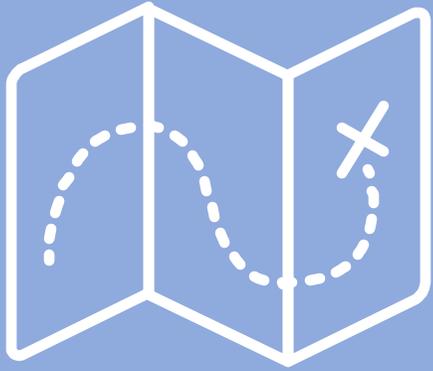
# MODEL FOR EVALUATING DISTANCE UNDERGRADUATE PROGRAMS

"Virtual Center to Develop Quality Standards for Distance Higher Education in Latin America and the Caribbean".

The Model comprises:

9 criteria, 30 sub criteria, 148 standards and 333 indicators

.

ENABLING PROCESSES
(How to achieve it?)

RESULTS
(What is achieved?)

1. Leadership and management style

2. Policy and strategy

3. Personal development

4. Resources and alliances

5. Target groups and educational processes

6. Results for target groups and educational processes

7. Results in personal development

8. Results for society

9. Overall Outcomes
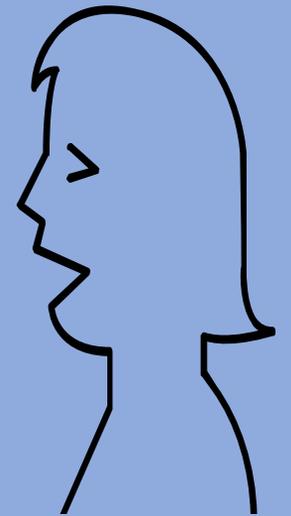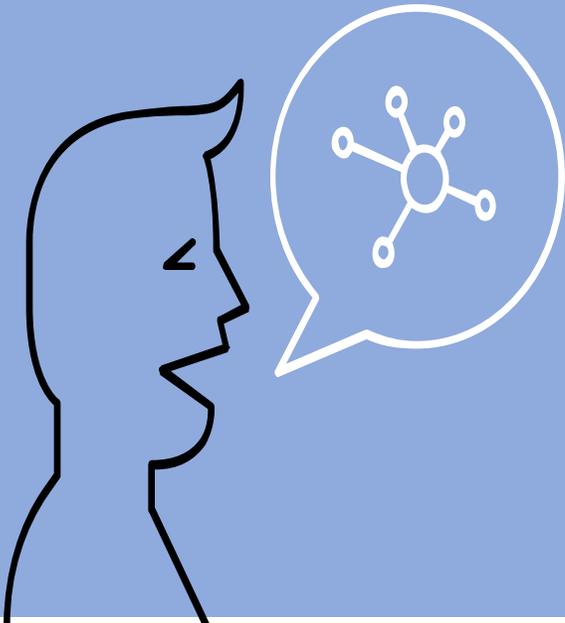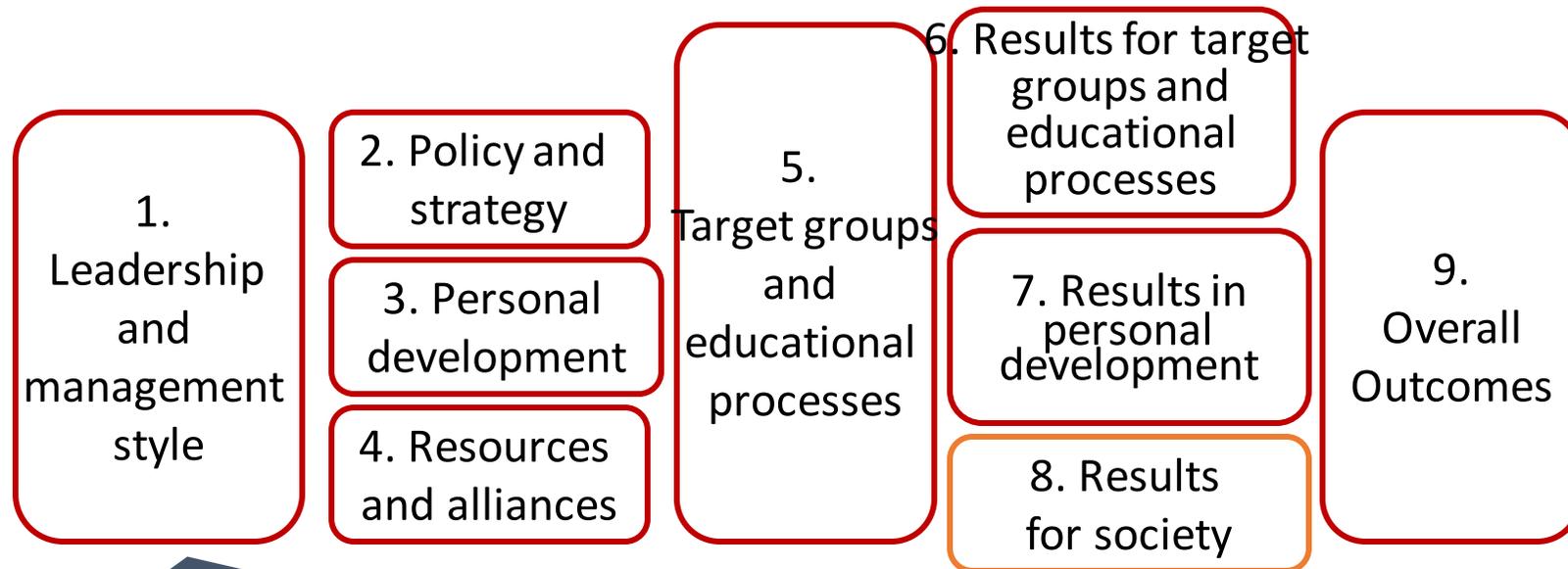
INNOVATION AND ONGOING IMPROVEMENT

THE MODEL COMPRISES:

| CRITERIA	SUBCRITERIA	OBJECTIVES	STANDARDS	INDICATORS
Leadership and management style	4	10	12	17
Policy and strategy	4	8	8	11
Personal development	5	8	21	52
Resources and alliances	4	9	18	51
Target groups and educational processes	3	12	35	111
Results for target groups and educational processes	2	7	11	18
Results in personal development	2	8	14	19
Results for Society	2	8	16	28
Overall Outcomes	4	9	13	26
TOTAL	30	79	148	333

GUIDE FOR EVALUATING VIRTUAL ONGOING TRAINING COURSES
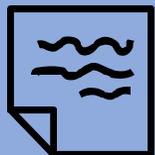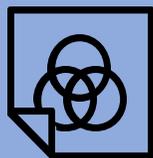
MODEL FOR SELF-ASSESSMENT OF ONGOING VIRTUAL TRAINING COURSES

Based on the Potential Regulatory Framework for the "Virtual Center to Develop Quality Standards for Distance Higher Education in Latin America and the Caribbean" project.

The Model consists of:
4 areas, 18 sub-areas, 32 standards and 125 indicators
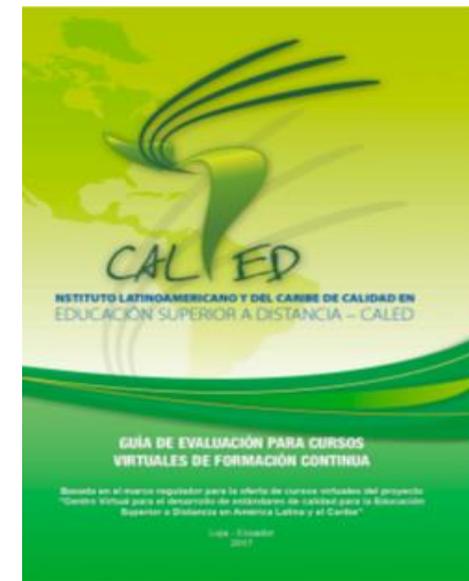
I Edition: 2009
II Edition: 2017

STRUCTURE OF THE MODEL

| AREA	SUB-AREA	STANDARDS/ INDICATORS
1. TECHNOLOGY	Technological infrastructure Availability, performance and capacity Safety and privacy Accessibility Usability and Navigability Maintenance	3 standards- 7 indicators 3 standards – 9 indicators 3 standards- 7 indicators 1 standards – 6 indicators 1 standards - 12 indicators 3 standards - 6 indicators
2. TRAINING	Teaching team Students	1 standard - 6 indicators 2 standard- 3 indicator
3. INSTRUCTIONAL DESIGN	Overall course guidelines Objectives Contents Learning activities Interaction Monitoring and Tutoring Evaluation	1 standard- 6 indicators 3 standards- 3 indicator 2 standards- 11 indicators 1 standards– 4 indicators 1 standard- 4 indicators 3 standards - 12 indicators 1 standard- 12 indicators
4. SERVICES AND SUPPORT	Information services Student support services Internal quality guarantee system of the course	1 standard - 4 indicators 1 standard - 9 indicators 1 standard - 4 indicators
TOTAL = 4 AREAS	18 Sub-áreas	32 standards and 125 indicators
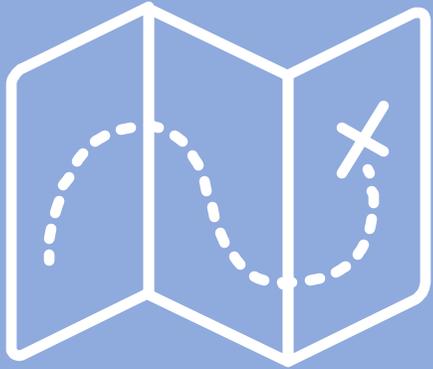
MODEL FOR ASSESSING ACCESSIBLE VIRTUAL COURSES

The Virtual Center to Develop Quality Standards for Distance Higher Education in Latin America and the Caribbean and the Methodological guide for implementing accessible virtual curricular implementation (ESVIAL Project).

The Modelo comprises:

4 areas, 18 sub-areas, 34 standards and 103 indicators

GUÍA PARA LA EVALUACIÓN DE CURSOS VIRTUALES ACCESIBLES
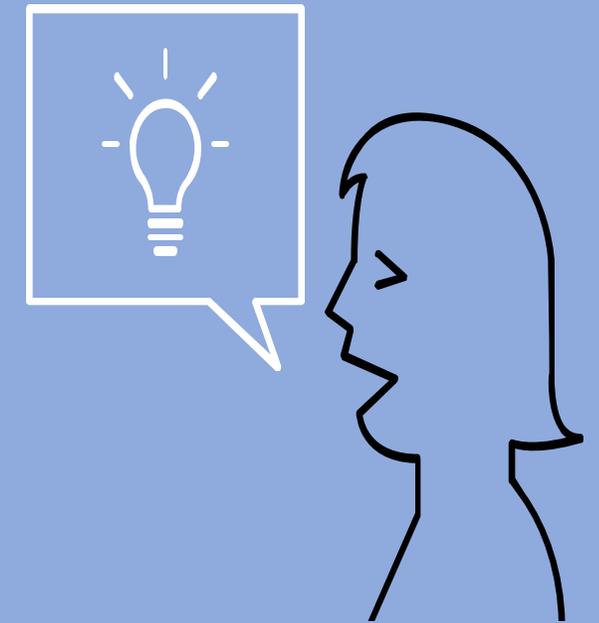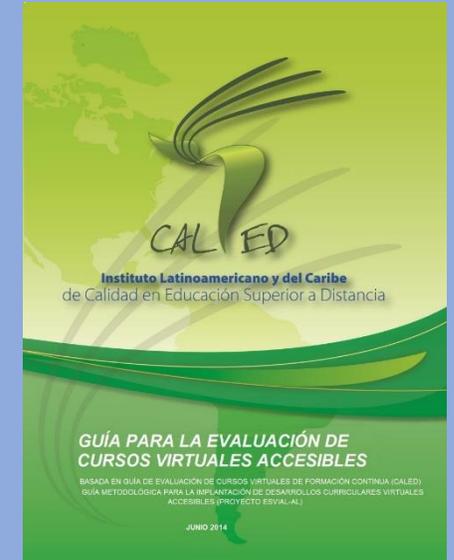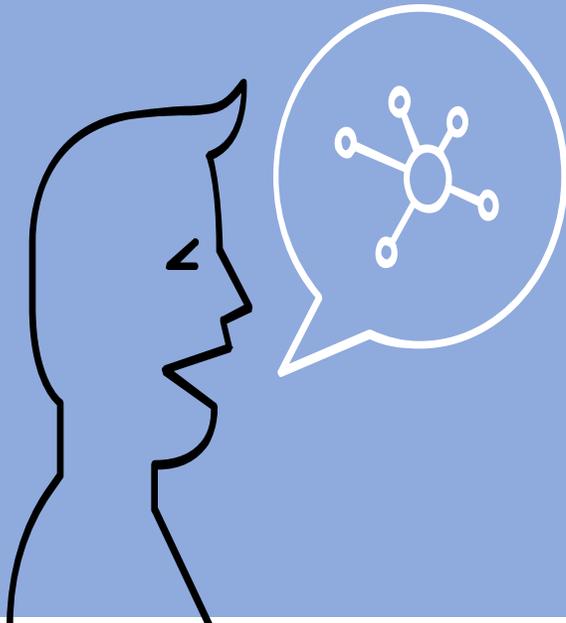
Model to Evaluate Accessible Virtual Courses

AREA	SUB-AREA	STANDARDS/INDICATORS
1. TECHNOLOGY	Technological infrastructure Availability, performance and capacity Safety and privacy Accessibility Usability and Navigability Maintenance	3 standards - 7 indicators 3 standards – 7 indicators 3 standards - 7 indicators 1 standard – 7 indicators 1 standard - 5 indicators 3 standards - 7 indicators
2. TRAINING	Teaching team Students	3 standards - 4 indicators 2 standards - 2 indicators
3. INSTRUCTIONAL DESIGN	Relevance of the course Overall course guidelines Objectives and competencies Contents Learning activities Interaction Monitoring and Tutoring Evaluation	1 standard - 1 indicator 1 standard - 3 indicators 2 standards - 2 indicators 3 standards - 14 indicators 1 standard - 5 indicators 3 standards - 13 indicators 1 standard - 9 indicators 1 standard - 4 indicators
4. SERVICES AND SUPPORT	Information services Student support services Linkages	1 standard - 5 indicators 1 standard - 4 indicators 1 standard - 1 indicator

SCORE CARD (SCCQAP)
Assessing On-Line Programs
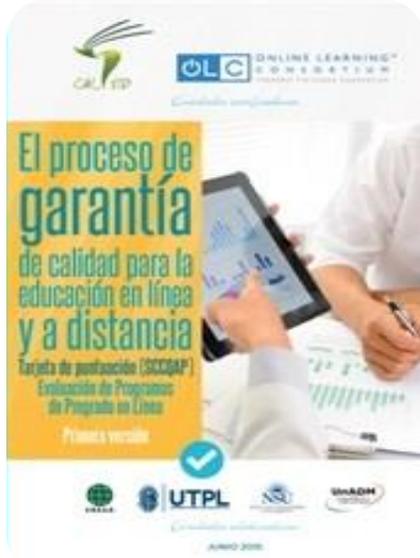
Designed to measure and quantify quality elements in an on-line program
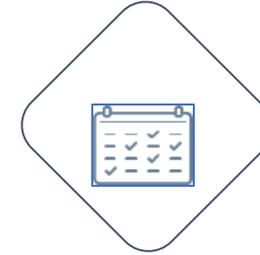
Operates by evaluating quality indicators.

Identifies strengths and weaknesses of the program being evaluated
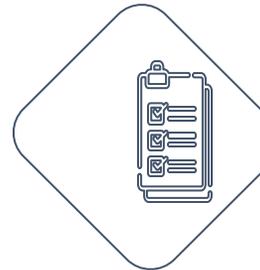
Gives evidence of quality elements for accrediting agencies.

Score card – 9 Categories – 91 quality indicators

THE SCORECARD COVERS:

|	CATEGORIES	INDICATORS
1.	INSTITUTIONAL SUPPORT	8
2.	TECHNOLOGICAL SUPPORT	8
3.	INSTRUCTIONAL DEVELOPMENT AND DESIGN OF ON-LINE COURSES	20
4.	STRUCTURE OF ON-LINE COURSES	9
5.	TEACHING AND LEARNING	6
6.	SOCIAL AND STUDENT PARTICIPATION	1
7.	SUPPORT FOR INSTRUCTORS	6
8.	SUPPORT FOR STUDENTS	20
9.	EVALUATION AND SCORING	13
	TOTAL	91
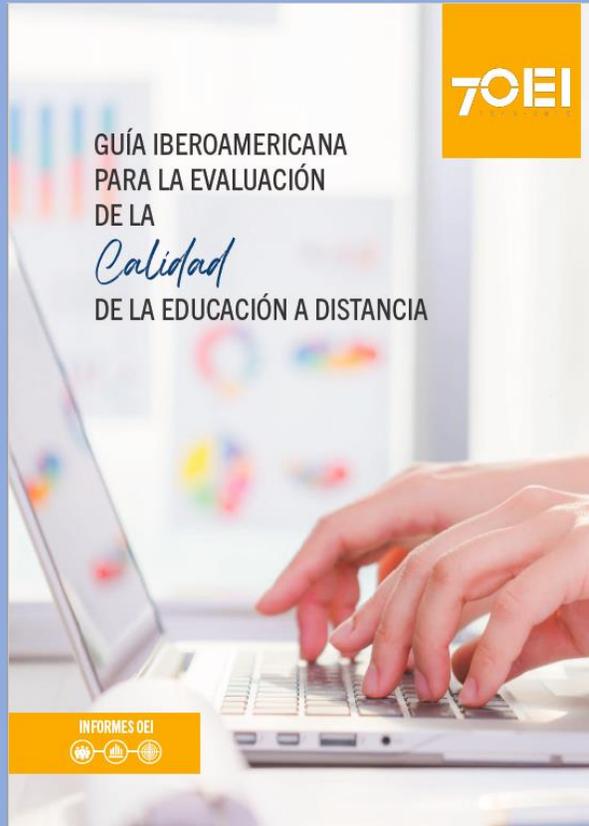
LATIN AMERICAN GUIDE FOR ASSESSMENT OF QUALITY IN DISTANCE EDUCATION

Evaluating the quality of university programs delivered in the distance-education mode.

Evaluation Criteria:

Students

Academic and Service Personnel

Infrastructure

Evaluation

Reflections by CALED:
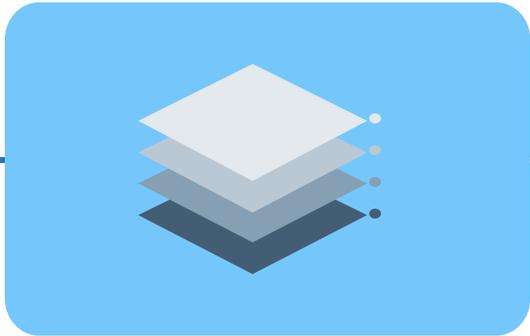
Revisiting Higher Education Public Policy to assure quality.
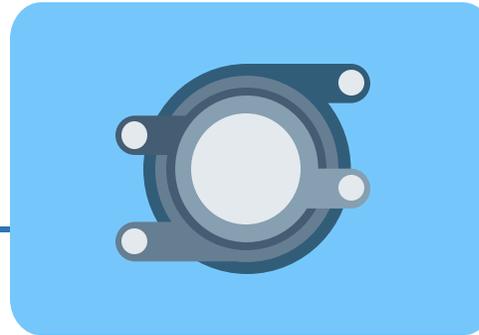
Developing a set of guidelines and instruments for quality assessment in the academic offerings of HEIs, designed to improve quality.
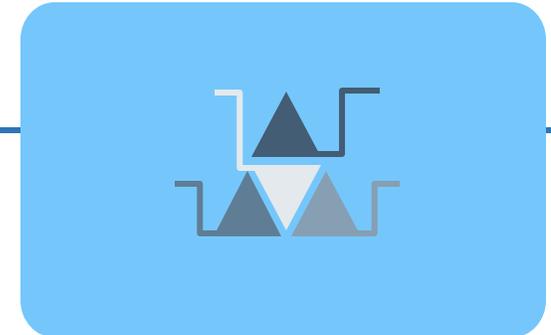
Establishing common categories, criteria and indicators throughout Latin America.

Reflections by CALED:

Consolidating a unified evaluation system that can maintain the intrinsic characteristics of each higher education institution.
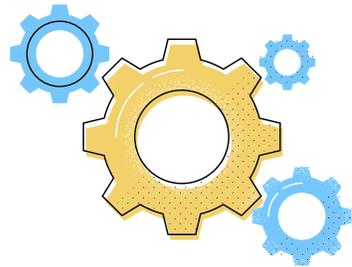
Establishing a common framework of quality criteria in the region: recognition of degrees, professor and student mobility.
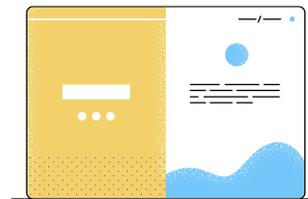
Encouraging establishment of laws, norms or regulations to govern the provision of DE.
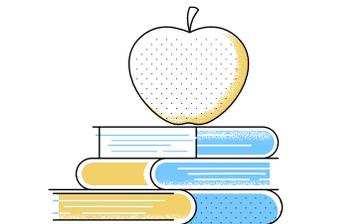
Santiago Acosta-Aide
Rector, UTPL
Executive Director, CALED

rectorado@utpl.edu.ec
caled@caledead.org