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## UNESCO'S MISSION IN THE DEVELOPMENT OF TRANSNATIONAL HIGHER EDUCATION

**Abstract.** *The article is devoted to the characterization of the constitutive influence of UNESCO on the transnational higher education formation at the end of the XX - the beginning of the XXI century, in particular, to substantiate strategies for its development and quality assurance at the global and regional levels. Based on the study of a wide source base, UNESCO's role in the development of transnational higher education is uncovered though it has been firmly included in the structure of the international relations system in the field of internationalization of higher education as the institution of global educational policy of global scale. It is revealed that the main directions of the international organization's activity in the development of transnational higher education are: statistical data collection and classification; harmonization of the terminology apparatus; deepening knowledge of transnational higher education issues; development of recommendations for the transnational higher education management, ensuring its quality; creation of information exchange centers; forecasting and developing strategies for its development. It was established that on the international level, on the basis of the method of open coordination, the leading institutions of global regulation of education development have agreed and adopted normative documents on the quality assurance of transnational higher education, the unifying characteristics of which are: the basic principle of mutual trust between countries and respect for the diversity of higher education systems; quality management of transnational educational services; ensuring the detection of dishonest providers; recommendation focus on the activities of stakeholders: government, higher education institutions, educational services providers, student organizations, quality assurance and accreditation institutions, institutions for recognition of qualifications and diplomas, professional associations of teachers, researchers, etc.*

**Key words:** *UNESCO, globalization of education, open coordination method, transnational education, strategies for the transnational higher education development, quality assurance of transnational higher education.*

## ОСНОВОПОЛОЖНА МІСІЯ ЮНЕСКО У РОЗВИТКОВІ ТРАНСНАЦІОНАЛЬНОЇ ВИЩОЇ ОСВІТИ

**Анотація.** *Стаття присвячена характеристиці конститутивного впливу ЮНЕСКО на становлення транснаціональної вищої освіти наприкінці XX – початку XXI ст., зокрема щодо обґрунтування стратегій її розвитку і забезпечення якості на глобальному й регіональному рівнях. На основі вивчення широкої джерельної бази розкрито роль ЮНЕСКО у розвитку транснаціональної вищої освіти, яка впевнено увійшла у структуру системи міждержавних відносин у галузі інтернаціоналізації вищої освіти як інституція світової освітньої політики глобального масштабу. З'ясовано, що основними напрямками діяльності цієї міжнародної організації у розвитку транснаціональної вищої освіти є: збір і класифікація статистичних даних; узгодження термінологічного апарату; поглиблення знання та розуміння проблем транснаціональної вищої освіти; розроблення рекомендацій щодо управління транснаціональною вищою освітою, забезпечення її якості; створення центрів обміну інформацією; прогнозування і розроблення стратегій її розвитку. Встановлено, що на міжнародному рівні на основі методу відкритої координації провідними інституціями глобального регулювання розвитку освіти узгоджено й ухвалено нормативні документи про забезпечення якості транснаціональної вищої освіти, об'єднувальними характеристиками яких є: основоположний принцип взаємної довіри між країнами і поваги до різноманітності систем вищої освіти; управління якістю транснаціональних освітніх послуг; забезпечення боротьби з нечесними провайдерами; рекомендаційна спрямованість на діяльність зацікавлених інституцій та груп осіб: уряди країн, заклади вищої освіти, провайдери освітніх послуг, студентські організації, установи забезпечення якості та акредитації, інституції з визнання кваліфікацій і дипломів, професійні асоціації викладачів, дослідників тощо.*

**Ключові слова:** *ЮНЕСКО, глобалізація освіти, метод відкритої координації, транснаціональна освіта, стратегії розвитку транснаціональної вищої освіти, забезпечення якості транснаціональної вищої освіти.*

**Introduction.** With rapid globalization processes in the world in the second half of the XX – at the beginning of the XXI century higher education is becoming transnational. The conceptual framework for the development of transnational education, as outlined in the UNESCO Incheon Declaration "Education 2030: Delivering universal inclusive and equitable quality education and lifelong learning" (UNESCO, 2015), is based on accessibility, universal content, availability of international quality standards, availability of international cultural standards, technological innovation. The analysis of the evolution of transnational education in different historical periods suggests that it is in a dynamic development due to a number of socio-cultural factors, which include, in particular, the strengthening of the role of international organizations in the transformation processes of the educational sector. It is international organizations of global scale (UNESCO, OECD, World Bank, World Trade Organization, etc.) that develop and disseminate education transnational strategies and mechanisms worldwide. In these circumstances, it is of great research interest to study the impact of these multinational structures, in particular UNESCO, on the development of transnational higher education in the global educational environment.

**The Aim of the Study.** The paper examines the meta-theoretical analysis of key UNESCO analytical, strategic and statistical documents and is aimed at having impact on this international organization with the emergence of transnational education in the late twentieth and early XXI centuries notably the validation of its development strategies and quality assurance at global and regional levels. The study of foreign experience of organizational and pedagogical foundations of transnational education is important for the development of higher education modernization strategies of Ukraine, which is reflected in the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017) and normative documents ("National Strategy for the Development of Education in Ukraine) Ukraine for the period up to 2021"(2013), " Sustainable Development Strategy of Ukraine - 2020 "(2015)), in the Regulation of the right to academic mobility (2015) of the Ministry of Education and Science of Ukraine.

**Theoretical Basis and Methods of Research.** The theoretical basis of the study is based on the ideas of philosophical concepts of the functioning and educational systems development, restructuring education on the basis of contradictions study between global and local, between the increasing unification of the cultural life of the nation and their national identity maintenance, between the fierce competition that is typical for the global economy and the norm of a democratic society for ensuring equal opportunities in education. To achieve the goal of the study, theoretical research methods of philosophical, pedagogical, sociological sources analysis with elements of induction and deduction were used to characterize modern foreign approaches of the organization of transnational higher education in the context of integration processes, as well as to determine the ways of transnational higher education sources and regulatory support.

**Results.** Transnational higher education is a complex, multifunctional, multi-component, sociocultural, historical phenomenon, organically linked to convergent and coherent trends in the global educational environment and a harmonious of global and national contexts in higher education systems of countries. Its essence and importance in solving contemporary social issues are resulting from the conceptual ideas of the continuous development of the world society, social activity and collective security and global education. Efficiency and effectiveness are determined by transnational mobility, social and economic orientation, flexibility and variability of access, openness and openness educational services, innovation and technological support. As a result of our retrospective analysis of the evolution of transnational higher education during the second half of the XX- early XXI centuries found that the creation of international organizations as institutions of global education policy on a global scale is considered one of the fundamental factors of its institutionalization. UNESCO has always upheld the fundamental rights and freedoms of people, including the right to education, but its educational activities have undergone a major qualitative transformation in the age of globalization. It should be emphasized that in December 1946, in accordance with the decision of the UN General Assembly, UNESCO became an integral part of

the UN system, one of its most important components, the main mission of which was to promote the idea of protecting peace and common values, tolerance and mutual understanding, tolerance and mutual understanding in people's minds, moral solidarity based on the development of cooperation between nations in the field of education, science and culture (UNESCO, 2002, pp. 7–24).

It should be noted that during the first post-war decades, UNESCO consisted mainly of the leading socially and economically developed countries of Western Europe, North America, the USSR, as well as politically and economically dependent countries of Asia, Africa and Latin America. This period was marked by the beginning of a qualitatively new stage in the history of the organization, namely the programs of its activity were enriched with ideas that would radically change its content in the future, in particular, on peaceful coexistence of states with different social order, development of equal international cooperation, combating various forms of discrimination in education. Currently, there are more than 180 Member States in UNESCO, and it cooperates with 588 non-governmental organizations (Borodko, 2000, p. 86). UNESCO pays great attention to holding numerous international symposia, conferences and meetings to share national experiences, coordinate efforts by countries on common issues, summarize the results of international cooperation, and develop educational development strategies in different regions and at different levels. The study of authentic sources on the topic of the study showed that in the light of the processes of globalization and internationalization of education, various intergovernmental organizations are updating existing or creating new international and supranational framework documents. UNESCO, as a specialized agency of the UN system with a mandate in the field of education, plays a leading role in the responsibility for developing appropriate normative rules for higher education based on UN principles and facilitating the implementation of regulatory documents at national and international levels. UNESCO's initial position on the development of higher education in the context of globalization is based on the fundamental documents and regulations of the United Nations, in particular the founding document of UNESCO "Higher Education in a

Globalized Society" (UNESCO, 2004) and the Communication of the UNESCO World Conference on Higher Education and Higher Education research for the development of society" (UNESCO, 2009).

They illustrate the multiplicity of legal acts, principles and initiatives adopted by the UN and UNESCO that relate directly to the problem of the impact of globalization on higher education, in particular its transnationalization during the second half of the twentieth - early twentieth centuries. It is evident from the documents that active normative work on international cooperation in higher education has been carried out by UNESCO since 1945 and to this day, which emphasizes the global nature of its activities and forms the basis for international cooperation based on the principles of multilevel interaction and open coordination. Let's look at UNESCO's activities related to transnationalization of education in detail.

It is worth mentioning that one of the first definitions of transnational higher education was adopted owing to numerous debates and discussions at the international level by experts of the UNESCO European Council of Higher Education, the Council of Europe and the European Commission during the Riga Summit (6 June 2001). It is reflected in the documents of the Committee of the Lisbon Convention on the Recognition of Higher Education Qualifications established by these organizations to address transnational higher education quality assurance issues (UNESCO, 2001).

The second half of the XX – beginning of the XXI century is characterized by the intensive work of international organizations to harmonize the rules of mutual recognition of qualifications and general principles of quality assurance of transnational higher education. International organizations – UNESCO, the OECD, the Council of Europe, and the European Commission - give priority to the issues of transnational higher education as they embody partners in providing the necessary framework to regulate cross-border trade in educational services. Discussions on international legal and organizational issues of transnational education have been debating at numerous forums and conferences of these international associations since the late twentieth century. They gained considerable intensi-

fication in the early 21st century in response of increased cooperation, mainly between international associations of national accreditation and certification agencies and international university networks. The conducted research showed that international and national organizations, based on the open coordination method, developed and implemented a three-tier quality assurance system for transnational higher education (international, regional, national), taking into account the principles of: mutual trust between countries and respect for the diversity of higher education systems; the similarity of procedures for recognition of qualifications, diplomas and academic load and their comparability; compliance with national legislation in the field of higher education of the importer and exporter of educational services; ensuring the educational needs of students in cognitive, cultural, social, personal, professional development; openness and accountability to all stakeholders; the responsibility of higher education institutions for the quality of educational services provided and the activities of third parties before consumers, employers, the state; full provision of organizational and pedagogical conditions for providing educational services. One of the first documents in the field of quality assurance for transnational higher education was the "Code of Professional Practice for Transnational Education", approved in 2001 (UNESCO, 2001). It contains eleven principles for the provision of educational services to students studying abroad. The Code is considered by experts to be a sound basis for practical implementation of a consumer protection system for transnational higher education services that has made a significant contribution to the development of a quality culture worldwide.

The main statements of this document were the basis for the holding UNESCO World Forum for the Quality of International Education, Accreditation and Diplomas, which brought together educational organizations and regulators from Africa, Central Asia, Europe, North and Latin America, the Caribbean and the Mediterranean basin in 2002. Recognizing the need to strengthen existing mechanisms, the Forum recommended for representatives of regional Conventions on the recognition of diplomas and degrees should work out ways to improve the quality of transnational education. An international

working group on transnational higher education at the UNESCO Office of Higher Education was set up in 2003 to intensify its work in this area. The main task of the Bureau, in particular, is to develop mechanisms for providing information support to transnational education institutions that can be used by countries interested in developing this form of educational services. Since 2004, this influential organization has been establishing a global database of transnational educational services exporters and importers, primarily from the UK, Canada, USA, Australia, which are the most influential players in the global educational services market. As our scientific research has shown, common agreements of leading international organizations, both regionally and globally, serve as eloquent examples of international cooperation in the field of transnational higher education quality assurance. These include: "Guidelines on quality assurance for transnational higher education" (UNESCO. OECD, 2005); "Higher education crosses borders: a guidebook on cross-border education" (UNESCO. Commonwealth of Learning, 2006); Quality Assurance for Transnational Higher Education: Implementing the UNESCO / OECD Guidelines (UNESCO. OECD, 2015). Study of these documents has shown that they are intended to protect the interests of students as consumers of educational services, and to assist national education authorities to develop regulatory procedures for the full functioning of transnational education, in particular within the framework of the General Agreement on Trade in Services. In our view, the unifying features of these regulations are: the fundamental principle of mutual trust between countries and respect for the diversity of higher education systems; quality management of transnational educational services; ensuring the regulations against dishonest providers; advisory focus on the institutions and groups concerned activities: governments, higher education institutions, educational providers, student organizations, quality assurance and accreditation institutions, institutions for the recognition of qualifications and diplomas, professional associations of teachers, researchers, etc.

**Conclusions.** Based on the study of sources (reference books, periodicals, analytical reports, statistical surveys, founding documents), UNESCO's role in the establishment

and development of transnational higher education has been revealed, which has firmly entered the structure of the system of interstate relations in the field of internationalization of higher education as an institution of higher education on a global scale. It has been found that the main activities of this international organization in the development of transnational higher education are: collection and classification of statistics; coordination of the terminological apparatus; deepening knowledge and understanding of transnational higher education issues; developing rec-

ommendations for managing transnational higher education, ensuring its quality; creation of information exchange centres; forecasting and developing strategies for its development. One of the most promising areas for further research is the study of international organizations impact, in particular UNESCO, on global civil society development; recognition of the results of formal and non-formal education in the framework of international cooperation; expanding mechanisms for quality assurance of transnational higher education at the international and national levels, etc.

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**Наталія Авшенюк**, доктор педагогічних наук, старший науковий співробітник, завідувач відділу зарубіжних систем педагогічної освіти і освіти дорослих Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України, член Національного агентства із забезпечення якості вищої освіти.

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