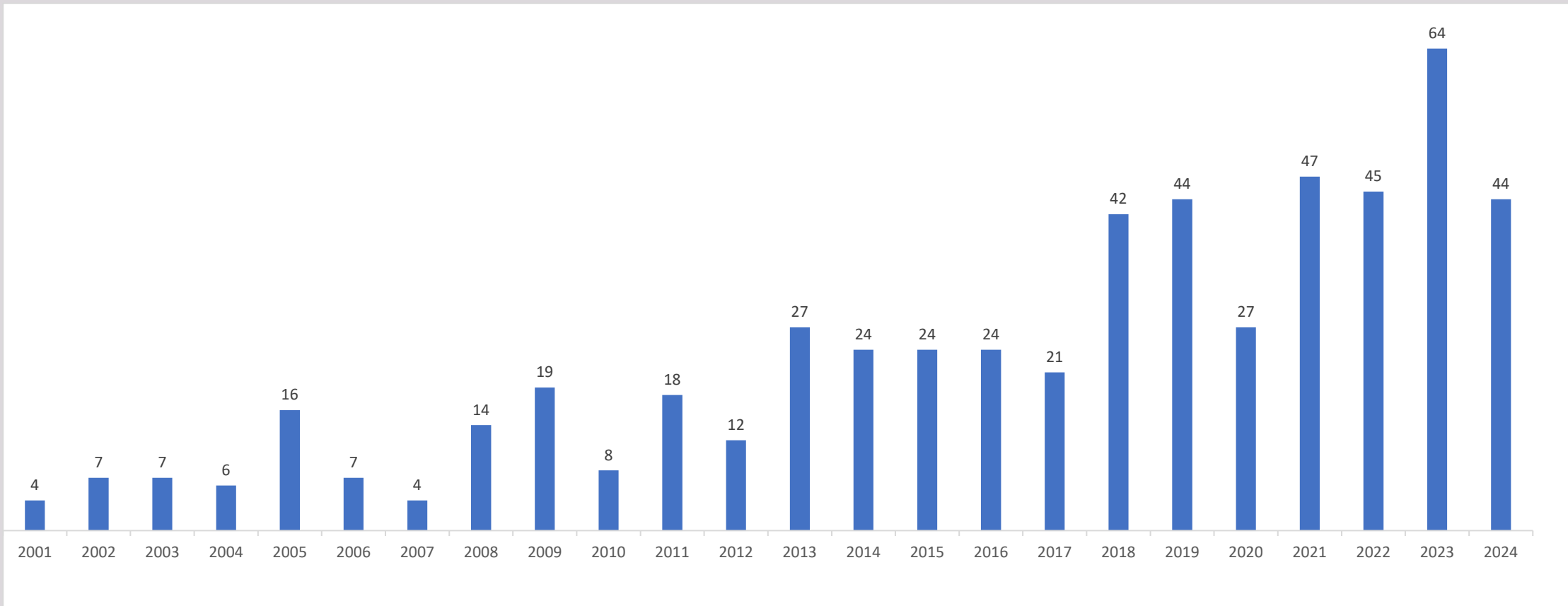


**SINAES: una agencia de acreditación con logros  
indiscutibles**

# EVALUACIONES EXTERNAS ATENDIDAS POR AÑO



Fuente :SINAES. Información actualizada al 1.10.2024

***XXV ANIVERSARIO DEL SINAES:***

***BALANCE Y PERSPECTIVAS***

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CÁTEDRA EDUCACIÓN Y SOCIEDAD

17 DE OCTUBRE 2024

SONIA M. MORA ESCALANTE

*« Quality education is what breaks cycles of poverty, reduces inequality and empowers people to live healthier, sustainable lives. Education is the key to preparing individuals for the economy of tomorrow. In our fast changing world, it's a challenge that policymakers must embrace. »*

Andreas Schleicher, Director for Education and Skills

Special Advisor on Education Policy to the Secretary-General (OECD, 2024 p. 6)

*“El derecho a la educación debe ampliarse para incluir el derecho a una educación de calidad a lo largo de toda la vida.”*

UNESCO y Fundación SM (2022) *Reimaginar juntos nuestros futuros. Un nuevo contrato social para la educación* (p. 12)

# Célébration du centenaire d'Edgar Morin

UNESCO, 2021

*“ce n'est pas une prophétie, c'est  
une mise en garde...”*

*Edgar Morin*

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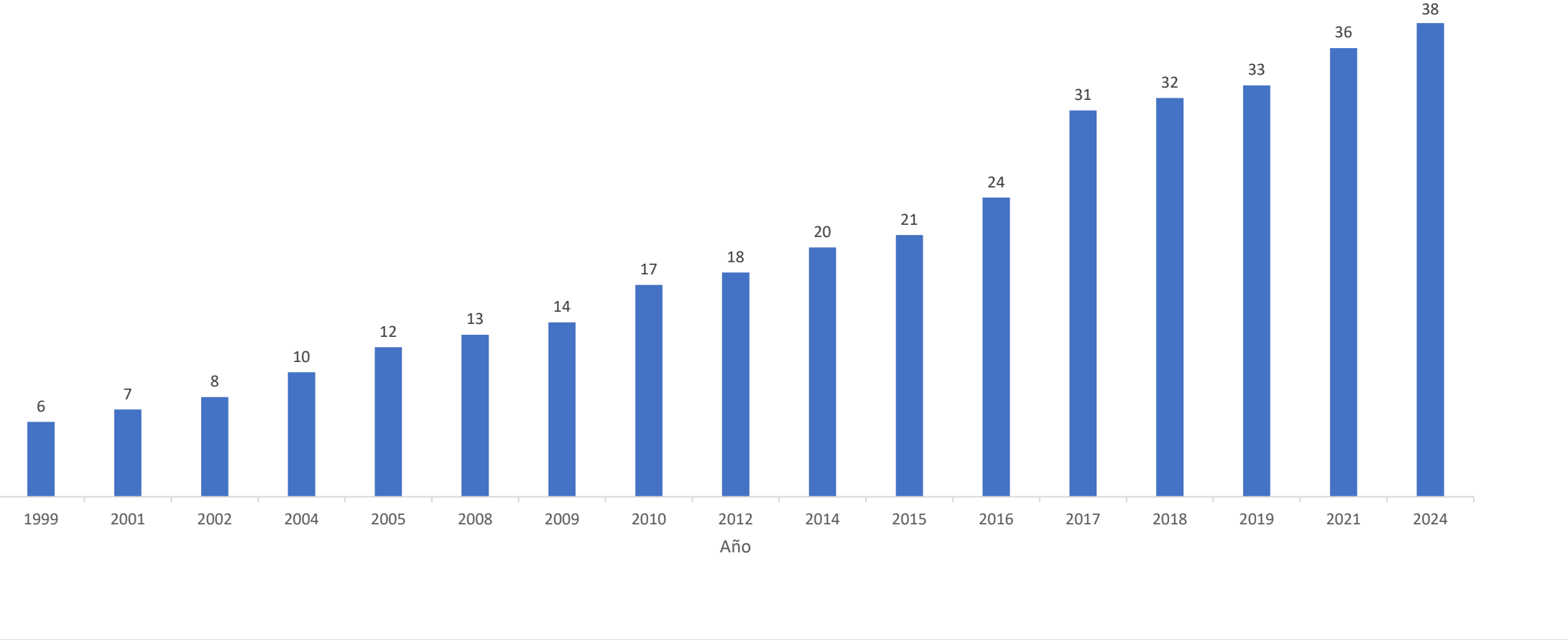
Desafíos e importantes oportunidades

*...“Costa Rica has established, in SINAES, an accreditation system which is well-respected by national institutions and in the region.”*

OECD (2017), Education in Costa Rica, Reviews of National Policies for Education,  
OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264277335-en> p.189



# INSTITUCIONES AFILIADAS AL SINAES SEGÚN AÑO DE AFILIACIÓN



Fuente: SINAES. Información actualizada a octubre 2024

Avances alcanzados: una sólida base para  
encarar el futuro

## **II. LOS RETOS DE LA EDUCACIÓN SUPERIOR: UN PANORAMA INÉDITO**

# III Conferencia Mundial de Educación Superior

## Un llamado a la transformación

*“Seguir haciendo lo mismo (business as usual) no es suficiente ni aceptable para garantizar que las personas ejerzan plenamente su derecho a la educación superior en sociedades libres, pacíficas y justas. La UNESCO hace un llamado urgente para que se produzcan cambios sustanciales que ayuden a reimaginar nuestro futuro (...) Estas vías deben implicar a todas las partes interesadas en la educación superior.”*

UNESCO (2022) *Más allá de los límites. Nuevas formas de reinventar la educación superior.* Documento preparatorio para la Conferencia Mundial de Educación Superior. 18-20 de mayo de 2022. (p. 11)

*« The long-term effects of the education crisis are unclear but likely to be considerable. (...) ...the unequal impact of this crisis on educational outcomes – in terms of access to, and the quality of, distance learning or financial support to continue one's education – is likely to have strong distributional effects in the long run, increasing existing structural inequalities. This is true not only of developing economies but even of developed ones (see, for example, United States of America, Department of Education 2021). »*

ILO (2022) Global Employment Trends for Youth 2022:  
Investing in transforming futures for young people.  
Geneva. (p.50)

### **III. EL ASEGURAMIENTO DE LA CALIDAD DE LA EDUCACIÓN SUPERIOR: UN HORIZONTE DE GRANDES DESAFÍOS**

## « LE COLLÈGE DU HAUT CONSEIL DE L'ÉVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT SUPÉRIEUR

*Considérant les objectifs assignés par la loi aux travaux du Hcéres : (...)*

*-Contribuer à la réflexion stratégique des acteurs de l'enseignement supérieur, de la recherche et de l'innovation ainsi qu'à la conception et à l'évaluation des politiques publiques (...)*

*Les rapports du Hcéres ont un double objectif : aider les établissements et les entités évalués à améliorer la qualité de l'enseignement supérieur et de la recherche et éclairer les autorités dont ils dépendent dans le cadre de la conduite des politiques publiques. »*

Charte de l'évaluation

Approuvée par le collège le 18 septembre 2024

[charte-evaluation-2024.pdf \(hceres.fr\)](https://www.hceres.fr/IMG/pdf/charte-evaluation-2024.pdf)

# III Conferencia Mundial de Educación Superior

*“... los mecanismos de aseguramiento de la calidad pueden ser importantes palancas para el cambio de la ES. Para ello, deben contribuir a hacer visibles los ámbitos en los que el cambio es especialmente urgente.”*

*UNESCO, (2022) Más allá de los límites. Nuevas formas de reinventar la educación superior. Documento preparatorio para la Conferencia Mundial de Educación Superior (p.36)*



*« In an era of rapid change and disruption, new expectations are being created for higher education, and, as a consequence, for EQA. (...) Whether higher education is able to deliver on these expectations, and whether EQA is designed and prepared to take on these challenges is an entirely different question. »*

Karakhanya, S. and B. Stensaker eds. (2020) Global trends in higher education quality assurance : challenges and opportunities in internal and external quality assurance.  
Leiden ; Boston : Brill | Sense (p.1)

*... « the declining trust in degrees and qualifications, and the need to safeguard the system from diploma mills and fraud operations (Stensaker, 2013), have played a role in this expansion process »...*

(Karakhanyan and Stensaker, eds. 2020, p. 32)

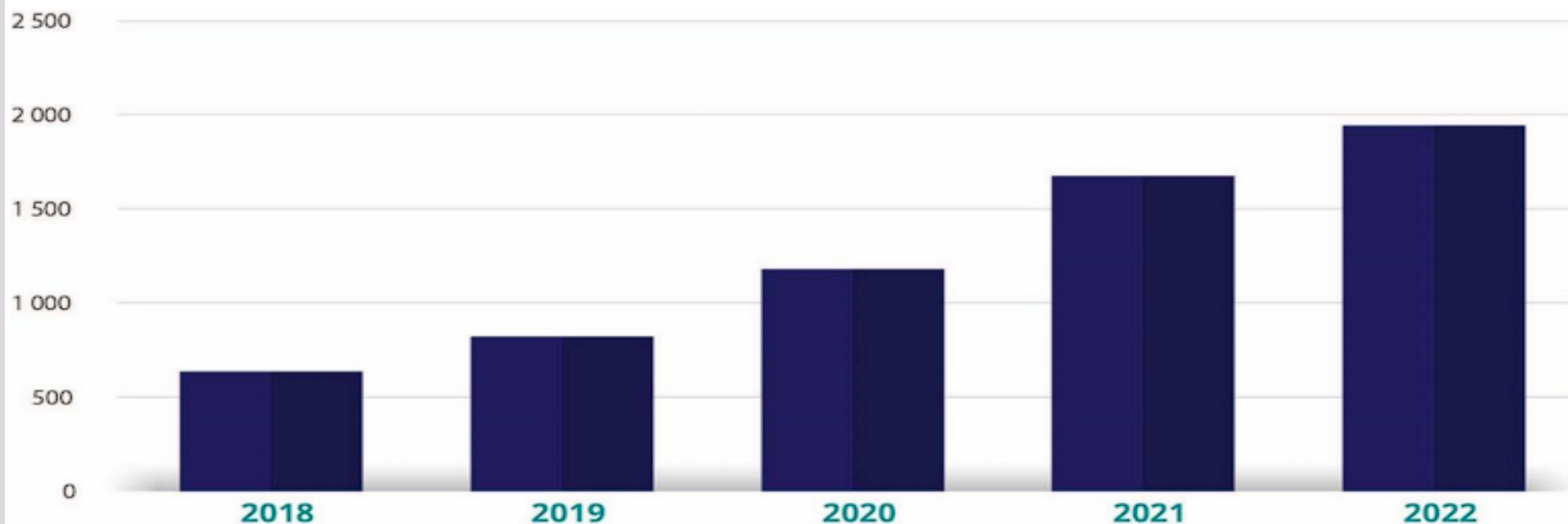
# Risk-based approach

*“The risk-based approach also aims to improve the efficiency and cost-effectiveness of EQA. (...) This approach reduces the cost and bureaucracy of EQA processes. Intervention should be focused on cases where risks are likely to be higher »...*

*« With its aim of enhancing efficiency, the risk-based approach is gaining in popularity in countries with more mature HEIs (e.g. Australia, UAE, USA), as it alleviates the burden for HEIs.*

Uvalić-Trumbić, S. and M. Martin (2021) A New Generation of External Quality Assurance. Dynamics of change and innovative approaches. New trends in higher education. International Institute for Educational Planning. UNESCO, Paris (p. 84 y p. 87)

**Figure 3.4. Are micro-credentials a 'game changer' for lifelong learning?**



Note: The figure shows the number of micro-credentials offered on Coursera (MasterTracks, Professional Certificates, Specializations and University Certificates), edX (MicroBachelors, MicroMasters, Professional Certificates, Professional Education and XSeries), FutureLearn (Academic Certificates, ExpertTracks, Micro-credentials and Programs), Kadenze (Programs) and Udacity (Nanodegrees).

Source: (OECD, 2023<sup>[55]</sup>), "Micro-credentials for lifelong learning and employability: Uses and possibilities", *OECD Education Policy Perspectives*, No. 66, OECD Publishing, Paris, <https://doi.org/10.1787/9c4b7b68-en>.

*« Despite the enthusiasm surrounding micro-credentials, empirical evidence of their impact remains scarce. Still, some evidence is emerging that in the right circumstances, acquiring certain targeted short-term credentials can have a positive impact on the chances of being employed. »*

OECD (2024), Reimagining Education, Realising Potential,  
International Summit on the Teaching Profession,  
OECD Publishing, Paris. <https://doi.org/10.1787/b44e2c39-en>. (p.40)

*« ...The increasing diversity of tertiary education provisions translates into an eroding social trust, and into the need for “someone” to provide evidence of quality. The issue becomes even more sensitive when it comes to the quality assurance of micro-credentials – rapidly expanding and growing, yet not supported by QA whatsoever. Quality assurance agencies seem to be the most qualified for this task and the need to rethink and revise multiple approaches seems to be topical across all the regions. »*

(Karakhanyan, and Stensaker, 2020, p. 73)

# La centralidad del aprendizaje de las personas estudiantes

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*« The shift from measuring inputs to measuring outcomes, especially student learning outcomes, is certainly one of the most significant recent developments in EQA. This development is also linked with a trend for more learner centred approaches in education.»*

*(Uvalić-Trumbić and Martin p. 44)*

*...”Not only do the results of student assessments help to identify the competencies and skills acquired by students, they are also good indicators of the quality of the teaching and learning process.”*

*( Uvalić-Trumbić and Martin P. 48 )*

## Habilidades para el futuro



Figura 1 Habilidades para enfrentar la transición global FUENTE: IESALC, UNESCO 2023



*“Se establece que el Marco Nacional de Cualificaciones de las Carreras de Educación en Costa Rica sea un instrumento de referencia que describe los **resultados de aprendizaje** que se esperan en términos de los distintos niveles de formación en el continuo educativo; el cual favorece y armoniza el sistema educativo, el reconocimiento académico, la movilidad académica y la empleabilidad.*

*El MNC-CE-CR permitirá al país **aumentar la calidad** en la Educación Costarricense, disminuye las brechas entre la formación inicial y las demandas del sector, orientando la formación de los futuros profesionales través de una **oferta educativa y formativa pertinente y de calidad.**”* (El subrayado es nuestro)

Marco Nacional de Cualificaciones para las Carreras de Educación en Costa Rica - Sobre MNC-CE Consultado el 1 de octubre de 2024

*« Within the context of policies aimed at privatizing and marketing the higher education sector, there is a pronounced return to its role as a public good. At international level, this was spurred on by the 2015 United Nations Sustainable Development Goals. »*

(Uvalić-Trumbić and Martin, 2021, p. 70)

Cambios  
sustanciales son  
imperativos en el  
universo del  
aseguramiento de  
la calidad

*« ... the results demonstrate a demand for major and significant changes if QA wants to continue to prove its relevance. »*

*« In general, EQA has been accepted by most institutions, and has been around for a number of years, doing more or less the same. What our study underlines is that substantial challenges have to be addressed in the coming years. »*

(Karakhanyan, and Stensaker, 2020, p. 33 y p.73)

**IV. SINAES XXV ANIVERSARIO:**

**HACIA UNA AGENDA RENOVADA**

SINAES:  
25 años de  
existencia

➤ CONSOLIDAR LOGROS

➤ PRIORIZAR RETOS

➤ DISEÑAR CAMBIOS VIGOROSOS  
Y AUDACES

*“Una debilidad clave del sistema de educación superior costarricense es la desarticulada gobernanza y una limitada cobertura del mecanismo nacional para el aseguramiento de la calidad.”*

*“Acreditación de programas por Sinaes sigue baja y con lento crecimiento...”*

**PEN (2023) Noveno Estado de la Educación (p. 258 y p. 275)**

*« Unlike many OECD education systems, accreditation is not compulsory... »*

OECD (2017), Education in Costa Rica, Reviews of National Policies for Education, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264277335-en> (P.180)

*« Costa Rica therefore needs to take quality assurance further and faster. »*

(OECD, 2017, p. 186)

*« Costa Rica has established, in SINAES, an accreditation system which is well-respected by national institutions and in the region. These are strong foundations on which to further develop accreditation, both by extending its coverage, and by ensuring that accreditation is well designed to improve student outcomes. »*

OECD (2017), Education in Costa Rica, Reviews of National Policies for Education, OECD Publishing, Paris.  
<http://dx.doi.org/10.1787/9789264277335-en> (p. 189)



XXV  
aniversario  
del  
SINAES

Una extraordinaria oportunidad para consolidar el SINAES:

- *Hacia una ambiciosa agenda de fortalecimiento, transformación, y renovado compromiso con la calidad de la educación superior costarricense en su conjunto*